



**A:** Division: **Instructional**  
**B:** Department/ **Health Sciences**  
 Program Area:

Date: **December 20, 2000**

New Course

Revision  **X**

If Revision, Section(s) Revised: **Sections D, F, H, I, K, L, M, N, Q**

Date Last Revised: **October 15, 1996**

**C:** **NURS 118**      **D:** **Nursing Practice II**      **E:** **7.0**

Subject & Course No.

Descriptive Title

Semester Credits

**F:** Calendar Description:  
 In this nursing practice course, students have opportunities to develop caring relationships with individuals and families experiencing chronic health challenges. Students' work with individuals and families occurs in home and community agencies and care facilities. Through praxis, students reflect upon the complexities of caring for families with chronic health challenges and develop sensitivity toward the experience of health as viewed through the individual's/family's perspective. This course is interactive, and integrates all previous learning experiences.

**G:** Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:  
**Laboratory**  
**Seminar**  
**Clinical Experience**  
**Other: Family and Community resource visits and related activities**

Number of Contact Hours: (per week / semester for each descriptor)

<b>Laboratory</b>	<b>3.0/wk</b>
<b>Seminar</b>	<b>2.0/wk</b>
<b>Clinical Experience</b>	<b>8.0/wk</b>
<b>Other</b>	<b>2.0/wk</b>

Number of Weeks per Semester: **15**

**H:** Course Prerequisites:  
 NURS 105 + NURS 106 + NURS 108 + NURS 113 + BIOL 103

**I:** Course Corequisites:  
 NURS 115 + NURS 123 + BIOL 203  
 (all recommended)

**J:** Course for which this Course is a Prerequisite:  
 NURS 128

**K:** Maximum Class Size:  
 Seminar/Other: 36  
 Laboratory: 24  
 Clinical Experience: 8

**L:** PLEASE INDICATE:

Non-Credit

College Credit Non-Transfer

College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

Direct transfer to Collaborate Nursing Program in B.C. partner sites.

**M: Course Objectives/Learning Outcomes [Ends-in-view]**

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

This course provides opportunities for students to:

- develop caring relationships with individuals and families experiencing chronic health challenge
- become active participants in the construction of their own knowledge as they generate concepts and theories from practice and in turn relate concepts and theories to practice
- develop beginning competence in clinical decision-making
- integrate nursing knowledge, skills and abilities

**N: Course Content [Overview]**

In Nursing Practice II clients' experiences with chronic health challenges, and the metaconcepts health promotion and caring are emphasized. Building on previous learning, experiences reflect the concepts from all of the courses in this semester. Learning activities are organized around the philosophical foundations of the curriculum.

This course includes nursing practice and laboratory experiences and praxis seminars. Clinical experience will take place in long-term and acute medical health care settings. In addition to clinical agency activities, learning activities will involve home visits to a resource family (2 visits) and a family experiencing a chronic health challenge (3-4 visits), and visits to community agencies which provide support to individuals and families experiencing chronic health challenges (1-2 visits). In the nursing laboratory, students will have opportunities to develop practice skills which reflect the following themes: asepsis, mobility, therapeutic agents/modalities, assessment and irrigation/drainage.

In this course, students engage with clients (and their families) experiencing common and predictable health challenges. As well, students utilize decision-making and health promotion frameworks in working with individuals and families, identify and critique health promotion activities, work in collaboration with the health care team, report and record client care, are introduced to the concept of data base to examine client data for emerging patterns, explain own nursing care, and perform basic physical assessment. The following concepts are integrated into praxis seminars: natural sciences (e.g. pharmacology and pathophysiology), legal issues, ethics, relationships (client, colleagues), families, critical thinking, evidence-based practice.

**O: Methods of Instruction [Learning Process]**

It is the faculty's intent that a caring relationship develop among course participants modelling the type of relationship students will develop with clients and families experiencing chronic health challenges. Faculty explore with the student the role of the nurse working with families experiencing chronic health challenges and examine the interface of the family with the health care system. Learning activities provide opportunities for students to engage with families, to explore resources available to families and to experience simulated situations. Students derive knowledge from critically reflecting on both practical experience and theoretical experience. They identify and critique health promotion activities.

**P: Textbooks and Materials to be Purchased by Students [and other Learning Resources]**

1. **Planned Praxis Experience**
  - Personal experience
  - Resource family
  - Family experiencing episodic health challenge
  - Community agencies and resources
  - Nursing practise experience in acute medical and long-term health care settings
  - Nursing laboratory

**P:** Textbooks and Materials to be Purchased by Students [and other Learning Resources] continued

2. A list of recommended textbooks and materials is provided for students at the beginning of each semester.
3. Other Resources
  - Nursing practise resources
  - Other resource books and journals
  - Community resources
  - Health professionals
  - Selected audiovisual and computer resources
  - Nursing laboratory equipment and supplies

**Q:** Means of Assessment

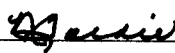
Course evaluation is consistent with Douglas College course evaluation policy. An evaluation schedule is presented at the beginning of the course. Respect for individual choice and an openness to negotiation guide decisions about methods of evaluation.

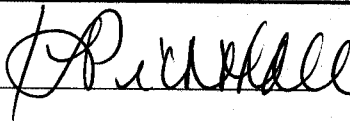
A clinical appraisal form is used that encompasses the five domains of nursing practice (health and healing, teaching/learning, clinical judgment, professional responsibility, collaborative leadership), competencies, and quality indicators. Quality indicators incorporate the minimal semester requirements and address what a student should be able to know, be and do by the end of the semester. Nursing practice congruent with the quality indicators is an essential component of successful completion of this course.

This is a mastery course.

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

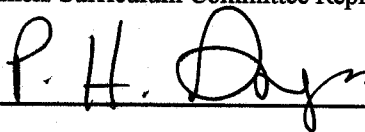
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 \_\_\_\_\_  
 Course Designer(s)

  
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Education Council/Curriculum Committee Representative

  
 \_\_\_\_\_  
 Dean/Director

  
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 Registrar