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

**UNIVERSITY OF VICTORIA**  
**SCHOOL OF NURSING**

**NURSING 470: CONSOLIDATED PRACTICE EXPERIENCE V**  
**DATES JANUARY 4 – FEBRUARY 15, 2017**  
**COURSE SYLLABUS**

**CPE COORDINATOR INFORMATION:**

Carol McDonald, RN, PhD  
Professor, School of Nursing

OFFICE: HSD A440  
PHONE: (250) 472 5280  
EMAIL: carolmcd@uvic.ca

The University of Victoria is committed to promoting, providing, and protecting a positive, supportive and safe learning environment for all its members.
UVIC CALENDAR DESCRIPTION

This consolidated practice experience (CPE) 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: CPE Workshops are required for College-University Transfer BSN Program students.

Prerequisites: NURS 370.

COURSE DESCRIPTION

This CPE is designed to provide opportunities for participants to integrate, consolidate, and expand concepts from previous learning. Participants have opportunities to 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.*

ENDS IN VIEW

In this course, opportunities are created for participants to integrate, consolidate, and expand on concepts studied in all Health and Healing, Nursing Practice, Professional Practice, Relational Practice Health Sciences, and elective courses. Participants develop caring relationships with individuals, families, groups, and/or communities focusing on people’s experiences of health, healing, and health promotion. Participants also increase their understanding of the role of the professional/registered nurse as a member of a multi-disciplinary and inter-sectoral team. Practice advancement, within the context of consolidated experience, focuses on enhancing learning knowledge, competence, and confidence in the domains of nursing practice. Learners will work with moderate levels of client and contextual complexity and require moderate levels of supervision. A caring ethic begins to move to the foreground and concern about own performance begins to move into the background in predictable, familiar, and stable situations.*

This nursing practice experience reflects the epistemology (knowing), the ontology (being), and the praxis (the integration of skills, knowledge, beliefs, values, concepts, and issues) of previous learning.

Specifically, and working with moderate supervision and increasingly independence, you will build on accomplishments in NURS 370 to:

* Articulate what constitutes excellence in nursing practice;
* Direct your own learning by initiating a collaborative process with your Course Instructor and Preceptor/CLU Registered Nurse partners. This includes:
  -drafting and refining personal learning goals and strategies that move you toward entry-to-practice competencies as stated in the document Competencies in the Context of Entry Level Registered Nurse Practice in British Columbia;
  -consistently addressing personal learning goals;
* Demonstrate the ability to
- begin to represent the contributions of nurses and nursing within multi-disciplinary and inter-sectoral teams;  
- focus on people’s experiences of health, healing, and health promotion; and  
- more consistently foreground a caring ethic within predictable, familiar, and stable situations;  

• Initiate contact with Course Instructor and appropriately document unusual events in a timely fashion (for non-urgent events—contact instructor within 24h).  
  - 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 to provide regulatory supervision; and  
    - Challenging shift and other events that impact your learning or care of your patients.  

• Demonstrate your readiness for NURS 475 by  
  - a consistent pattern of working competently, within your scope and in accordance with the Professional Standards for Registered Nurses and Nurse Practitioners. This means addressing patterns, if any, that have interfered with your ability to meet course requirements previously;  
  - a beginning ability to anticipate situations of increasingly complexity;  
  - the ability to initiate close work with the team in moderately complex situations; and  
  - the capacity to meet at least 75% of the usual ‘most responsible nurse’ (MRN) responsibilities within your practice placement. The number of patients/clients for whose care you will have responsibility depends on the setting, patient acuity, and nursing care and practice education model.  

COURSE PROCESS and STRUCTURE  

In this practice experience, learners engage with faculty, practitioners, and clients to facilitate learning. Learning is enhanced through participating in experiences that may include role modelling, mentoring, practice simulation, case studies, seminar discussions, dialogue, and personal reflection. These activities may occur in health care agencies, community agencies or in the homes of individuals and families. Prior to this CPE, the learner is to reflect upon the Domains of Practice and Quality Indicators or CRNBC Standards of Practice and, with faculty assistance, identify learning goals and strategies to meet these goals. Journaling is essential to the reflective process and promotes praxis. Therefore, in addition to the required practice hours, learners will be required to maintain a journal/practice narrative. *  

NURS 470 is delivered over six consecutive weeks. A combination of 192-hours of practice in healthcare settings as well as completion of specific activities and written assignments is designed to provide you with opportunities to consolidate your learning and prepare you for assuming the role of BSN graduate. This includes exploring and critiquing the changes and issues in the health care system and the workplace in relation to nurses' work. You will have opportunities to develop your nursing competencies and enhance your nursing knowledge so that you may ultimately practice in a variety of settings at a novice (entry-to-practice) level. In this course you will have the opportunity to focus your practice within a specific area, for example, a particular setting of practice, a certain client population, or a specific health challenge. The intention in this course is to prepare you for increasingly autonomous practice, thus leading toward meeting requirements of the new graduate and to passing your licensure exam.  

In this course, you will practice in partnership with Registered Nurses (RNs) and other care team members, in a Preceptorship model or in a Collaborative Learning Unit (CLU) model of practice education for nursing. An RN will provide you with on-site regulatory supervision at all times and as per

* Paragraph Source: Course Blueprint  
Updated: December 2016 by: CPE Coordinator
CRNBC “Regulatory Supervision of Nursing Student Activities.” The RN will also provide feedback to you and your instructor in scheduled meetings throughout your clinical placement. Refer to the Practicum Handbook for a description of these two practice education models. Refer to the appended “Guide for 3-Way Conversations with MRN, Student, and Instructor” for a description of how feedback and examples of your practice may be offered.

**APPROACH TO TEACHING AND LEARNING IN THE UVIC SCHOOL OF NURSING**

Teaching and learning occurs effectively within the context of classroom and practice relationships that draw on and advance individual and collective knowledge and experience. SON faculty members are inspired by six principles — engagement, interaction, inquiry, diversity, capacity building, and praxis (i.e., the thought and action of nursing practice), in teaching and learning with students.

In addition to your practice hours, you are expected to invest study time to prepare for practice (i.e., patient care). You are required to complete specific Island Health (or other Health Authority, as appropriate for your location) learning modules to supplement your knowledge (as identified by your placement requirements, preceptor, instructor). Time beyond practice hours is required to prepare your learning plan, develop your written midterm and final self-evaluations, and to complete assignments. Finally, we recommend that you familiarize yourself with the “NCLEX Test Plan” (2016) and begin the process of mapping out your individual study plan for pre-licensure exams.

To support your learning, the Course Instructor will provide you with written mid-term and final written evaluations that you will read and sign to attest that you have read.

**COURSE ACTIVITIES, ASSIGNMENTS, and GRADING**

NURS 470 (CPE III) is graded complete/fail. **It is ultimately the responsibility of the Course Instructor to determine your readiness to progress to NURS 475.** To determine a grade the Course Instructor evaluates your written work, preparation and performance in check-ins and other meetings, as well as practice examples and onsite observations. Activities and assignments must be completed and submitted on time, and will be judged as satisfactory or unsatisfactory. If you require additional resources to meet the course ends in view, or if an appraisal of your progress indicates you may not meet course ends in view in the allotted time, an enhanced learning plan that is a supportive Learning Contract will be put in place at mid-term to assist and guide you.

There are multiple ways that you, the Course Instructor, and members of the patient care team in your placement will establish and assess your progress in meeting the course learning outcomes. It is your responsibility to provide the Course Instructor with sufficient evidence that you are capable of consistently practicing competently (including safely, ethically) within your scope and in accordance with CRNBC Standards. Importantly, you will have the opportunity to give and receive feedback from your Course Instructor 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 your Course Instructor as soon as they arise. Your instructor will support you on a pathway of communication to resolve these issues or concerns (see “Communication Pathway”).

* Paragraph Source: Course Blueprint  
* Updated: December 2016 by: CPE Coordinator
In preparation for your practice placement, carefully review all elements of this syllabus, and ensure you understand required activities and assignments cited below, as well as criteria that are used to evaluate your progress. Ensure you are familiar with documents relevant to professional nursing. For example, successful completion of your learning plan and practice appraisal reports requires that you are able to consistently apply the CRNBC Professional Practice Standards.

**To be successful in NURS 470 and progress to NURS 475,** you must provide evidence of satisfactory completion all of following activities and assignments. *Based on your practice context, some assignments/activities may be modified by your Course Instructor in consultation with the CPE Coordinator.*

<table>
<thead>
<tr>
<th>Assignment/Activity:</th>
<th>Due Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and adhere to N470 Course Syllabus and Supporting Documents, including the Practicum Handbook and UVIC Calendar, School of Nursing (SON), and professional organization Resources, Guidelines, and Policies</td>
<td>-Prior to first shift</td>
</tr>
<tr>
<td>Attend SON CPE orientation or workshop session</td>
<td>-Prior to first shift, date designated by SON</td>
</tr>
<tr>
<td>Attend unit/site- and/or agency-specific orientation</td>
<td>-Prior to first shift or as arranged by Course Instructor</td>
</tr>
<tr>
<td>Complete preparatory activities required by practice agency and unit/site -Send certificates to instructor (pdf electronic or print)</td>
<td>-Prior to first shift</td>
</tr>
<tr>
<td>Develop Learning Plan</td>
<td>-Draft first version prior to first set -Submit second draft to instructor by end of your first set -Prepare refined versions for review at mid term and final appraisals</td>
</tr>
<tr>
<td>Check-in with instructor after or during each set of shifts</td>
<td>-Ongoing, your responsibility to arrange</td>
</tr>
<tr>
<td>Complete Nursing High Fidelity Simulation Experience -To be booked by your Course Instructor -Includes Reflective Practice Narrative -Refinements to this activity may be made by Course Instructors in consultation with the CPE Coordinator for out-of-sequence students</td>
<td>-This experience will take place within N470 and as early in the course as scheduling permits. Given the number of students and the capacity of the CICSL and instructor workload this learning opportunity is staggered across six (6) weeks</td>
</tr>
<tr>
<td>Complete Clinical Care Map or Plan</td>
<td>-Completed and submitted prior to beginning of final set</td>
</tr>
<tr>
<td><strong>Collaborative Learning Unit:</strong> Arrange and participate in a minimum of two (2) 3-way focused conversations (student, instructor, RN). In some circumstances, your instructor may require more than two (2) 3-way focused conversations.</td>
<td>-First conversation prior to midterm Second conversation prior to final evaluation.</td>
</tr>
<tr>
<td><strong>Preceptorship:</strong> Arrange and participate in three (3) 3-Way Conversations. In some circumstances, your instructor may require more than three (3) 3-Way focused Conversations</td>
<td>-First conversation at the beginning of the course, subsequently at midterm appraisal, and final appraisal.</td>
</tr>
</tbody>
</table>
Submit written Mid-term **Self-Appraisal** to instructor 
Arrange and participate in student mid-term evaluation meeting with instructor  
- Meeting: After completion of second set  
  - Timing may be negotiated for adjusted for students with 8h shifts

Documented satisfactory completion of 192 clinical hours  
*Do not make plans that will make you unavailable to fulfil required practicum hours, activities, and assignments, until completion is confirmed with the Course Instructor.*  
- By end of term

Submit written Final **Self-Appraisal** to instructor, after completion of clinical hours  
- Submit at least three (3) days before the final evaluation meeting date.

Arrange and participate in student final evaluation meeting with instructor  
- Meeting within seven (7) days after you finish your 192 hours for N470 and prior to commencing N475.

**Detailed information about activities and assignments:**

Review Practicum Handbook and the Course Syllabus  
Review the Practicum Handbook and Course Syllabus including supporting documents, thoroughly. Using your UVIC email address, send your Course Instructor a specific email to confirm that you have read and understand the course requirements and relevant guidelines and policies prior to your first shift. Failure to complete this activity will prevent attendance at orientation and impact your eligibility to begin this practice course.

Attend general CPE orientation or workshop session  
A CPE orientation or workshop session will be held within the first few days of the term. There will be an overview of the term requirements and presentation of related clinical information. Failure to attend this event will prevent your continued participation in this course.

* If you are an off-site or specialty placement student, you must negotiate 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. Since some agency orientation activities may not be available in a timely manner, you will confirm with your Course Instructor what is required prior to your start in clinical practice.

Attend agency orientation, including on-line facility orientation  
You are required to attend agency and/or site orientation activities that are arranged by your instructor. Activities may be on-site and/or on-line. You will be notified of agency and/or site requirements when your placement is confirmed. Any questions should be directed to your instructor. Failure to fulfill any of these requirements will prevent your continued participation in this course and may lead to re-sequencing of your program of study.

An agency orientation or agency orientation activities that are specific to your placement are also a requirement of this practice course. If you are new to the health authority/service area, additional preparation may be required. Please review your specific unit/health authority orientation policy and directions and take a screen shot or print the certificate that confirms you
have completed these required on-line orientation modules. Provide confirmation of completion of these required orientation modules to your Course Instructor.

Practice participation:
To pass this course, you must complete 192 practice hours and provide adequate evidence of competent practice consistent with the CRNBC Professional Standards. A different pattern of hours may need to be negotiated with respect to your learning needs.
(a) Collaborative Learning Unit (CLU) students:
If you are on a CLU you will be provided your own schedule ("line") of regular shifts.
(b) Preceptored students:
You will be in practice during the regular hours that your preceptor works. Please obtain a practice schedule directly from your preceptor. Additional hours may need to be negotiated if your preceptor works part-time. Please discuss and confirm this with your Course Instructor. Please note that for students in ER placements, although you also have a BCIT Instructor, your Course Instructor will have the responsibility of assessing your final grade for the course (complete/fail).
(c) Offsite placement students:
You will normally be in practice during the regular hours that your preceptor works. Please obtain a practice schedule directly from your preceptor. Additional hours may need to be negotiated if your preceptor works part-time. Please discuss and confirm this with your Course Instructor.

Learning plan
The CRNBC Professional Standards will help you develop your learning plan. For this CPE students and instructors are using the CRNBC Professional Standards as an organizing framework for learning planning and evaluation. In some cases, the Domains of Practice may be used as the organizing framework. The framework used will be at the discretion of your instructor.

A learning plan template link is provided at the end of the syllabus. Clearly specify one learning goal under each standard or domain and describe how you plan to achieve each of your goals. For example, the kind and amount of support and guidance you will require from your preceptor, or the nursing staff, how you will recognize that you have achieved that goal, and when you plan to review your goals and progress in practice with your instructor. It is expected that you are deliberately building on your existing knowledge, skills, and attitudes, and that achieving your goals will steadily prepare you for increasing independence (e.g., no onsite instructor) and advancing your level of practice to assume the responsibility for an increasing number of complex patient cases. You are expected to consolidate theoretical knowledge from academic courses such as Global Health, Research, Community and Societal Health, and Nursing Inquiry and apply theories and concepts in practice. You may also focus on the role of the nurse in the patient care team, and teamwork and delegation as they impact your role in patient care depending on your clinical placement site.

Since the learning plan is an evolving document that changes as your nursing practice advances, it is important that you keep a record of your accomplishments as well as routinely identify new goals to ensure that your practice portfolio will contain an ongoing story of your progress. You may also keep an up-to-date list of skills you have acquired or questions that surface may help guide identification of future learning needs. Ensure your Preceptor or CLU RN is aware of your
learning needs and plan. You can expect to work collaboratively with the Course Instructor to evolve your learning plan as the term progresses. Be prepared to draw on your plan in check-ins and evaluation meetings with the Course Instructor.

Written midterm PAF self-appraisal
Critical self-reflection of your nursing practice is fundamental to your development as a knowledgeable, competent and confident nursing student. Your first practice self-appraisal is due at mid-term, which is approximately after two full sets. For this mid-term self-appraisal, please bring the documentation you have developed to date (including your current learning plan, set summaries, and current version of your written self-appraisal). Be prepared to tell your instructor about the content of this documentation. Your self-appraisal/ analysis must show progress toward meeting course outcomes, your learning goals, and the CRNBC Professional Standards. You will also be asked to identify how you are going to prioritize the remainder of your clinical time in relation to your progress to date. You will receive written confirmation from the Course Instructor, documenting your status at midterm.

In your self-appraisal you will address course ends-in-view, individual learning goals, and agency expectations as well as addressing progress, achievements, issues, concerns, and challenges met during your practice time as well as providing evidence of how you are achieving the agreed-on workload. Provide examples from your practice that demonstrate how you have met course ends in view, individual learning goals, and the practice competencies/domains. In addition to specific examples, provide an overall analysis of your progress and how your practice has advanced over time. You may wish to use a set-update template that will help you keep a record of the RNs with whom you work, your experiences, and the skills and competencies you develop. This template, when kept up to date can be a valuable strategy for completing your self-appraisals, learning plans, and as a communication tool with the Course Instructor.

Clinical care map/plan
You will be required to choose a patient from your practice and thoroughly research and document a plan for care. Please confirm your format with the Course Instructor, before you begin your document. Do not take any information from your practice to your home that is in violation of confidentiality agreements. You will provide references to substantiate your planned approach to care: incorporate at least two academic articles into this plan.

Nursing high fidelity simulation practice activity
The Course Instructor will assign you a date, time, and the location of your required simulation activity. You will attend in uniform with your name-tag and a stethoscope. The simulation activity provides an opportunity for you to serve as lead nurse in a complex clinical situation. You are expected to come prepared with any pre-reading and/or pre-assignment completed for each simulation experience you attend. Once there you will receive a pre-briefing to the simulation lab including time to familiarize yourself with the high-fidelity practice simulation (HFPS) mannequin and the equipment that will be required to successfully complete the HFPS event. This is a required assignment for NURS 470. These hours contribute to your total practicum time.

NOTE: If you are an offsite student you are not required to complete the simulation activity. If you are placed in the Pediatric CLU you will attend simulation learning events specific to the placement.
Reflective practice narrative (RPN)
RPNs provide you with an opportunity to integrate your learning, meet your learning goals, and provide me with important data for assessing your progress in meeting the competencies. For NURS 470, you are expected to complete one RPN, which is associated with the Nursing High Fidelity Simulation experience.

Interprofessional Simulation Learning Experiences
In addition to the nursing simulation experiences there may be an opportunity for you to participate in optional interprofessional simulation experiences during NURS 470. These activities must be negotiated in consultation with your Course Instructor and be consistent with your learning needs in the context of NURS 470. These activities are optional, are not part of required hours, and will be coordinated through the Clinical Simulation(s) Coordinator mmryan@uvic.ca.

Alternate learning experiences
In addition to clinical practice, there are a number of alternate learning experiences that can enhance and support your learning and consolidation (such as educational events, observing non-nurse members of health care providers at work). Please refer to the Guidelines for Negotiating Hours for Alternate Learning Experiences during Year 3 and 4 BSN Practice Courses for further details.

Note: If you are in an offsite placement, selected online learning activities may be a component of your required learning experiences.

Participate in check-ins with the instructor
You are expected to make arrangements to connect with the Course Instructor for check-ins (personal tutorials) during or following each set. Plan for up to one hour of one-to-one discussion in each check-in. The check-in has two main purposes: 1) to engage in reflection and dialogue about your practice, any issues that may have arisen, and the theoretical or practical knowledge that informs your decisions in practice; and 2) to give you an opportunity to provide the Course Instructor with evidence of your learning and competence in practice.

3-way conversations
You are expected to make arrangements with your Course Instructor for a minimum of two 3-way in-person conversations between yourself, your preceptor and your instructor. The 3-way conversation has two purposes: (1) to engage in reflection and dialogue about your practice, discuss any issues that may have arisen, and explore theoretical or practical knowledge that informs your decisions in practice, and (2) to provide you with an opportunity to provide the instructor with evidence of your learning and competence in practice. During this meeting, your instructor may require you to review a patient for whom you are caring and other patient care topics, and your learning plan. It is expected that this conversation will also include commentary on your practice from your Preceptor or CLU RN of the shift, and other RNs with whom you have worked closely.

Final written PAF self-appraisal
Your final written practice self-appraisal is due in advance of your scheduled final appraisal interview with your instructor. In this final appraisal you will summarize your process in fulfilling course requirements, individual learning goals, and in addressing each of the CRNBC Practice Standards. You will also identify learning priorities for subsequent courses including NURS 475.
NOTE: The Course Instructor may require you to resubmit or complete additional narratives, simulation practice experiences, or clinical assignments (e.g., a case study, a reflective practice narrative focusing on an incident) to support your progress in areas that are challenging for you, or in areas where the Course Instructor has insufficient information on which to an appraisal of your progress. In such cases you may also be required to have a Supportive Learning Contract in place.

Further, if the Course Instructor does not receive sufficient assessment data, through these usual assessment activities, to evaluate your practice as competent in assuming responsibility for the agreed-on clinical assignment, you will be assigned a failing grade. Failure to submit a piece of work altogether will result in an N grade (a zero grade point) being assigned. Unless such failure is excused through a Request for Academic Concession (obtained through the Undergraduate Advising Office), an N grade will be converted into a failing grade of F.

University regulations related to grading can be found in the current University Undergraduate Calendar: [http://web.uvic.ca/calendar2015-09/FACS/Unln/UARE/Grad.html](http://web.uvic.ca/calendar2015-09/FACS/Unln/UARE/Grad.html).

COURSE RESOURCES

Required texts/documents:
  [https://www.crnbc.ca/Standards/ProfessionalStandards/Pages/Default.aspx](https://www.crnbc.ca/Standards/ProfessionalStandards/Pages/Default.aspx)
  [https://www.crnbc.ca/Registration/Lists/RegistrationResources/375CompetenciesEntrylevelRN.pdf](https://www.crnbc.ca/Registration/Lists/RegistrationResources/375CompetenciesEntrylevelRN.pdf)
  [https://www.crnbc.ca/Standards/RNScopePractice/Pages/Default.aspx](https://www.crnbc.ca/Standards/RNScopePractice/Pages/Default.aspx)
- College of Registered Nurses of BC (2004). *Fitness to practice. The challenge to maintain physical, mental and emotional health.*
  [https://www.crnbc.ca/Standards/Lists/StandardResources/329FitnessToPractice.pdf](https://www.crnbc.ca/Standards/Lists/StandardResources/329FitnessToPractice.pdf)
- University of Victoria School of Nursing (2017). *Practicum handbook for Consolidated Practice Experiences*. BC: UVic SoN.
- National Council of State Boards of Nursing/NCLEX test plans:
  [https://www.ncsbn.org/testplans.htm](https://www.ncsbn.org/testplans.htm)

Useful related websites:
- CASN health informatics competencies

Related journals:
- Canadian Nurse
- Journal of Professional Nursing

* Paragraph Source: Course Blueprint  Updated: December 2016 by: CPE Coordinator
Journal of Clinical Nursing

Writing resources:
- The UVIC Centre for Academic Communication: http://www.uvic.ca/library/locations/home/learning/cac.php
- UVIC School of Nursing writing resources: http://www.uvic.ca/hsd/nursing/undergraduate/transfer/resources/writing/index.php

PROVIDING FEEDBACK FOR YOUR INSTRUCTOR AND ON THE COURSE EXPERIENCE

Your Course Instructor values your feedback on this course. Towards the end of term, as in all other courses at UVIC, you will have the opportunity to complete a confidential Course Experience Survey (CES) regarding your learning experience (CES). The survey is vital to providing feedback to your instructor regarding the course and the teaching, as well as to help the School of Nursing improve the overall program for BSN students in the future.

When it is time for you to complete the survey you will receive an email inviting you to do so. Please ensure that your current email address is listed in MyPage (http://uvic.ca/mypage). 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. Your instructor will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.
## List of Supporting Syllabus Files

<table>
<thead>
<tr>
<th>Practicum Handbook (PDF)</th>
<th>Scope of Practice for BSN Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies in the Context of Entry Level RN Practice in BC</td>
<td>Communication Pathways</td>
</tr>
<tr>
<td>Incident Event Reporting and Learning Form (PDF)</td>
<td>Learning Plan</td>
</tr>
</tbody>
</table>
| PAF Self-Appraisal | Set Update Template (PDF)  
| | Set Update Template (DOC) |
| Guiding Topics for 3-Way Conversations | Clinical Care Map/Plan |
| Reflective Practice Narrative | High Fidelity Simulation Practice Experience |
| Clinical Seminar Guidelines | Guidelines for Alternate Learning Experiences |
| Interprofessional Simulation Experience | CRNBC Fitness to Practice |
| CRNBC Professional Standards for RN Practice in BC | Select UVIC and Professional Resources and Conduct Policies |