

## **EFFECTIVE: SEPTEMBER 2004** CURRICULUM GUIDELINES

А.	Division:	Instructional	ctional		Effective Date:		September 2004			
B.	Department / Program Area:	Health Scien	ces	I	Revision	X	New Cou	rse		
					f Revision, Section(s) Revised:		C, I, J			
					Date of Previous Revision	n:	June 18,	2001		
				Ι	Date of Current Revision	:	June 200	4		
C:	NURS 1100 D:		Nu	rsing Practice I		<b>E:</b>	3.5			
	Subject & Course No. Descrip			tive [	Fitle	nester Credits				
F:	Calendar Description:									
	In this course, students are provided with an introduction to nursing practice. They have opportunities to learn basic nursing skills with a focus on assessment skills, and experience nurses' work in a variety of settings. In addition, participants are introduced to the concept of family in relationship to nursing and health promotion.								n	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings		H:	Course Prerequisites	:					
				None						
	Primary Methods of Instructional Delivery and/or			-						
	Learning Settings:		I: Course Corequisites:							
	Lecture/Seminar Laboratory Clinical Experience Other: Nurse's Work and Family Visits and related activities			NURS 1110 + NURS 1120 +NURS 1130 (all recommended)						
				``´´						
				<b>J:</b> Course for which this Course is a Prerequisite						
				NURS 1200						
	Number of Contact Hours: (per week / semester for each descriptor)		K:	Maximum Class Size	e:					
	I aatuma/Samin	2.0/-	<b>]</b> -		Lecture/Seminar		36			
	Lecture/Semina Laboratory	ar 2.0/v 2.0/v			Laboratory Clinical Experience		24 5			
	<b>Clinical Experi</b>	ence 8/ser	mester		Other		36			
	Other	1.5/v	wk							
	Number of Weeks per Semester: 15									
L:	PLEASE INDIC	CATE:								
	Non-Credit									
	College Credit Non-Transfer									
	X College Credit Transfer:									
	SEE BC TRAN	SFER GUIDE I	ETAI	LS (www.bccat.bc.ca)						

## M: Course Objectives / Learning Outcomes

In Nursing Practice I, clients' experiences with health and the metaconcepts health promotion and caring are emphasized.

This course provides opportunities for students to:

- Learn basic health assessment and other selected basic psychomotor nursing skills
- Gain a beginning understanding of clinical decision-making
- Explore the breadth of the role of the professional nurse in the practice setting
- Experience nurses' work in a variety of settings
- Gain a beginning understanding of how families promote health and interact with the health care system
- Engage with families in the community
- Experience families' perceptions and values of health, healing and health promotion
- Synthesize learning from other first semester courses

## N: Course Content:

In Nursing Practice I, clients' experiences with health and the metaconcepts health promotion and caring are emphasized. Students engage with healthy families and individuals in the community and with nurses in practice to explore the breadth of nurses' work and to practice selected nursing skills. Learning activities involve home visits to a resource family (3-4), nurses' work experiences (a minimum of 3 sessions), opportunities to practice basic nursing skills including assessment skills with a healthy individual in the community (8 hrs), and discussion in praxis seminars. In the nursing laboratory, students have opportunities to develop basic assessment and other selected nursing skills.

In praxis seminars, a variety of concepts from semester courses are addressed such as:

- Praxis
- Personal meaning and experience of health and healing others
- Family as a resource
- Community as context
- Nurses' work
- \*Relationship
- Engagement
- Legal issues
  - Documenting care
- Medical asepsis
- Nursing practice decision-making (introduction)
- Assessment
  - Basic physical assessment
  - Health profile
  - Individual/family
- Critical thinking
- Evidence-based practice
- Mobility (basic body mechanics)
- Basic hygiene care
- Personal safety

## **O:** Methods of Instruction

In this course, students engage in a variety of learning activities. Learning activities may occur in nursing practice settings, the homes of resource families, community agencies, the nursing laboratory, and praxis seminars. In the nursing laboratory, students have opportunities to develop practice skills and to engage in simulations that enable them to provide safe nursing care. Praxis involves the examination of the dynamic interplay between theory and practice. Praxis is operationalized through critical reflection, journal writing and participation in seminars. Nursing practice experience provides students with opportunities to apply knowledge, concepts and theories and creates a "need to know" generating the topics of discussion, exploration and integration in praxis seminars and the stimulus for self-directed learning.

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Р:	Textbooks and Materials to be Purchased by Students						
	1.	<ul> <li>Planned Praxis Experiences</li> <li>Personal experience</li> <li>Resource family</li> <li>Nurses' work experiences</li> <li>Practice experience with healthy individuals in the community</li> <li>Nursing laboratory</li> </ul>					
	2.	A list of recommended textbooks and materials is provided for students at the beginning of each semester.					
	3.	Other Resources <ul> <li>Selected readings from books and professional journals</li> <li>Health professionals</li> <li>Selected audiovisual and computer resources</li> <li>Nursing laboratory equipment and supplies</li> </ul>					
Q:	Means of Assessment Course evaluation is consistent with Douglas College Curriculum Development and Approval policy. An evaluation schedule is presented at the beginning of the course. Respect for individual choice and an openness to negotiation guide decisions about methods of evaluation.						
	This i	This is a <u>mastery</u> course.					
R:	Prior	Learning Assessment and Recognition: specify whether course is open for PLAR					
	No						

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar

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