

# NURS 470 Syllabus - 201901

Site: [CourseSpaces](#)

Course: 201901 NURS 475 A01 (23522)

Book: NURS 470 Syllabus - 201901

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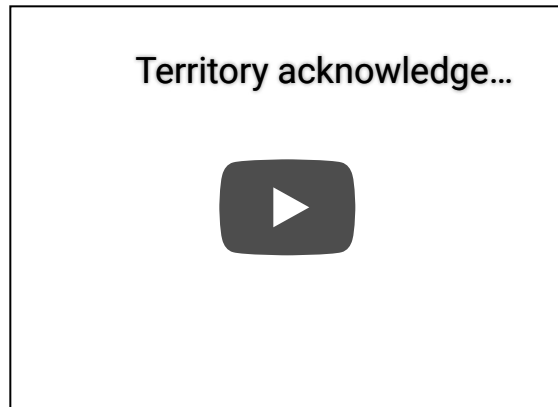
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# Territorial Acknowledgement



We acknowledge with respect the Lkwungen-speaking peoples on whose traditional territory the University of Victoria stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

# About this course

NURS 470 (4.5 UNITS)

Consolidated Practice Experience IV

January 7 - February 15, 2019

## Instructor Information

INSTRUCTOR: Nicholas Fitterer

OFFICE HOURS: By appointment

OFFICE NUMBER: HSD A435

EMAIL: [nickf@uvic.ca](mailto:nickf@uvic.ca)

## Introduction

This syllabus is a contract between you (student) and me (course instructor). Please carefully read the syllabus; if you have any questions please address them with me directly at the beginning of the course.

There may be times when I need to contact you directly. I will use **UVic email** and/or the phone number you provide for all communication related to the course. Please check your email periodically and respond in a timely manner. Your full name and phone number will be available for preceptors or leaders in your practicum setting to contact you with questions or concerns related to patient care. Please feel free to contact me to discuss any issue you may have.

## Calendar Description

NURS 470: This consolidated practice experience is designed to provide opportunities for participants to integrate learning from previous terms, and to advance their professional nursing practice. Participants have opportunities to consolidate learning and advance their clinical decision making in a variety of settings. Nursing practice experiences consist of a six week practice placement.

*Note: Attendance at CPE Workshops are **required** for UVic BSN Program students.*

*Prerequisites: NURS 370*

## Course Description

Continuing from NURS 370: This CPE is designed to provide opportunities for you to integrate, consolidate, and expand concepts from previous learning. You will consolidate learning from the first, second, and third years of the program in a variety of settings and with any age or type of client (School of Nursing curriculum documents, 2015)<sup>1</sup>.

<sup>1</sup> Curriculum Guide, Part 4: p. 4-103

*Syllabus reviewed by Associate Director, Undergraduate Programs & Partnerships - via UVic C&E Operations Committee: 14Nov18*

# Student Learning Outcomes

Preamble: This is a consolidated practice experience course, designed to combine and strengthen previous learning<sup>2</sup>. You have the responsibility for having achieved learning outcomes from prerequisite courses. To support the accomplishment of learning outcomes, you are required to initiate and refine at regular intervals, a personal learning plan with goals that are congruent with course learning outcomes. Overall, this will move you toward meeting **BCCNP Competencies in the Context of Entry Level RN Practice**<sup>3</sup>.

To fulfill requirements and pass NURS 470 you will provide evidence of demonstrating the following learning outcomes.

1. With *moderate progressing to minimal* guidance, you will advance in your ability to direct and support your own learning by:
  - a. Engaging in a collaborative process with me (the instructor), the assigned preceptor/Registered Nurse partners, and others within the context of your practice placement;
  - b. Exploring what, in the current context, constitutes excellence in nursing practice generally and in your personal practice; and
  - c. Articulating that (e.g., theory, perspectives, assumptions), which informs your nursing practice.
2. With *moderate progressing to minimal* guidance, work in collaboration with the healthcare team (including patient/client, family, professional practitioners) as you:
  - a. Plan, coordinate, and evaluate care to address care needs and patient/client goals;
  - b. Facilitate continuity of care;
  - c. Analyze and seek to address issues by drawing on situation-specific collaborative strategies (e.g., relational practice, consultation in relation to legal and ethical considerations, conflict resolution); and
  - d. Reflect on and promote collaborative, inquiring interactions.
3. Complete a minimum of 192 practice hours in which you consistently work within BSN program guidelines and in accordance with BCCNP Controls on Nursing Practice<sup>4</sup> guidelines. During the final set of shifts, you will *consistently* demonstrate that you have progressed from *moderate to minimal* direct supervision in your ability to:
  - a. Assume responsibility for 75% of the usual Registered Nurse roles and responsibilities within your practice setting. This responsibility includes initially confirming with your instructor the constitution of 75% in relation to the complexity and ambiguity of the setting and situation (e.g., responding to influences such as acuity and models of nursing care and practice education); and
  - b. Recognize complex situations and begin to anticipate rapidly changing situations. Arrange to work with close supervision in such situations.

<sup>2</sup> Curriculum Guide, Part 2: Practice Framework, p. 2-20

<sup>3</sup> British Columbia College of Nursing Professionals. (2018). *Competencies in the Context of Entry Level RN Practice*. Vancouver, BC: College of Registered Nurses of British Columbia.

<sup>4</sup> British Columbia College of Nursing Professionals. (2018). *Scope of practice for Registered Nurses: Standards, limits, and conditions* (p. 7). Vancouver, BC: Author.

## Course Structure and Process

NURS 470 is delivered over six consecutive weeks, during which you complete **192-hours of practice in healthcare settings, including completion of required activities and written assignments**. Refer to Student and Practicum Handbooks for details of practice education.

A Registered Nurse will provide you with on-site regulatory supervision at all times as per **BCCNP Regulatory Supervision of Nursing Student Activities**

[https://www.bccnp.ca/Standards/RN\\_NP/PracticeStandards/Pages/regulatorysupervision.aspx](https://www.bccnp.ca/Standards/RN_NP/PracticeStandards/Pages/regulatorysupervision.aspx). The RN will also provide feedback to you and me in scheduled meetings throughout your clinical placement. Refer to the **Practicum Handbook** (on CourseSpaces) for a description of practice education models. Refer to **“Guide for 3-Way Conversations with MRN, Student, and Instructor”** (on CourseSpaces) for a description of how feedback and examples of your practice will be made clear.

## Planning for Your Practicum

Opportunities for learning take place during clinical shifts, peer learning and other learning activities, for example, tutorials, orientation activities, simulation lab experiences, seminars. These activities will be directed primarily by course and program requirements and personal learning planning.

Refer to the Student and Practicum Handbooks for details of clinical shifts/schedules.

In addition to your scheduled clinical experiences and course assignments, you will need to plan for time to *prepare* for practice (i.e., patient/client care). This includes

- completing specific Health Authority learning modules to supplement your knowledge (as identified by your placement requirements, preceptor, instructor),
- preparing your learning plan,
- developing your written midterm and final self-evaluations, and
- completing other assignments, such as simulation lab experiences.

Since some agency orientation activities may not be available prior to your initial shift, you will confirm with your course instructor what is required prior to your start in clinical practice.

If you are an **off-site or specialty placement** student, you must organize your course/placement orientation with your course instructor and/or the agency where you are taking your specialty or are placed. That agency, specialty instructor, or placement agency representative will provide you with the time, date, and format of the orientation.

Also, I recommend that you familiarize yourself with the “**NCLEX Test Plan**” (<https://www.ncsbn.org/testplans.htm>) (2016), and or continue with the process of systematically mapping out your individual study plan for pre-licensure exams.

# Course Grading and Requirements

NURS 470 is graded as **Complete or Fail**. University regulations related to grading can be found in the current [University Undergraduate Calendar](#).

- **It is ultimately my responsibility to determine your final grade in this course and your readiness to progress to NURS 475.** To determine a grade, I will evaluate your written work, your preparation, approach, and performance in tutorials, other meetings, practice examples, and onsite observations.
- **It is your responsibility to provide me with sufficient evidence from the required activities and assignments to demonstrate that you are capable of consistently practicing competently (including safely, ethically) within your scope and in accordance with BCCNP Standards.**

Importantly, you will have the opportunity to give and receive feedback about your progress with me regularly, both formally and informally, *including verbally and in writing*. Please note that some of the feedback processes may be tailored as a result of your practice placement, and/or with respect to your assessed individual learning needs.

Please discuss any difficulties in your practice placement with me as soon as they arise. I will support you on a pathway of communication to address these issues or concerns.

Your timely and detailed attention to course requirements significantly influences the quality of your studies and nursing practice and the experience of your peers, and demonstrates your competence in the area of professional responsibility and accountability.

If you require additional resources to meet the course learning outcomes, or if my appraisal of your progress indicates you may not meet course learning outcomes in the allotted time, I will work with you to create an enhanced (i.e., specific, detailed) learning plan that is a *supportive* Learning Contract. This will be put in place no later than midterm to assist and guide you toward success. A Learning Contract may also be in place as stipulated by the Undergraduate Student Progression Committee.

**To be successful in NURS 470 and progress to NURS 475 you must:**

Provide evidence of satisfactory completion of **all** of the following activities and assignments,

- in accordance with descriptions in this syllabus,
- at a pass level, and
- on time (see handout *Consolidated Practice Experience: Required Assignments, Activities and Due Dates*).

## **ASSIGNMENTS AND ACTIVITIES:**

These are required assignments and activities. Failure to complete all of these assignments and activities may result in an "N" grade.

**Assignments for NURS 470 include requirements related to:**

### **A. PREPARATION FOR PRACTICE – due prior to beginning practice**

- 1) Portfolio of professional documentation
- 2) Activities prior to beginning practice
- 3) Preparation of Evolving Learning Plan



- 4) Developing an evolving Calendar of practicum activities
- 5) Preparation for unit/site-specific practice experiences

**B. IN PRACTICE - to fulfill required practice hours within course dates**

- 1) Tutorials with instructor
- 2) Focused 3-way meetings (student, RNs, instructor), in keeping with model for practice education in nursing
- 3) Student-led and/or other collaboratively developed learning opportunities (e.g., seminars, simulation lab experiences, focused discussions)

**C. PRACTICE APPRAISAL REQUIREMENTS AND RECORDS – due prior to progressing**

- 1) Submit midterm
  - a) Practice self-appraisal and practicum activities record
  - b) Updated evolving learning plan
  - c) Other required assignments
- 2) Midterm evaluation meeting: student and instructor
- 3) Submit final
  - a) Practice self-appraisal and practicum activities record
  - b) Updated evolving learning plan
  - c) Other required assignments
- 4) Final evaluation meeting: student and instructor

Refer to handout entitled **Consolidated Practice Experience: Required Assignments, Activities and Due Dates**.

**Note:** Based on your practice context, some assignments and/or activities may be modified in consultation with the Practice Education Coordinator(s). For example, students in specialty and/or offsite placements should expect to be required to achieve a pass on specifically-designed assignments, necessary to participate in their placement and achieve a course grade of “complete.”

# Recommended Readings

## Canadian Association of Schools of Nursing (CASN) Competency Documents

- Canadian Nurses Association. (2017). [Code of ethics for Registered Nurses](#). Ottawa, ON: CNA.
- British Columbia College of Nursing Professionals. (2018). [Scope of practice for Registered Nurses](#). Vancouver, BC: BCCNP.
- British Columbia College of Nursing Professionals. (2015). [Competencies in the context of entry-level Registered Nurse practice in British Columbia](#). Vancouver, BC: BCCNP.
- British Columbia College of Nursing Professionals. (2014). [Profile of a newly graduated registered nurse](#). Vancouver, BC: BCCNP.
- British Columbia College of Nursing Professionals. (2012). [Professional standards for Registered Nurses and Nurse practitioners](#). Vancouver, BC: BCCNP.
- [National Council of State Boards of Nursing/NCLEX test plans](#)
- University of Victoria School of Nursing. (2019). [Practicum handbook for Consolidated Practice Experiences](#). BC: UVic SoN.

## Related Scholarly Journals-examples:

- Canadian Nurse
- Journal of Professional Nursing
- Journal of Clinical Nursing

## Writing resources:

- American Psychological Association (2010). Publication manual (6th ed.). Manual is available at the library, in the bookstore and [online](#).
- [Purdue University: Online Writing Lab](#)
- Zilm, G. & Entwistle, C. (2008). *The SMART way: An introduction to writing for nurses* (3rd ed.). Toronto, ON: Elsevier Science Canada.

## UVic resources:

- [The UVic Centre for Academic Communication](#) - Do you need help reading difficult texts or writing your assignment? Do you need assistance with speaking or pronunciation? Are you uncertain about what is expected of you as a university student? The Centre for Academic Communication supports you in all of these areas:
  - Reading

- Writing
  - Speaking
  - Academic expectations
- 
- [UVic School of Nursing writing resources](#)

# Policies & Guidelines

NOTE: The Calendar may be revised or changed at any time and it is the student's responsibility to be familiar with the most current version of the Academic Calendar. While all undergraduate calendar and BSN policies apply to you for this course, please pay particular attention to the following:

**Practice Courses** (University of Victoria, School of Nursing Website)

**Professional conduct** (calendar statement: Faculty of Human and Social Development)

## Accessibility

If you have a disability/health consideration that may require accommodations, please approach me and/or the [Centre for Accessible Learning](#) as soon as possible. The CAL staff are 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.

## Academic integrity

Academic integrity is intellectual honesty and responsibility for academic work that you submit individual or group work. It involves commitment to the values of honesty, trust, and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research, and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

The responsibility of the institution: Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student: Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask me and refer to UVic resources:

- [From the library](#)
- [From the Ombudsperson](#)
- [Centre for Academic Communication](#)

Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student's transcript, or a suspension. It is your responsibility to understand the [UVic policy on academic integrity](#).

## BC Freedom of Information and Protection of Privacy Act

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 [University Secretary's webpage](#) and familiarize yourself with these processes.

# Student Services

Support is available to assist students with successful completion of the BSN program.

## Technical Help

If you have any technical or connectivity problems with your course technology or questions about the technology's functions throughout the course, please contact the [Department of Technology Integrated Learning](#).

## TIL Support Desk

Phone: 250-721-8476 or 1-888-721-8476 (toll-free)

E-mail: [tilhelp@uvic.ca](mailto:tilhelp@uvic.ca)

Monday to Thursday: 8:30am to 7:00pm (PT)

Friday: 8:30am to 6:00pm (PT)

Saturday & Sunday: 10:00am to 4:00pm (PT)

## Academic Accommodation & Access for Students with Disabilities

*Students with diverse learning styles and needs are welcome in this course. In particular, students who encounter barriers in their academic work and have a documented need for academic accommodations are encouraged to contact CAL and to meet CAL's registering deadlines. CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner students let us know their needs the quicker we can assist them in achieving their learning goals in this course.*

## Centre for Accessible Learning

## Counselling Services

## Equity and Human Rights Office

## Health Services

## HSD Indigenous Student Support

The Indigenous Student Support Centre (ISSC) is here to help Indigenous students succeed by being available to provide that extra support.

**Indigenous Advisor:** Shauna Underwood

Telephone: 250-472-5431

E-mail: [hsdia@uvic.ca](mailto:hsdia@uvic.ca)

## **Learning and Teaching Centre**

## **LGBT Resources**

## **Office of the Ombudsperson**

## **Sexualized Violence Policy**

## **UVic Student Mental Health Initiative**

The University of Victoria offers numerous resources, supports and opportunities to promote student mental health. Our goal is to support positive student mental health and well-being in order to enhance all students' potential for success.

## **SCHOOL OF NURSING**

### **Admissions/Liaison Officer & Student Advisor: Paul Meier**

Phone: 250-472-4702

E-mail: [pmeier@uvic.ca](mailto:pmeier@uvic.ca)

Fax: 250-721-6231

### **Practica Coordinator: Diane MacLeod**

Phone: 250-472-4608

E-mail: [dmacleod@uvic.ca](mailto:dmacleod@uvic.ca)

Fax: 250-721-6231

Visit the [School of Nursing](#) website if you have questions regarding:

### **On Campus BSN Program**

- [Policies and Guidelines \(School of Nursing\)](#)
- [Course sequencing & advising](#)
- [Practice information](#)
- [Funding](#)
- [Student resources](#)

### **Contact Information**

Reception: 250-721-7954

E-mail: [nursing@uvic.ca](mailto:nursing@uvic.ca)

Fax: 250-721-6231

Website: <http://www.uvic.ca/hsd/nursing/>

### **School of Nursing, Mailing Address**

School of Nursing

University of Victoria

PO Box 1700 STN CSC

Victoria, British Columbia V8W 2Y2 Canada

### **School of Nursing, Courier Address**

School of Nursing

University of Victoria

3800 Finnerty Road

HSD Building, Room A402a

Victoria, British Columbia V8P 5C2 Canada

# Course Resources

We encourage you to peruse this course site and familiarize yourself with all the resources that are available to you.

## CourseSpaces

This course uses CourseSpaces, which is an online "course management system," to facilitate communication throughout the course. In this online classroom you will find everything you need for your online course.

- [Student support for CourseSpaces](#)
- [Technical support](#)

## UVic Library

- [UVic Library - search everything](#)
- [Undergraduate online research tutorials](#)

## Succeeding in Online Learning

Whether you are a first-time distance student or a returning learner, you will find useful tips and resources to help make online learning an enjoyable and successful experience for you.

- [Helping you succeed](#)

## Academic Writing

The Centre for Academic Communication at the Learning and Teaching Centre offers one-on-one tutoring, writing rooms, and workshops to help on campus students become more effective and efficient writers.

- [The Centre for Academic Communication](#)
- [Events and Workshops](#)
- [Writing resources](#)

## Copyright

"The Canadian Copyright Act (<http://laws-lois.justice.gc.ca/eng/acts/c-42/>) provides legal protection to original works of authorship, which includes literary, dramatic, musical and artistic works, as well as performer's performance, communication signals and sound recordings." (UVic Copyright Office <https://www.uvic.ca/library/featured/copyright/about/index.php>)

You must adhere to the Copyright Act when posting documents to this course site.

- [Copying guidelines https://www.uvic.ca/library/featured/copyright/about/copying/index.php](https://www.uvic.ca/library/featured/copyright/about/copying/index.php)
- [Copyright basics https://www.uvic.ca/library/featured/copyright/about/copyrightbasics/index.php](https://www.uvic.ca/library/featured/copyright/about/copyrightbasics/index.php)



## Course-based Research Involving Human Participants

When engaged in course work whether an assignment, learning activity or part of your practice experience if you have any doubt about whether or not this involves research and the need for human participants ethics approval, please refer to the following document:

- [Guidelines for ethical review of course-based research involving human participants](#)

Note: The BSN program does not prepare RNs to be independent researchers. Please refer to the BCCNP (and for those out of province, please check your local RN licensing body) document titled "[Competencies in the Context of Entry-level RN Practice in BC](#)" to see what is expected of a new BSN graduate.

In particular #35 and #36 as follows:

#35 - Engages in nursing or health research by reading and critiquing research, reports and identifying research issues.

#36 - Supports involvement in nursing or health research through collaboration with others in conducting research, participating in research, and implementing research findings into practice.

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 have any questions about this and there is doubt about whether or not human participants ethics approval is required please ask your instructor.

### Blackboard Collaborate

Blackboard Collaborate is a live, online classroom where you can interact and work with your instructor and fellow students in real time. During the course your instructor may schedule "real-time" seminars using Blackboard Collaborate.

- [Blackboard Collaborate startup kit](#)
- [Technical support](#)

# Course Experience Survey

I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you nearer the time but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your **instructor** demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.
3. Please provide specific suggestions as to how this **course** could be improved.

# Guidelines for Alternate Learning Experiences



## UNIVERSITY OF VICTORIA SCHOOL OF NURSING

### ALTERNATE LEARNING EXPERIENCES GUIDELINES FOR NEGOTIATING HOURS FOR YEAR 3 AND 4 BSN PRACTICE COURSES

**Purposefully observing** the work of healthcare professionals and participating in conferences and workshops can provide valuable learning experiences for students. Alternate Learning Experiences (ALE) are undertaken in diverse settings to create opportunities for dialogue, critical thinking, and skill and knowledge development in relation to specific practices and areas of focus (e.g., interprofessional or other team practice). ALEs are supplemental to everyday activities of an RN in the student's assigned placement and to engagement in Required Learning Assignments and Activities. They contribute to successful course completion by being closely linked with course learning outcomes and by being an integral element of the student's evolving learning plan.

*Examples of Alternate Learning Experiences (as permitted by site leaders):*

- In-service education sessions open to placement site staff
- Workshops or conferences sessions
- Team or unit meetings
- Interprofessional rounds and educational opportunities
- Observing procedures and diagnostics

#### ***Hours:***

The recommended maximum hours for ALEs are approximately 7% of the total number of required practice hours for each course. This is a maximum of 12 hours in each of NURS 370, NURS 470, NURS 475, & NURS 491. This is approximately 6 hours in NURS 456.

#### ***Requirements:***

The final decision to replace scheduled practice hours with an ALE is made at the discretion of the course instructor, in consultation with site leaders. Therefore, a student thoughtfully negotiates an ALE with their instructor. ALEs may require specific preparation. The following requirements must be met:

- The activity is relevant to course learning outcomes and student's learning plan/map;
- The student's progress will be enhanced by the ALE;
- The required course hours will be met; and
- Follow up analysis is appropriately incorporated into the PAF.

#### ***Island Health Policy:***

A student may be invited by Island Health employee to purposely observe various procedures and/or advance their competence in a specific nursing activity. In such cases, the observational opportunity is arranged in consultation with the unit leader(s) and UVic faculty. To arrange an opportunity for which a pre-existing invitation does not exist, contact the Practica Coordinator ([dmacleod@uvic.ca](mailto:dmacleod@uvic.ca); cc instructor), who will make a formal request via HSPnet.

**(Revision: November 2018)**

# Guidelines for Clinical Care Plans/Maps



## UNIVERSITY OF VICTORIA SCHOOL OF NURSING

### GUIDELINES FOR CLINICAL CARE PLANS/MAPS

Clinical care planning is an activity designed to provide you an opportunity to describe how you sort, prioritize, and process information in planning care for clients and their families in your clinical practice area. Clinical care plans/maps may be presented in various forms, i.e., verbal, written. To facilitate peer learning, clinical care plans/maps may be discussed in student pairs or small groups. Guidelines include but are not limited to:

- 1 Provide a brief summary of the client(s) and/or situation and medical/other health care professional actions or response(s) that you either observed or were involved in;
- 2 Provide a description your nursing approach and clinical judgment model or framework;
- 3 Depict the complexity of the situation, including
  - relevant data and links between findings,
  - your insight into the client and family's lived experience, as related to the situation, or your insight into what contributed to the situation as it unfolded.

This may be depicted as a concept- or mind-map, or by using a defined decision-making model (e.g., including, but not limited to expressed client and family needs and strengths, assessment findings from a holistic perspective, diagnostic test findings, medications, contextual issues);

- 4 Draw from the depiction to identify three priority care needs or issues. Provide rationale and relevant citations for the priorities you identify;
- 5 Develop a detailed plan of nursing care to address the three priorities (e.g., nursing care plan) that includes attention to the experience of the client and family;
- 6 Demonstrate consolidation of learning by drawing on resources as well as relevant concepts and/or theory from previous courses (e.g., health promotion, prevention, relational practice, leadership, change theory; nursing theory; interprofessional practice; trauma-informed care);
- 7 Draw on Domains for Nursing Practice, BCCNP standards and competencies, or other relevant competency statements to discuss your learning gained in this assignment and reflect on your professional identify development as a professional nurse; and
- 8 Draw on credible literature to reflect on your practice experience and describe how you will make use of your learning in future practice. Cite and provide a written reference list including at least four scholarly and relevant sources.

The instructor will assess your work in relation to the above guidelines and course learning outcomes, and may ask you to refine your plan/map to demonstrate consolidation or address individual learning needs.

**(Revision: November 2018)**

# Guidelines for Clinical Seminar



## UNIVERSITY OF VICTORIA SCHOOL OF NURSING

### GUIDELINES FOR CLINICAL SEMINAR

Clinical seminars are dedicated small-group teaching-learning opportunities for you, your peers, and your instructor(s). They are opportunities to advance your individual learning goals and demonstrate your developing professional competence. Your instructor will specify expectations for attendance and participation.

Topics for the clinical seminar are mutually determined between BSN students and their instructors. For example, if student presentations are to be incorporated into a clinical seminar, you may choose to focus on:

- addressing a practice or leadership issue that arises during your practicum;
- addressing assigned topics mutually agreed upon with your instructor; or
- discussing a clinical scenario or issue and plan, from your practice.

During or post-seminar, reflect on how this practice or leadership issue contributed to your professional identity development relative to the Domains for Nursing Practice, BCCNP standards and competencies, or other relevant competency statements competencies and in relation to scholarly literature. Identify one or more learning needs (e.g., in the area[s] of knowledge, skill, attitude) arising from your reflection and design learning goals relative to these learning needs.

Clinical seminars are held at a mutually agreed upon time during each course.

Clinical seminars are an element of practice, and may take place outside of your scheduled shift hours.

Location will be determined; usually a clinical seminar room at a hospital or a meeting room at the School of Nursing is booked.

#### ***Hours:***

The maximum hours allotted for Clinical Seminars are approximately 7% of the total number of required practice hours for each course. This is a maximum of 12 hours in each of NURS 370, NURS 470, NURS 475, & NURS 491.

**(Revision: November 2018)**

# Guidelines for Interprofessional Simulation: Student Information



## UNIVERSITY OF VICTORIA SCHOOL OF NURSING

### GUIDELINES FOR INTERPROFESSIONAL HIGH FIDELITY PATIENT SIMULATION LEARNING ACTIVITY

#### Interprofessional High-Fidelity Patient Simulation Learning Activity Student Information

##### **Background:**

BSN students are required to practice in partnership with clients by engaging in interprofessional collaboration with a team of health providers. The School of Nursing, in collaboration with practice partners (including Island Health and the Island Medical Program), has adopted the National Interprofessional Competency Framework developed by the Canadian Interprofessional Health Collaborative (2010) as the framework for interprofessional collaboration ([http://www.ipcontherun.ca/?page\\_id=2309#national-interprofessional-competency-framework](http://www.ipcontherun.ca/?page_id=2309#national-interprofessional-competency-framework)).

This framework includes six competency domains:

1. Interprofessional communication
2. Patient/client/family-centered care
3. Role clarification
4. Team functioning
5. Collaborative leadership
6. Interprofessional conflict resolution

In the UVic/Camosun College BSN curriculum, each progressive year has the following focus of practice:

1. Year 1: Role clarification
2. Year 2: Communication, interprofessional conflict resolution
3. Year 3: Interprofessional conflict resolution, collaborative leadership
4. Year 4: Consolidation

##### **Purpose of interprofessional simulation activities:**

Interprofessional simulation refers to opportunities to engage in communication and team work during a simulated patient/client-and-family situation. The case scenarios in which you may be participating have been developed through the Island Medical Program and/or other curricula and will require you to simulate nursing practice that is within the scope of practice of a registered nurse. Each year, a range of activities is developed and offered to students. The simulation will provide you with the opportunity to reflect on your skill in attending to the situation at hand and locating nursing practice within the patient care team. You will receive summative feedback from the instructor and interprofessional student colleagues.



**Preparation:**

Simulations are conducted at the Center for Interprofessional Clinical Simulation Learning (CICSL) located on the second floor of the Coronation Annex, Royal Jubilee Hospital site. Parking is limited so plan to arrive a few minutes early. There are lockers and change rooms to change into your scrubs. Please bring your stethoscope. Wi-Fi is available. There is a computer where you can sign onto Island Health Intranet.

**What to expect during the simulation activity:***Prebrief:*

You will participate as a senior BSN student, with a particular focus on the contributions of professional registered nurses within the health care team. During the prebrief you will receive information about the 'patient/client' and the learning objectives for the case scenario. You will have an opportunity to work through a team approach and receive guidance from your colleagues and instructor/facilitator as needed.

*Case scenario:*

Each case runs approximately 10-15 minutes. There will be a team lead in each case, and team communication will be important. The mannequin patient will change vital signs and then you will respond to questions. You will be required to think aloud and work through your engagement with the mannequin patient, including your assessment, and your decision making. You will be coached to direct your focus with the mannequin-as-patient rather than the instructor. This means that you will talk and think out loud with a focus on the mannequin-as-patient and colleague participants, rather than tell the instructor about what you would do or might do if this was a 'real' patient. Data to date reveals benefits for learning and future practice when students focus on the mannequin-as-patient, think aloud, and work through details of the case in a short period of time.

*Debriefing:*

You will have an opportunity to discuss the experience of the patient simulation and review the learning objectives. The instructor/facilitator will facilitate the debrief by asking the team to comment on their experience and what they believed was happening with the patient. Other colleagues will also have an opportunity to provide the team with feedback on what they observed and discuss what they believed was happening with the patient. The instructor/facilitator will provide summative feedback through a process of questions and facilitating learning by assisting team members to locate the resources that will strengthen biomedical practices and team functioning.

**Evaluation:**

There is an evaluation form located by the door of the trauma room at the CICSL. Please take the time to fill out this anonymous feedback form when you have completed an interprofessional high fidelity patient simulation learning activity. The data is compiled each semester by CICSL and the School of Nursing and used to build upon strengths and address challenges.

A survey will be sent out at the end of the course asking you to comment on interprofessional simulation experiences that you participated in throughout the term. An administrative staff at the SON will compile the survey and the Uvic Curriculum and Evaluation Committee will compile the data and use same to build upon strengths and address challenges.

**(Author: M. Ryan December 2016. Revision: L. Marcellus December 2017)**

# Guidelines for Interprofessional Simulation Learning Activity



## UNIVERSITY OF VICTORIA SCHOOL OF NURSING

### GUIDELINES FOR NURSING HIGH-FIDELITY PATIENT SIMULATION LEARNING ACTIVITY

#### **Background:**

Simulation practice contributes to BSN students meeting course objectives and meeting competencies of an entry to practice registered nurse (CRNBC, 2009). The College of Registered Nurses of BC recognizes simulation practice hours as a component of clinical practice hours for the purposes of fulfilling specific learning objectives/activities.

#### **Purpose:**

High fidelity patient simulation refers to the complexity of the patient simulation and not the technology itself. Thus, you may expect each case to address nurse-patient relationships, family-centered care, prioritization, delegation, and communication within the interprofessional team. Case scenarios developed for your course will require you to simulate nursing practice and provide you with the opportunity to reflect on your skill in attending to the situation at hand and locating nursing practice within the patient care team. You will receive summative feedback from your instructor and student colleagues. You will have an opportunity to deepen your reflection by completing a reflective practice narrative related to the simulation experience and the patient case scenario.

#### **Preparation:**

Your instructor will assign you at least one day to attend a simulation at the Center for Interprofessional Clinical Simulation Learning (CICSL) located on the second floor of the Coronation Annex, Royal Jubilee Hospital site. These simulation experiences will address complex case scenarios that reflects the level of learning required for senior BSN students. There is a pool of case scenarios that your instructor may choose from (for example interprofessional collaboration, family conferencing, debriefing an ethical issue, delegation). You can expect direction from your instructor on how to prepare for the case scenarios that will be used during your time at CICSL.

Parking is limited so plan to arrive a few minutes early. There are lockers and change rooms to change into your scrubs. Please bring your stethoscope. Wi-Fi is available. There is a computer where you can sign onto the Island Health Intranet.

#### **What to expect during the simulation activity:**

##### *Prebrief:*

You will have the opportunity to play the role of the 'lead' nurse. In the prebrief, you will receive information about the 'patient/client' and the learning objectives for your case scenario. You will have an opportunity to work through your approach and receive guidance from your colleagues and instructor as needed.

*Case scenario:*

Each case runs approximately 10-15 minutes. The mannequin patient will change vital signs and then you will respond to questions. You will be required to think aloud and work through your engagement with the mannequin patient, your assessment, and your decision making. You will be coached to direct your focus with the mannequin-as-patient rather than the instructor. This means that you will talk and think out loud with a focus on the mannequin-as-patient and colleague participants, rather than tell the instructor about what you would do or might do if this was a 'real' patient. Data to date reveals benefits for learning and future practice when students focus on the mannequin-as-patient, think aloud, and work through details of the case in a short period of time.

*Debriefing:*

You will have an opportunity to discuss the experience of the patient simulation and review the learning objectives. Your instructor will facilitate the debrief by asking you to comment on your experience and what you believed was happening with the patient. Your colleagues will also have an opportunity to provide you feedback on your experience and discuss what they believed was happening with the patient. Your instructor will provide summative feedback through a process of questions and facilitating learning by assisting you to locate the resources that will strengthen your nursing practices.

**Evaluation:**

There is an evaluation form located by the door of the Ward Room at the CICS. Please take the time to fill out this anonymous feedback form. The data is compiled each semester and used to build upon strengths and address challenges.

**(Author: M. Ryan December 2016. Revision: L. Marcellus December 2017.)**

# Guidelines for Reflective Practice Narratives



## UNIVERSITY OF VICTORIA SCHOOL OF NURSING

### GUIDELINES FOR REFLECTIVE PRACTICE NARRATIVE

Reflective Practice Narratives (RPN) provide opportunities to advance your individual learning goals and demonstrate your developing professional competence. RPNs provide an opportunity to:

- engage in praxis;
- demonstrate critical thinking with an emphasis on reflection; and
- highlight new learning, with implications for future nursing practice.

An RPN may be related to a situation in a practicum site or simulation setting. An RPN may be created by individuals or by students working in pairs. An RPN may be delivered in written, verbal, and/or visual formats. **Presentations should be clear and succinct, with correct grammar (punctuation, spelling, APA style, if written). Use discernment for the choice and acknowledgment of scholarly sources.**

Guidelines include, but are not limited to:

1. Set the stage for the RPN: concisely describe the patient(s)/client(s), family, and/or situation, including relevant details pertaining to context and lived experiences.
2. Describe succinctly the determining factors that have brought the patient/client and/or situation to your attention. i.e., Why did you choose to write about this patient/client and/or situation?
3. What is the focus for this RPN? What is the relevance of this focus for your nursing practice?
4. For your reflection, here are some thought-provoking questions to help you explain and elaborate on your experience/learning:
  - What question(s) does this experience raise for me? (Explore your reactions and responses.)
  - What meaning does this experience have for me?
  - How were some of my actions, or the actions of others, congruent or incongruent with my values and beliefs? How do I know if they are or are not?
  - In what ways did I consider seeing the situation from a slightly different perspective? (Identify the other perspective(s).)
  - What quality indicators, competencies, or domains are related to this experience?
  - What learning took place for me? (Make links with learning goals, course outcomes, previous learning, etc.)
  - What are the implications of this learning for me? What implications for change do I see in relation to my nursing professional identity and practice, my setting, and beyond.

**(Revision: CPE Co-Coordinator, December 2017)**