

# CLASS SYLLABUS



COURSE TITLE: NURS 380 Nursing in Crisis and Complexity  
CLASS SECTION: X03; X04  
TERM: 2021F  
COURSE CREDITS: 4  
DELIVERY METHOD(S): Synchronous

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

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<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

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NAME: Cheryl Marr  
EMAIL: [MarrC@camosun.ca](mailto:MarrC@camosun.ca)  
OFFICE: Contact via email; meet via Collaborate  
<https://ca.bbcollab.com/guest/69880191bda149bd8995334a89e855a3>  
HOURS: Wednesdays 1130-1230; email request with additional meeting times welcomed

*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

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Learners combine knowledge gained from previous and concurrent courses, and past clinical experiences to demonstrate clinical competence with minimal guidance from clinical instructors and supervising registered nurses in preparation for senior Consolidated Practice Experiences (CPEs). Placements are in the complex practice environments in the tertiary care setting, including medical and surgical cardiology, acute neurology, complex medicine and surgery; acute psychiatry, maternity, and pediatrics. Learners will practice under direct and indirect supervision. Learners are expected to complete weekly patient research assignments and critical reflections, incorporating theoretical knowledge, evidence-based or best practice, and personal clinical experience.

PREREQUISITE(S): COM in NURS 290  
CO-REQUISITE(S): NURS 342  
PRE/CO-REQUISITE(S): C in NURS 332, C in NURS 360

## COURSE LEARNING OUTCOMES

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

- a) develop care plans by exploring and developing a range of possible alternatives and approaches for care with patients, family, and other healthcare professionals.
- b) display initiative, confidence, self-awareness, and collaborative, respectful interactions within the interprofessional healthcare team.
- c) advocate for safe, appropriate and ethical care for patients and their representatives, especially when they are unable to advocate for themselves.
- d) use relational ethics and clinical reasoning to address situations of moral and ethical distress and dilemmas.
- e) negotiate priorities of care with patients while demonstrating an awareness of the influence of existing positional power relationships.
- f) use a knowledge base in the health sciences including pathophysiology, psychopathology, and pharmacology, to inform nursing practice.
- g) provide nursing care that is informed by a variety of theories relevant to health and healing.
- h) apply advanced sensitivity when caring for Indigenous patients by understanding how colonization and residential schooling have the potential to inform patients' experience of hospitalization.
- i) provide nursing care to meet hospice, palliative or end-of-life care needs (e.g., pain and symptom control; spiritual support; advocacy; and support for significant others) utilizing knowledge from nursing and other disciplines.
- j) assist patients and their families to access, review, and evaluate information they retrieve using Information Communication Technologies (ICTs) using professional judgement.
- k) modify and individualize patient care based on the emerging priorities of the health situation, in collaboration with patients, families, and other members of the interprofessional healthcare team.
- l) anticipate potential health problems or issues and their consequences for patients in the context of acute, unstable, urgent and complex situations.
- m) recognize and seek immediate assistance in a rapidly changing situation that could affect patient health or safety (e.g., acute neurological event, perinatal crisis, mental health crisis, and trauma).
- n) prioritize and provide timely nursing care and consult as necessary for any patient with co-morbidities, and a complex and rapidly changing health status.
- o) establish person-centred goals through shared decision making, problem solving and interprofessional conflict resolution.
- p) contribute to team effectiveness with respectful communication and collaboration, demonstrating flexibility, and interprofessional team building abilities.
- q) evaluate the practice environment and patient care team using Quality and Safety Education for Nurses (QSEN) competencies to promote safe, person-centred care.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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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., Peternej-Taylor, C.A., & Boyd, M.A. (Eds.). (2019). *Psychiatric and 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.
- El Hussein, M., & Osuji, J. (2020). *Brunner & Suddarth's Canadian textbook of medical-surgical nursing* (4th ed.). Wolters Kluwer/Lippincott, Williams, & Wilkins.
- Jarvis, C. (2014). *Physical examination and health assessment*, (3rd Cdn ed). Elsevier.
- Perry, S. E., Hockenberry, M. J., Leonard Lowdermilk, D. L., Wilson, D., Keenan-Lindsay, L., & Sams, C. A. (Eds.). (2017). *Maternal child nursing care in Canada* (2nd ed.). Elsevier.
- Pickar, G.D., Pikar-Abernathy, A., Swart, B., Graham, H., & Swedish, M. (2018). *Dosage Calculations* (4th Cdn ed.). Nelson.
- Rosenjack Burchum, J., & Rosenthal, L. D. (2019). *Lehne's pharmacology for nursing care* (10th ed.). Elsevier.

### Recommended Reading

- Vallerand, A., & Sanoski, C. (2020). *Davis's Canadian drug guide for nurses* (17th ed). F.A. Davis Company. [or drug guide of choice]
- Pagana, K.D., Pagana, T.J., & MacDonald, S.A. (2019). *Mosby's Canadian Manual of diagnostic and laboratory tests* (2nd ed.). Elsevier.

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

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

#### **380 Nursing Practice/Praxis: 12 hours/week for 14 weeks**

Each week there will be a combination of nursing practice and praxis seminar hours for a total of 12 hours per week. There will be a minimum of one hour of praxis per week (11 hours nursing practice and 1 hour praxis) to a maximum of two hours of praxis per week (10 hours nursing practice and 2 hours of praxis). This may vary from week to week to assist students in meeting the learning outcomes. Praxis may occur in the clinical setting or online via collaborate or be a combination of both.

All learning activities have been designed to assist learners in meeting and demonstrating the learning outcomes of the course. As such, regular attendance and participation is expected for all components: practice and praxis

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 noticed 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>

#### **Praxis /Post-Conference Overview**

Praxis seminars are held with your nursing practice group and provide opportunities to discuss experiences, integrate theoretical concepts, pose critical questions, and consider future nursing actions.

Through reflective inquiry, learners and their teacher will examine and explore theoretical concepts as they relate to their practice experiences and the nursing care of clients experiencing complex health challenges (episodic & chronic). Praxis is actualized by critical reflection, journaling, and active participation in praxis. A number of strategies may be utilized to foster praxis seminar:

- Choose an article from the literature to critically question and discuss in relation to your nursing practice experiences.
- Utilize structured storytelling, questioning, and reflection.
- Identify a philosophical perspective to discuss and reflect on a previous week's client care experience (e.g. phenomenological).
- Identify and discuss application of the BCCNM Professional Standards, RN Scope of Practice, or BCCNM Practice Standards
- Identify and discuss which concepts apply to reflections on practice experiences (e.g. ethical decision making, role of nurse in client health promotion, or empowerment).
- Participate in a patient simulation in the simulation lab. Incorporate and reflect on the knowledge, skills, and attitudes needed to provide nursing care for a client with a complex health challenge.

### Supplemental Resources:

QSEN Competencies retrieved from: <http://qsen.org/competencies/pre-licensure-ksas/> March 24, 2020

QSEN Competencies retrieved from: <http://qsen.org/competencies/graduate-ksas/> March 24, 2020.

## STUDENT EVALUATION

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Students are assessed based on their progress and level of independence according to the Learning Outcomes and the Practice Appraisal Form as per the BCCNM Professional Standards. Students are formally evaluated by their clinical instructor in a written document at mid-term and at the end of the semester. Students are required to provide written self-evaluations of their progress at those times.

Evaluation is based on:

1. Written Assignments
  - Reflective journals
  - Research Assignments
  - Learning plans
  - Data collection and time management tools
2. Clinical Performance based on Learning Outcomes-Practice Appraisal Forms (PAF)
  - Learners are directly observed and evaluated in the clinical setting
  - Observations and experiences from patients and nursing unit staff (indirect observation) are considered when assessing clinical competency
  - Written assignments may be used to assess for clinical competency

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](#).

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](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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### **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 BCCNM professional standards, the Health Professions Act, and our legal affiliation agreements with health authorities, students cannot practice skills in the nursing practice areas until they have learned the theory and practiced that skill in the nursing lab.

### **Learning Plans:**

All learners must submit a Learning Plan. Refer to your N110 course to review how to construct a learning plan. Learners may also wish to refer to templates provided by their clinical practice instructor.

Refer to learning outcomes for this course and the BCCNM Professional Standards (See Performance Appraisal Form) and consider feedback from your previous clinical practice instructor, as well as your own self-evaluation. Incorporate these elements into a learning plan. During week one or two of N380 you will submit a learning plan. Adjustments and modifications will be made to the learning plan throughout the clinical practice experience based on learner and instructor formative evaluations.

### **Required Island Health Learning Modules:**

During N380 and continuing on in your future clinical practice courses you may be required to complete a number of Island Health online learning modules. You will be required to print off your record of completions and keep these in your clinical portfolio.

### **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.

### **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, CRC, mask fit testing, etc. Learners will be required to complete research assignments during this clinical practice experience on a weekly basis. Learners will receive feedback from their clinical practice instructors weekly. Refer to the Nursing Practice Assignment expectations described on the next page.

## SCHOOL OR DEPARTMENTAL INFORMATION

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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

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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

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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	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

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

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### 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](http://camosun.ca/services/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](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto: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.