

NURSING 456 – NURSING WITHIN COMMUNITIES AND HEALTH SYSTEMS

We acknowledge with respect the history, customs and cultures of the Lekwungen-speaking peoples on whose traditional territory the University of Victoria stands. We raise our hands to the Lekwungen- and SENCOTEN-speaking peoples whose relationship with this land continues to this day.

UNIVERSITY OF VICTORIA SCHOOL OF NURSING

NURSING 456 (1.5 UNITS) NURSING WITHIN COMMUNITIES AND HEALTH SYSTEMS

SEPTEMBER – DECEMBER 2016 COURSE SYLLABUS

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The University of Victoria is committed to promoting, providing and protecting a positive, Supportive and safe learning and working environment for all its members.

COURSE CALENDAR DESCRIPTION

Apply nursing knowledge, skills, judgments, and attributes where people intersect with communities, organizations, and health systems. Students analyze and utilize evidence-informed data to influence change; promote inter-professional collaboration to enhance continuity, address challenges and deliver safe, ethical, quality health care; foster social justice, empowerment, and culturally competent practice, and; provide leadership. Prerequisites: NURS 350 and NURS 370. Co-requisite: NURS 430.

COURSE LEARNING OUTCOMES

- Increase your familiarity with RN professional standards through reflection and planned learning to articulate and enact the registered nurse role;
- Critically analyze, apply, and evaluate evidence-informed data in your practice;
- Draw on conceptualizations of power, advocacy, leadership, delegation, and risk in promoting safe, ethical, and quality nursing practice within patient care, communities of practice, community based organizations, and health care delivery systems
- Describe how individual, community, institutional and political issues influence health and nursing practices
- Demonstrate an understanding of leadership and professional practice as outlined in the CRNBC Competencies of a Registered Nurse utilizing the theoretical concepts discussed in NURS 430 syllabus

COURSE GOALS AND PROCESS

Your practicum is with a client population, agency leader, or citizen group. Your practicum will be supported by *praxis seminars* and a *simulation lab experience*. Your practicum experiences will provide context for you to critique nursing practice and health systems through sharing information with your peers in various practicum settings. Your simulation lab experience will provide an opportunity for you to practice leadership skills within a clinical setting. Praxis, the dynamic interplay between theory and practice, can be advanced through active participation in practicum activities, seminars, critical reflection, simulation debriefing, and an evaluation of your practices, (e.g., agency activities, simulation), and scholarly writing.

You will be expected to move beyond observation to active engagement in the work of people where you are placed. Your focus will be on developing your knowledge and practices of nursing leadership and primary health care as they are expressed through your companion theory class NURS 430. You will design an evolving learning plan with your field guide and your instructor based on CRNBC Professional Standards ([CRNBC Professional standards](#)). This learning plan should reflect how you plan to engage the course concepts of N430 and apply them to your developing nursing practice. Your individualized learning plan will outline learning goals, strategies, and commitments for your participation during practice experience. Given that the focus of this course is on **leadership** in nursing practice, students will seek out learning opportunities that align with learning from N430.

RESOURCES

Required Text: Publication Manual of the American Psychological Association (2010). (6th ed.). Washington, DC: American Psychological Association.

Unless otherwise instructed, the School of Nursing requires written assignments to adhere to the format in the APA Publication Manual*:

Publication Manual of the American Psychological Association (2010). (6th ed.). Washington, DC: American Psychological Association.

Canadian Nurses Association (2008). CNA code of ethics for registered nurses. Retrieved from

<http://buydownload.cna-aiic.ca/shopexd.asp?id=4>

College of Registered Nurses of British Columbia (2013). Professional standards for registered nurses and nurse practitioners. Retrieved from

<http://crnbc.ca/Standards/Lists/StandardResources/128ProfessionalStandards.pdf>

CONCEPTS

Students are expected to integrate previous learning and practice experiences as well as incorporate learning gained from term six and seven courses (NURS 341, 342, 350, 370, 470 & 430) as they cultivate their sense of who and how they are as a nurse working with different populations. Concepts, sub-concepts, and topics for consideration/integration into praxis include, but are not limited to, the following:

- Client
 - Who is your client and what assumptions underpinning your view of client?
 - How are clients, staff, and students conceptualized in your practicum environment and how are those perspectives key to your practice?
- Context
 - What contexts inform your personal perspective and that of your clients and staff?
 - What historical, socio-cultural, political, economic, and global factors, and perspectives inform your understanding of context?
 - What philosophical and ethical worldviews underpin your understanding of context? What informs various notions of social justice and health equity?
- Health and Healing
 - What does health and/or healing mean to the populations with whom you are working? What are the various ways in which health and/or healing is conceptualized in nursing? How do you see nursing contributing to the health of communities and the functioning of safe, ethical and quality health systems?
 - What perspectives of health promotion and primary health care inform your practice?
 - How can nurses engage as leaders and advocates to foster capacity building, empowerment, and transformation?
 - In what ways can you provide and promote safe, quality care
- Inquiry
 - What theories, frameworks, concepts and practice methods inform and guide your practice?
 - Who determines what qualifies as evidence, and how do you decide if the evidence is strong enough to incorporate into your practice?
 - How do understand teaching/learning to promote and support knowledge translation activities in the workplace?
 - How does knowledge translation support practice innovation and how are challenges to and facilitators of knowledge uptake managed?
 - How is ongoing research and information literacy valued in the workplace?
 - What opportunities are there for nurses to search and retrieve information from a variety of data bases and to demonstrate proficiency with electronic technology?
- Nurse/Nursing
 - What is nursing, nursing knowledge and ways of knowing? How is practice conceptualized within nursing theories?
 - How do you describe and take up professional nursing roles and responsibilities in

- practice? To whom or for what do you bear responsibility and accountability?
- How do you envision professional accountability in your transition to a graduate role? How do you demonstrate clinical reasoning, judgment and proficiency in practice?
- What are your understandings of reflective practice, change, advocacy and leadership?
- Relational Practice
 - What theories inform the notion of relational practice? How do feminist, critical social, post-colonial theories inform your practice? What assumptions, values and beliefs are evident or suppressed in your practicum agency?
 - How is cultural safety conceptualized within different theories?
 - How is diversity honoured in your practice and the practicum setting? What is meant by relational lenses and competence?
 - How does delegation of duties take place in the practicum setting? How do you exhibit leadership?
 - How do power/power relations manifest in the workplace?
 - What theories of risk management contribute to the risk discourse? How do you understand inter-sectionality?
 - What is the nursing contribution to inter-professional practice?

ATTENDANCE AND COURSE LOAD

Please review the UVic Calendar note regarding “attendance in classes.” You are expected to attend all lectures, classes, workshops, practice experiences, and seminars associated with your program. Please notify your instructor immediately if you are unable to attend classes or practice experiences for any reason. For longer term absences (greater than two days) please also notify the student advisor for direction on options related to extended absence. It is the student’s responsibility to ascertain the consequences of non-attendance. The expectations for attendance and possible consequences for non-attendance in courses are provided in this course outline, and discussed on the first day of class.

STUDENT EVALUATION

Grading in this course occurs on a COMPLETE/FAIL basis. You are required to successfully meet ALL of the following expectations to the satisfaction of your instructor to receive a COMPLETE grade. Further details about each expectation are below. Failure to complete all course requirements and/or evidence of plagiarized work will result in course failure.

- Complete 78 practicum hours (66 hrs. in practice placement; 12 hrs. in simulation lab)
- Attend and participate in four (4) three-hour praxis seminars
- Develop a learning plan incorporating the CRNBC Professional standards and incorporating prior course concepts.
- Arrange and participate in site visits to discuss learning with your field guide and instructor
- Attend and participate in one simulation lab experience and complete the reflective summary **within one week post lab experience**
- Complete a written student self-evaluation at mid-term and a written self-evaluation at end of term that exhibits how you have addressed your learning goals and how you have incorporated prior course concepts into your learning.

What if an assignment or learning activity involves gathering information from or about your clients or other individuals? Is this research?

When engaged in course work, whether an assignment, learning activity or part of your practice experience, you may decide or be asked to gather information from or about clients, family members, classmates, or others. You must decide whether or not this activity involves research and the need for approval through the University Research Office's Human Subjects Ethics Review process.

To help you decide, a document, **"GUIDELINES FOR ETHICAL REVIEW OF COURSE-BASED RESEARCH INVOLVING HUMAN PARTICIPANTS"** is available from the UVic Office of Research Services website using this link: [www.research.uvic.ca/forms/HREC/Guidlines%20course-based%20research.doc](http://www.research.uvic.ca/forms/HREC/Guidelines%20course-based%20research.doc)

Overall, there is no expectation for BSN graduates to be able to initiate and independently engage in research. If involved in research it would be with support and in collaboration with experienced researchers. **If you are contemplating engaging in research or have any questions about this, please ask your instructor who may consult with the course coordinator.**

Completing Required Practicum Hours (78 hours)

You are expected to participate in a minimum of 78 hours of practice. This translates into approximately 6 hours per week for 13 weeks. The hours of practice are considered to be flexible to accommodate the different operating hours of programs and are intended to maximize learning opportunities. The details must be negotiated with the agency and the instructor and should be included in the learning plan. Twelve hours of practice are assigned to preparing for and attending your simulation lab experience. These 12 hours can be counted toward your 78 hours of practice. A log of practice hours must be kept and included with the submission of mid-term and final practice self-evaluations. A practice log usually includes the date, the hours, overview of activities, and overview of what was learned as a result of all activities. The field guide must be aware of your weekly practice hours each week.

Attending and Participating in four (4) Three-Hour Required Praxis Seminars (12 hours)

You are required to attend and participate in all praxis seminars to:

- Illustrate engagement in praxis – the focus of the seminars is discussion, reflection, and analysis of how course content is integral and/or related to your nursing practice in this course.
- Provide your instructor with essential information for evaluating your learning, practice, and performance.
- Enact leadership qualities in seminar as part of your learning.
- Establish an agenda for how you plan to meet the praxis seminar requirements throughout the term. This should occur at the beginning of the term with your praxis seminar group. The seminar schedule will be congruent with university and course expectations and agreed to by your group at the beginning of the term. If you are unable to attend a seminar due to illness or some other urgent matter, your instructor should be notified in advance and alternate activities will be arranged to ensure seminar requirements can be met.
- **Initial Seminar**
The focus will be on reviewing course expectations and exploring the learning opportunities available in your agency given the course concepts and learning outcomes. **Please bring information about the agency available to the public** (e.g., from the agency website, newspaper,

pamphlet, etc.), and consider: How are clients, health/illness, professional roles, practice guidelines and working together for client-based care conceptualized or understood in your practicum setting?

- What is a seminar? How is it different than a lecture? See: <http://www.brunel.ac.uk/learnhigher/participating-in-seminars/what-is-the-point-of-seminars.shtml>

Develop an Evolving Learning Plan

You will develop a learning plan-practice evaluation using CRNBC professional standards ([CRNBC Professional Standards](#)) and incorporating prior and current course concepts. Your learning plan is an “evolving” document that may change over time as the context and the conditions within your practice setting change. You will have an opportunity to discuss the development of your learning plan with your instructor and with your student colleagues in praxis seminars.

CRNBC Professional standards, NURS 456, NURS 430, and prior course concepts will provide the primary framework for your plan and evaluation to further familiarize you with professional standards for the transition from student to new graduate RN. This familiarization with nursing standards is done in light of fourth year expectations for demonstrating critical thinking about professional responsibility, knowledge development, and ethical comportment related to power, advocacy, leadership, delegation, risk in promoting safe, ethical, and quality practice within communities, organizations, health systems, and global connections. Your learning plan will outline your involvement in your practice setting in relation to the mandate of the agency. As much as possible, stratify your goals, strategies, and activities targeted to micro (personal or client), meso (program), or macro (organization, community, region, etc.) levels of engagement - based on discussion with your instructor, agency field guide, and student peers. The learning plan should reflect professional knowledge and capabilities commensurate with fourth year level nursing student work. Given that the focus of this course is on leadership and community orientation to practice, you are expected to develop and achieve learning outcomes that demonstrate knowledge and skill in these areas. You must demonstrate evidence of linking your practice placement and associated learning activities to core concepts in NURS 430.

Initial Learning Plan

- Your learning plan is a mutually negotiated agreement between you, the field guide, and the instructor with regards to what you are going to learn and explore in the practice setting and in the simulated learning experience. Your instructor will assist you in constructing this learning plan and thus please submit a draft learning plan **within the first 2 weeks of your practice placement**. Your instructor will provide feedback and then you can review your learning plan with your field guide. Your learning plan will be revisited again at midterm when you will reflect on your learning and create new learning goals and/or extend original goals. NOTE: You must incorporate concepts from NURS 430 as well as the CRNBC Professional Standards in your learning plan. The learning plan template is posted on the course spaces web site.

Site Visit with Instructor and Field Guide

A meeting of the instructor, field guide, and student is required early in the term to enable a discussion about course requirements, learning outcomes, a possible work plan over the term and your learning plan. The student is responsible for organizing and scheduling this meeting. Sometimes, a second visit is scheduled whereby instructors can observe a student-led activity and/or learning goals can be reviewed.

Additional meetings may be scheduled as necessary (this can be done in person or via teleconference).

Initial Practicum Visit

Discuss with your field guide ideas for learning related to the course concepts and outcomes, possible strategies given the agency mandate, and what is happening in your practicum during the term. Your initial visit to the agency should focus on what might be accomplished during your practice time over the entire term, recognizing that some learning goals, strategies, or opportunities may require a negotiated change. What are people excited or concerned about in their work? How might a student help further the work of the agency? What evidence is collected regarding the populations served or the staff who work in the agency? How is this evidence utilized? **Please be prepared for this initial visit with a list of possible learning activities and/or project ideas.** Review the topics and course description for NURS 430 prior to your visit.

Completing Written Student Self-Evaluations

You are expected to observe and critically reflect on your practice throughout the term using the CRNBC Professional Standards and to **document your self-evaluation on the learning plan document at midterm and at final.** You are also responsible for organizing the midterm and final evaluation meetings with your instructor and field guide.

An in-person mid-term conference with your instructor is held to discuss your progress in the course and how you are meeting your learning goals, and to discuss your goals for the second half of the practicum. Ideally, you will review your mid-term progress with your field guide as well. This is an opportunity to seek feedback and revisit learning goals for the second half of the term.

An in-person final evaluation is held with your instructor (which may include your field guide). In a written self-evaluation, **submitted by the end of the last week of term or as negotiated with your instructor**, you evaluate your progress against your learning goals, practice strategies, and feedback from your field guide and instructor. Your instructor provides a written evaluation of your learning and practice based on all required activities listed in this syllabus, while enacting professional nursing standards of practice. To facilitate judgements about progress, the instructor gathers information during your participation in seminars and simulation lab; submission and revision of your learning plan; evidence of practicum activities related to learning goals, student self-evaluations; and feedback from your field guide. Your written final self-evaluation and the instructor's final evaluation are placed on your permanent school file. The written evaluation is part of the learning plan document. It is the student's responsibility to ensure that the instructor has sufficient data on which to base a judgement about a student's COMPLETE/FAIL status.

Planning and Co-Facilitating a Student-Led Seminar

At the beginning of the term your praxis seminar group will establish an agenda for how you plan to meet the praxis seminar requirements throughout the term. In addition to individual participation, you are required to co-lead one seminar with your peers in a group of 3-4 people. Topics for the co-lead seminars will be negotiated within each peer group in consultation with your instructor and focusing on experiences arising from practice, significance linked to NURS 456 and NURS 430/350 course concepts, and the importance of this knowledge dissemination for registered nurses. The purpose of this activity is to provide an opportunity for you to develop competency in the areas of leadership, facilitation, transformative teaching and learning, knowledge translation, and evaluation.

<http://www.brunel.ac.uk/learnhigher/participating-in-seminars/what-is-the-point-of-seminars.shtml>).

You are required to:

- As a group, develop a one-page seminar plan, detailing learning objectives, activities, and role of each team member. Please send to your instructor **one week prior to your seminar**;
- As a group, prepare a one-page resource sheet for your peers (including key references, helpful web links, YouTube talks, etc.), and bring to your seminar;
- Conduct the seminar collectively and collaboratively; and
- Provide your instructor with an individual brief self-reflection on the experience of developing and co-facilitating a seminar. Your self-reflection will be written clearly and succinctly with correct grammar, punctuation, and spelling. Cite references with correct referencing format (APA Publication Manual, 6th edition, 2010) * including a title page and reference list. The reflection should be limited to 3 pages double-spaced in 12-point New Roman font with 1" margins on all four sides. The self-reflection part of the assignment is due **one week after your presentation**.

Simulation Lab Experience

Your instructor will assign a date and time for your required simulation lab experience. You will attend in uniform with your name tag and your stethoscope. You are expected to come prepared with any pre-reading and/or pre-assignment completed. There will be 5-6 case scenarios that reflect the foci of the course.

You will receive a pre-briefing to the simulation lab including time to re-familiarize yourself with the mannequin and the equipment that will be required to successfully complete the simulation lab experience. You will be in the same simulation lab setting as in 370/470. Each patient care scenario in N456 will have learning outcomes reflective of the course objectives. Your instructor will review the learning objectives and your role with you at the beginning of each scenario.

This is a required assignment for NURS 456. You are given 12 hours practicum time for the simulation lab experience (4 hours for preparation and 8 hours for the actual lab time). These hours contribute to your practicum time.

In completing this planned learning activity, you will have the opportunity to:

- Take a leadership role while engaging in a patient care scenario including delegation of tasks and communicating with other health professionals about patient care;
- Explore how the social, political, and ethical context of nursing practice shapes your patient care;
- Practice the principles of teamwork, inter-professional practice, and conflict resolution in an unfolding patient care situation;
- Incorporate the nursing perspective that guides your practice;
- Receive instructor and peer feedback on your professional practice, critical thinking/reasoning and knowledge base.

You are required to: Submit a 2-3 page reflective summary of your simulation lab experience. This must include: (1) a brief paragraph that summarizes your experience of the simulation scenario; (2) how the simulation experience addressed your learning goals (as they appear in your learning plan); (3) your strengths and further learning required related to your knowledge base; and (4) how the simulation experience prepared you for your practice going into N475.

DEADLINES, EXTENSIONS AND DEFERRED GRADES

You are responsible for ensuring your individual course requirements are met, for both theory and practice courses. You are expected to comply with deadlines for assignments as stated by your instructor.

Extensions of deadlines for assignments are granted at the discretion of your instructor in consultation with you. If you are unable to meet a deadline, you must consult directly with your instructor prior to the

deadline to determine whether or not an extension should, or might, be granted, at least 48 hours prior to deadline. Additional work will be assigned upon failure to meet deadlines. Individual instructors will determine this work. Please refer to this course outline for specific course requirements regarding deadlines and terms of extensions, especially in regard to late penalties. If there are any questions regarding late penalties, please consult with your instructor immediately. Attention to details about deadlines, terms of extensions, and communication with instructors in both theory and practice courses is considered to be an essential component of professional responsibility and accountability.

In certain cases, where your progress in a course is interrupted due to illness, accident, or family affliction, a deferred grade or academic concession may be considered. You must notify your instructor and the student advisor if you require a deferral or academic concession prior to the end of the course in order to facilitate the necessary administrative processes. In the case of a deferral, the University requires supporting documentation of the situation (e.g. medical certificate).

For written assignments, the School of Nursing requires that students adhere to the format outlined by the Publication Manual of the American Psychological Association (2010)

Grade Review for an Assignment

If you would like clarification about or are dissatisfied with an assigned grade in this course, please talk to me within 14 calendar days of the grade for the assignment being available. Refer to the above linked guideline for full details of the process.

http://www.uvic.ca/hsd/nursing/assets/docs/current/undergraduate/academic%20policies/review_grade.pdf

Student Progress and Information Sharing

Within the UVIC School of Nursing, we are committed to open, transparent processes of evaluation. (This means that I encourage you to be proactive in approaching me about past progress and challenges at the start of this course.) We work as a faculty and staff team to maximize your learning opportunities and enhance the quality of instruction. Course faculty and staff share evaluation feedback about current and past student progress as needed to promote student success in all courses.

<http://web.uvic.ca/calendar2015-09/FACS/FoHuaSD/SoNu/SARe2.html>

Adverse Event Reporting

It is your professional responsibility to contact your instructor immediately when something unusual happens at the practice setting. Unusual events include:

- Medication errors or near-misses, and/or other patient-care events that result in injury or potential harm
- Change in preceptor or difficulty in arranging a suitable practice partner (RN).
- Challenging shift and other events that impact your learning or care of your patients.
- You must complete UVIC and Health Authority adverse event documentation at the earliest possible time, and discuss this documentation with me within 24 hours of this incident. Failure to contact your instructor and to report unusual incidents within 24 hours of the incident, using the documentation tools indicated above, may result in a failing grade for this course.

Policy on Academic Integrity

You are expected to adhere to the policy on academic integrity in the University of Victoria Calendar. The online version of the Calendar is found at: <http://web.uvic.ca/calendar2015-09/> Search the online calendar for “Policy on Academic Integrity.” If you are in doubt about violations of academic integrity covered by this policy, you should consult with your instructor.

NOTE: The Calendar may be revised or changed at any time and it is your responsibility to be familiar with the most current version of the Academic Calendar.

BC Freedom of Information and Protection of Privacy Act

<https://www.uvic.ca/universitysecretary/privacy/resources/yourrights/>

There are a number of policies and procedures at UVIC that address privacy, confidentiality and security of your personal information, for both on campus and on-line courses. Please access the UVIC site with this information and familiarize yourself with these processes.

HSD Indigenous Student Support Centre

Students can access cultural, emotional and academic support in this centre. There is access to resources, a quiet study space, talking circles, connection to elders, and links to events for Indigenous students to connect and unwind.

<http://www.uvic.ca/hsd/home/home/supportfor/indigenous/>

Resource Centre for Students with a Disability

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff is available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. <http://rcsd.uvic.ca/>.

CRITERIA FOR GRADING

University regulations can be found in the University Calendar at the following web site: <http://web.uvic.ca/calendar2015-09/FACS/UnIn/UARe/Grad.html>. A final grade represents the sum total of the marks for the assignments.

References must be cited according to the latest edition of the Publication Manual of the American Psychological Association (2010).