



NORTH ISLAND
COLLEGE

Student Practice Experiences – Year 1

Students in the first year of the Bachelor of Science in Nursing program at North Island College are learning about health and what impacts the health of individuals, families, groups, and the community. This learning occurs in the classroom and by interacting with people (clients, participants in programs, nurses, other professionals) in different community agencies during the practice course. Each student will work with groups, families and individuals in agencies and care facilities to incorporate concepts and learning from all courses in the semester into their nursing practice.

Fall – September to December (Nursing 104)

The following are brief descriptions of practice experiences the students engage in during the first semester:

Nurses' Work Experience: During two observational experiences throughout the semester, students are assigned to Registered Nurses in either in a community or acute care agency to observe, interact and learn about the roles and responsibilities of Registered Nurses, where nurses' work and how nurses' work contribute to the health of individuals, families and groups in the community.

Do Bugs Need Drugs Program: As students learn about health promotion and develop some psychomotor skills, such as hand hygiene, the opportunity to apply this knowledge is done through the 'Do Bugs Need Drugs' program developed by British Columbia Communicable Disease agency. This program is a community education program aiming to educate Grade 2 children about hand washing which will counter the spread of infection and the problem of antibiotic resistance. The program is delivered by nursing students in local schools using attractive and fun educational materials.

Family Resource Visits: Students select a family to be a resource for them to learn and gain an understanding of the family member's perceptions and values regarding family, health and health promotion.

Community Resource Visits: During this self-directed experience students visit two community resources to become familiar with some of the external resources available in our communities for access by clients to promote or enhance their health.

Winter – January to April (Nursing 114)

In the courses in this semester there is a focus on health promotion and students begin to develop a competency in health assessment.

The purpose of the practice course is to provide students with the opportunity to interact with and develop caring relationships with people across the lifespan (children, adolescents, young-middle age adults, and older adults). Community practice experiences provide students with an insight into the agency, their mission(s) and mandate, so the student can better understand the client and health promotion. The students are keen to develop their understanding of health and how others view health. They are also interested in learning about how people maintain their health and about the services available in the community to help people meet their health needs.

In first year students have learned some psychomotor skills such as handwashing, measuring blood pressure, weighing and measuring adults, children and infants and are eager to practice these skills. Students are also developing their communication and health assessment skills specific to the different age groups.

Spring - May (Nursing 175)

During this consolidated practice experience, students have the opportunity to engage in a health promotion experience in the community. They are also introduced to the acute care setting. During the acute care practice experience students have the opportunity to provide basic care, develop relational practice skills and engage with the clients in activities as well dialogue with other health care practitioners under the direct supervision of a Nursing Instructor.

Teaching and Learning in the Nursing Program

Student Learning

- ◆ Students are self-directed and take an active role in their learning in the classroom and practice agency in all levels of the program.
- ◆ Students are required to meet minimal semester requirements and practice according to agency policies, the Canadian Nurses Association Code of Ethics, and the College of Registered Nurses of British Columbia Standards of Practice.
- ◆ Students are expected to prepare for their practice experiences by researching the agency and identifying their learning needs and objectives for their practice instructor prior to the experience.
- ◆ To facilitate learning opportunities, at the beginning of the practice experience students are requested to talk with the agency staff and instructors about their learning objectives. This also provides opportunity for agency staff to identify potential learning opportunities with the students and make a plan for the time the students are in the agency. In discussion with, and at the discretion of agency personnel, students are

encouraged to help or contribute to health promotion or prevention projects/presentations undertaken by the agency.

- ◆ Following the experience students are required to reflect on their own learning from the experience as well as some of their own professional and personal strengths and challenges.

Instructor Role

Nursing instructors provide indirect supervision. Instructors will:

- ◆ Be in touch with you about specific learning opportunities while students are in your practice area.
- ◆ Provide Minimal Semester Requirement documents if you would like to see them.
- ◆ Visit the agency regularly while the student is in the agency.
- ◆ Be available to community contacts, agencies and individuals to assist in facilitating the effectiveness of the students' practice and learning experiences and to address concerns when required.
- ◆ Help students develop their understanding of concepts and ideas discussed in class.
- ◆ Pose questions for students to consider while they are in the agency.
- ◆ Help students meet their learning goals and objectives.
- ◆ Work with the students to help them to develop the communication and observational skills required to interact with different age groups.

Assessing Student Learning

Assessing student learning is the responsibility of the instructor and students. However, feedback from the agency is encouraged at anytime. To meet course objectives student learning is assessed in several ways. The following are a few examples of how students are assessed:

- ◆ In regular discussions between instructor and student.
- ◆ Small group discussion with the instructor to share meaningful stories from their experiences and talk about what they have learned that will help them in their future practice.
- ◆ Written assignments.
- ◆ Written self-evaluation of their experiences.

The Nursing Faculty appreciates the time and commitment your agency and staff are giving to providing these valuable learning opportunity to our students. Thank you!

Overview of Nursing Practice Experiences

North Island College: Collaboration for Academic Education in Nursing (CAEN)

An example of nursing practice following one nurse, Jane, through the Revised Curriculum:

Semester One

- Jane did community resource visits to the Comox Valley Nursing Center and the Comox Recreation Center and brought a report back to her classmates.
- She taught “Do Bugs Need Drugs” with 2 other students at a local school to grade 2 students.
- She developed a relationship with a resource family and explored with them their experiences of health.
- She attended two Nurses Work Experiences – one to Eagleview Extended Care observing the RN in her practice and to Public Health to observe the PHN.
- She had an online conversation with an RN in Australia about her practice.
- She attended in the learning center to focus on initial physical assessment processes.

Semester Two

- Jane spent 6 hours per week at the Women’s Transition House for 3 weeks (Adult); 6 hours per week at Berwick House for 3 week (Older Adult); 6 hours at LINC Youth Centre for 3 weeks (Youth) and 6 hours per week at a child care centre (Children) where she developed relationship with healthy people across the lifespan and explored community resources.
- Jane spent 3 hours per week in the learning center focusing on assessment skills.

Consolidated Practice Experience I (CPEI)

- In CPE I Jane spent one week in the learning center developing basic skill such as lifts, body mechanics, and consolidating physical assessment skills.
- She then spent 24 hours in an acute care setting with instructors, and in the learning center completing assessments with healthy community members, across the lifespan.
- She participated in a group health promotion project.

Semester Three

- Jane’s focus this semester was with adults experiencing health challenges. Jane started in medicine in Campbell River where she spent 8 weeks (10 hours per week) on acute

medicine. She also spent time in the community at home care, North Island Liver Services, chemotherapy and hospice care.

- Jane spent 3 hours per week in the learning center focusing on relevant psychomotor skills and assessment.

Semester Four

- Jane's focus this semester was adults experiencing health challenges requiring surgery. She moved to Surgery at SJGH where she spent 8 weeks on the acute surgical unit. She also went to the OR, PAC, endoscopy, dialysis unit and spent time with the community liaison home visit nurse from SJGH.
- Jane spent 3 hours per week in the learning center focusing on more advanced psychomotor skills and assessment.

Consolidated Practice Experience II (CPEII a and b)

CPEII a

- Jane focused on older adults experiencing health challenges. Jane Spent 4 full time weeks in the Older Adult Setting. She was on the acute dementia unit at GlacierView as well spent time with the dietician, the activity aide, and the pharmacist at SJGH.

CPEII b

- Jane's focus was on adults experiencing mental health challenges. Jane moved to Mental Health during this 4 weeks and worked on the acute care unit at SJGH as well rotated through Aids Vancouver Island, Community Mental Health and spent time with the Crisis Nurse.

Semester Five

- Jane's focus was on family centered care, and children experiencing health challenges. Jane moved into the Maternal Child placement and worked on the Mat/Peds unit at SJGH as well spent time in the Child Development Center, with lactation consultants, in Public Health and with local midwives.
- Jane spent 3 hours per week in the learning center focusing on more complex psychomotor skills and assessment of clients experiencing multi-system failure.

Semester Six

- Jane's placement this term was with the World Community Development Education Society to explore global health issues and continue to build links between the community and North Island College. This focus on community development provided opportunities to work with groups, develop projects and see the significance of networking in building community capacity.

Consolidated Practice Experience III (CPEIII)

- Jane spent 8 weeks consolidating her acute care skills on the surgical unit at Campbell River. She worked with a preceptor in this placement.

Semester Seven

- For her leadership project, Jane worked with the infection control nurse at SJGH to develop understanding and build relationships to improve the percentage of staff members receiving the flu vaccine. She assisted in educating staff, organizing clinics and providing vaccines. She compiled the data and related that to provincial figures in other hospitals. She then prepared a report of her recommendations for the infection control nurse.

Semester Eight

- Jane chose to spend her final 16 week practicum working towards independent RN practice with Mental Health and Addictions as a focus, dividing her time between Acute Psychiatry at St. Joseph's Hospital, Comox, and Mental Health and Addictions Services, Comox Valley. During her time at MHAS, she observed and participated in triage, intake, (ACSS and ASTAT), self-help groups, evening group sessions, counseling, street outreach connections, and other areas encouraged by her mentors.