

CLASS SYLLABUS



COURSE TITLE:	NURS 180 Nurses Promoting Health in Practice
CLASS SECTION:	X 01
TERM:	Fall 2021
COURSE CREDITS:	2
DELIVERY METHOD(S):	Synchronous

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

<https://camosun.ca/about/covid-19-updates>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Mrs. Paula L. Littlejohn, CBE, ID, GNC(C), RN, BSN (Hons), MA
EMAIL: littlejohnp@camosun.bc.ca
OFFICE: CHW 207 Phone: 250-370-4266 (24-hour voice mail)
HOURS: Mondays 1230 to 1330 & Wednesday 1130 to 1230 (Virtual or via phone)

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

The purpose of this course is application of knowledge, skills and dispositions gained in nursing and service courses. Experiences of the registered nurses' role are provided. Learners will engage in health prevention and promotion activities for individuals across the lifespan. Learners will engage with other professionals and service providers in health, human service or educational organizations.

PREREQUISITE(S): none

PRE/CO-REQUISITE(S): C in BIOL 152, C in NURS 110, C in NURS 132, C in NURS 142, C in NURS 160

COURSE LEARNING OUTCOMES

Upon successful completion of this course a student will be able to:

- describe the various roles, responsibilities, and scope of practice of the registered nurse with other professionals in diverse contexts.
- demonstrate professionalism when representing him/herself as a nursing student.
- enact principles of quality and safety practice to protect themselves and the public from harm.

- d) promote health and safety for self and the workplace and apply concepts of ‘fitness to practice’.
- e) design and implement plans for promoting health and well-being for individuals across the lifespan.
- f) use evidence and nursing knowledge to inform health promotion activities.
- g) participate in environmentally responsible nursing practice.
- h) engage in professional nurse-client relationships and collaboration with individuals and families.
- i) engage in self-appraisal, as an essential aspect of professionalism, in nursing practice settings.
- j) apply cultural awareness and sensitivity in practice settings.
- k) apply the principle of self-determination when relating with Indigenous people in the health care setting.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Astle, B.J., Duggleby, W., Potter, P.A., Griffin Perry, A., Stockert, P.A., & Hall, A.M. (Eds.). (2019). *Canadian fundamentals of nursing* (6th ed.). Elsevier.

Austin, W., Kunyk, D., Peternelj-Taylor, C., & Boyd, M. A. (2019). *Psychiatric & mental health nursing for Canadian practice* (4th ed.). Wolters Kluwer.

Cobbett, S. L., Griffin Perry, A., Potter, P. A., & Ostendorf, W. R. (Eds.). (2020). *Canadian clinical nursing skills and techniques* (1st ed.). Elsevier.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK & DATE	MODULE	NURSING PRACTICE ACTIVITIES
Week 1 Sept 7-10 (no class Sept 6th)	Praxis Seminar Module 1: Intro to Nursing Practice	Classroom
Week 2 Sept 13-17	Module 2: Promoting Health and Well-being in Nursing Practice Introduction to the “Do Bugs Need Drugs?” health promotion activity	Classroom A mandatory 2-hour virtual session with the BC CDC is tentatively scheduled for Sections 02 and 03 on Thursday September 16 th and Sections 01 and 04 on Friday September 17 th after 1530. This will be confirmed by the start of Week 2 classes.
Week 3 Sept 20-24	Module 3: Professional Nursing Practice, Quality Improvement & Safety	Classroom
Week 4 Sept 27-Oct 1	Module 4: Professional Relationships	Classroom
Week 5 Oct 4-8		The weekly schedule will be unique for each student group with rotations to complete a nurse interview, a shadow shift, a health promotion activity in a school classroom, and a classroom praxis

		discussion.
Week 6 Oct 12-15 (no class Oct 11 th)		The weekly schedule will be unique for each student group with rotations to complete a nurse interview, a shadow shift, a health promotion activity in a school classroom, and a classroom praxis discussion.
Week 7 Oct 18-22		The weekly schedule will be unique for each student group with rotations to complete a nurse interview, a shadow shift, a health promotion activity in a school classroom, and a classroom praxis discussion.
Week 8 Oct 25-29		The weekly schedule will be unique for each student group with rotations to complete a nurse interview, a shadow shift, a health promotion activity in a school classroom, and a classroom praxis discussion.
Week 9 Nov 1-5	Module 5: Nursing, Health and the Older Adult	Classroom - Preparation for older adult interviews and the independent living experience.
Week 10 Nov 8-12 (no class Nov 11th)	Independent Living Orientation	Orientation to the independent living site and interviews with older adults.
Week 11 Nov 15-19		Interactions with older adults.
Week 12 Nov 22-26		Interactions with older adults.
Week 13 Nov 29-Dec 3	Independent Living	Independent living site to complete older adult interviews and terminate relationships.
Week 14 Dec 6-10	Practice Appraisal Form completion.	One-to-one meetings to complete the practice appraisal process and ePAF.

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

STUDENT EVALUATION

Students are assessed based on their progress and level of independence according to the intended Learning Outcomes outlined in the N180 class syllabus and course package. The British Columbia College of Nurses and Midwives (BCCNM) Professional Standards will be used as a framework to support the evaluation process for demonstrating success with learning outcomes (Appendix A). Students are formally evaluated by their clinical instructor in a written document at the end of the semester. Students are required to provide written self-

evaluation of their progress at that time.

Depending on your progress throughout each semester, you may be required to participate in more frequent evaluations. Decisions can be made to include written collaborative reports more frequently if it is deemed necessary by your instructor. A collaborative learning contract is completed for those students at risk for failure. All evaluations and collaborative reports will be written, dated, and signed by yourself and your instructor. These reports are kept on file in the nursing office.

The purpose of the activities and assignments in this course are to develop and strengthen the student's critical thinking skills, explore learning that happens in nursing practice settings, link theory to practice, and learn more about the role of a nurse.

Nurse Interview

Students will develop an understanding of the diverse roles and responsibilities of nurses by completing an interview with a practicing registered nurse (RN). This learning activity will provide an opportunity to increase awareness of the variety of places where nurses work, expand awareness of the responsibilities and qualities needed by nurses working in different areas, and explore various communication techniques related to professional interviewing. This activity will also provide an opportunity for you to explore the differences between professional and social relationships.

Each student, with a partner, will interview a registered nurse (must be a practicing RN) for approximately one hour. Potential interview questions will be developed by the praxis group in advance. Nurse interviews will be completed between weeks 2-6. Each individual instructor will determine the completion date of the nurse interviews dependent on their small group's schedule and needs.

Student Nurse Shadow Shift

Students will further explore the role of nurses by spending time observing a second or third year student in the clinical setting. This OBSERVATION ONLY experience will provide students with an opportunity to observe nursing students in their professional role, engaging with patients, families, and other members of the health team in the health care setting.

Students will report to nursing units in pairs to meet with the hosting clinical instructor. Each student will then be paired with a second or third year student in the nursing practice setting. The shadow shift experience will occur, depending on your small groups' assigned rotation, in one of the following weeks: 5, 6, 7, or 8.

"Do Bugs Need Drugs?" Group Presentation

Although nurses work in a variety of settings, one common objective is to promote health and wellbeing in both individuals and populations. Nurses are involved in many health education initiatives such as the "Do Bugs Need Drugs?" (DBND) program which is a health promotion education activity to develop hand hygiene practices and provide knowledge regarding the appropriate use of antibiotics for the treatment of bacterial and viral infections. A nurse from the BC Centre for Disease Control will be presenting a mandatory 2-hour information session in week 2 of the semester to provide learners with the evidence that supports this health promotion program.

Students working in groups of 3-5 students will have an opportunity to teach the "Do Bugs Need Drugs?" program to grade 2 students by preparing and presenting a one-hour classroom presentation. This activity is an example of intersectoral collaboration: a population health concept wherein nurses collaborate with professionals (in this case a teacher) within a sector outside health care (an elementary school) to provide

health education.

The students will develop a group team charter or contract before collaborating on the development of a teaching plan based on the online DBND resources. Each group will engage in intersectoral collaboration by emailing the classroom teacher to assess the children's learning needs and obtain classroom information.

Groups will apply teaching-learning theory from Nursing 110 course content to support the development of their DBND lesson plans.

The DBND presentation for the grade 2 class will occur during one of the following weeks: 5, 6, 7, or 8 depending on the practice group's schedule.

Independent Living and the Older Adult Interview Experience

During weeks 10-13, students will apply their learning and evolving interview skills in the context of independent living settings and in interactions with older adults. Students will be under the direct supervision of a nurse educator at all times when visiting the independent living facility. Through this nursing practice experience, nursing students will explore healthy aging in the community context. Topics related to healthy aging, the social determinants of health, residents' rights and health indicators may also be explored.

Students will be paired with an older adult to engage in building a professional relationship by applying their interview skills. As part of being in a professional relationship, the nursing students will be learning the importance of initiating, maintaining, and terminating the relationship with the older adult over the four-week period.

Three Critical Reflections (CR)

For more information on the goal of critical reflection activities, please review your course notes from Nursing 160 and the readings related to reflective nursing practice. Resources are posted on D2L – Nursing 180 – Content – Student Resources – Critical Reflections to support the completion of these three written reflections.

1. Nurse's Work

CR #1 is a reflection on what you have learned about the profession of nursing from either the nurse interview or the shadow shift experience.

Due date: Instructor to determine due date; dependent on the group's schedule.

2. "Do Bugs Need Drugs?" Health Promotion Activity

CR #2 is a reflection on your learning and understanding of health promotion within the profession of nursing, based on the DBND teaching experience working in groups.

Due date: Instructor to determine due date; dependent on the group's schedule.

3. Independent Living and the Older Adult Interview Experience

CR #3 is a reflection on your learning and understanding of being in a therapeutic relationship within the profession of nursing, based on your interactions with an older adult in the community.

Due date: Instructor to determine due date; dependent on the group's schedule.

Final Evaluation and Completion of Electronic Practice Appraisal Form (ePAF)

At the end of the semester, Camosun College Nursing Students complete a self-evaluation reflection to review and assess their own clinical practice and learning based on the N180 learning outcomes, praxis sessions, and the completion of the learning activities described above. Your instructor will also provide feedback and a written evaluation in the form of the ePAF, as well as completing a 1:1 meeting in the final week of the term. Resources to support the completion of the ePAF are located on D2L – N180 – Content – Student Resources – ePAF.

Due date: End of Week 13

Nursing 180 is graded as a pass/fail course (complete: COM / not complete: NC).

In order to meet the required nursing practice hours of the Nursing 180 course, it is expected that students will: complete the nurse interview, the shadow shift, one “Do Bugs Need Drugs” group presentation, and the older adult interviews. In addition, students will complete all the written assignments at a satisfactory level by the last day of classes in the Fall 2021 semester. If, for extenuating circumstances, an individual student is unable to meet any of the above expectations and requirements, accommodations will be discussed and addressed.

Collaborative student/teacher evaluation will occur during the final week of the course or during the Fall 2021 exam week. Students will prepare by completing a self-evaluation reflection based on the British Columbia College of Nurses and Midwives Standards of Practice using an electronic Practice Appraisal Form (ePAF).

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

This course is graded by the [Competency-Based Grading System](#).

COURSE GUIDELINES & EXPECTATIONS

Practice experiences within the curriculum are a vital part of learning. Attendance is required in all practice courses. During Semesters One to Five, students who miss more than 10% of a practice experience may be required to repeat the practice course, and/or complete additional course work such as but not limited to Simulation experiences or case studies.

Psychomotor Skills

To honour British Columbia College of Nurses and Midwives (BCCNM) professional standards, the Health Professions Act, and our legal affiliation agreements with health authorities, students cannot practice skills and assessments in clinical areas if they have not acquired the requisite theoretical knowledge and demonstrated the skills and assessments in Nursing 142 (Foundational Nursing Skills and Assessment) course.

Clinical Portfolio

You are required to maintain and keep updated a clinical portfolio, which contains copies of your clinical evaluations and all required clinical documents, such as but not limited to: CPR, criminal record check, mask fit test, etc.

Adverse and “near-miss” Events Reporting

Errors can occur when practicing in the clinical setting. Errors can be complex in origin and are often rooted in systems failures or are multifactorial. Learners who make errors are required to complete a Patient Safety Learning System (PSLS) report at the hospital and an Adverse Event Report for the college. “Near-miss” adverse events should also be recorded. These reports are not punitive in nature, but rather serve to help researchers understand the trends and causes of errors, and then to take steps to improve working and learning conditions to avoid future errors. Reporting adverse events is an essential professional responsibility and is a crucial element in improving patient safety and quality improvement.

SCHOOL OR DEPARTMENTAL INFORMATION

Students are required to read and are accountable for following College policies and practicum guidelines as described in the BSN and HHS Student Handbooks.

[BSN Student Handbook](#)

[HHS Student Handbook](#)

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills

Support Service	Website
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.