

DOUGLAS COLLEGE

A: Division: **INSTRUCTIONAL**

Date: **October 15, 1996**

B: Department: **HEALTH SCIENCES**

New Course: **No**

Revision of Course: **Yes**

C: **NURS 218**

D: **NURSING PRACTISE III**

E: **7.5**

Subject & Course No.

Descriptive Title

Semester Credit

F: Calendar Description:

This course is a continuation of Nursing Practise II, with a focus on increasingly complex episodic health challenges. Learning opportunities enable students to refine their clinical decision-making ability and to explore and utilize the expertise of a variety of health team members.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F

1996-10-15, Sections F, H, O, P

G: Type of Instruction: Hrs. per Week

Lecture:		Hrs.
Laboratory:		Hrs.
Seminar:	4	Hrs.
Clinical Experience:	11	Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other:		
Family and community resource visits and related activities:	1	Hrs.
Total:	16	Hrs.

H: Course Prerequisites:

NURS 207 + NURS 208 + NURS 209 or NURS 296

I: Course Corequisites: Course Co-requisites: practise

NURS 217 + NURS 219 + NURS 224 (all recommended)

J: Course for which this Course is a Prerequisite:

NURS 228

K: Maximum Class Size:

**Seminar/Other: 40
Clinical Experience: 8**

L: College Credit Transfer

College Credit Non-Transfer

M: Transfer Credit:

Requested:

Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:

U.B.C.

S.F.U.

U. Vic.

U.N.B.C.

Other:

Direct transfer to Collaborative Nursing Program in BC partner sites

Part of block transfer to degree completion programs at U.Vic, U.B.C. and U.N.B.C.

Norma Oredie

Course Designer(s)

J. H. Wood

Dean

[Signature]

Vice-President Instruction

Registrar

Subject and Course Number

N. LEARNING RESOURCES

1. Planned Praxis Experience

- Personal experience
- Resource family
- Family experiencing episodic health challenge
- Generative family
- Nursing practise experience in an acute care setting
- Community agencies and resources

2. Textbooks and Materials to be Purchased by Students

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 audio-visual and computer resources
- Nursing laboratory equipment and supplies

O. ENDS-IN-VIEW

In Nursing Practise III, clients' experiences with complex episodic health challenges, including experiences with infants and children are emphasized. Students have further opportunities to:

- continue as active participants in the construction of their ways of knowing through praxis
- develop caring relationships with people experiencing increasingly complex episodic health challenges as they plan, provide, evaluate and document safe nursing care
- integrate theoretical knowledge within a caring context
- practise safely through their ability to perform more advanced practise skills, including effective clinical decision-making
- become increasingly self-directed

P. OVERVIEW OF COURSE CONTENT

In Nursing Practise III, clients' experiences with increasingly complex episodic health challenges and healing are emphasized. Learning activities reflect the concepts from all courses within year two. This course includes nursing practise experience and praxis seminars. Clinical agency experience occurs in medical-surgical and pediatric settings. Students should be able to organize care for two or more clients experiencing complex episodic health challenges. In addition to clinical agency activities, learning activities involve home visits to a resource family (1 contact), a family experiencing an episodic health challenge (1 visit over two semesters) and a generative family (3 visits over two semesters). Students engage clients (and their families) experiencing common and predictable episodic health challenges.

Q. LEARNING PROCESS

It is the intent of faculty to work alongside students in nursing practise settings to facilitate the learning of safe, professional nursing practise and the development of critical thinking. The students' ability to delegate tasks will be fostered in the nursing practise setting. The faculty's intent is to create the "need to know" by providing nursing practise experiences which will generate theories and concepts to be taken to seminars for discussion, exploration and integration, and provide the stimulus for self-directed learning. Learning activities will provide opportunities for participants to develop nursing practise judgement and discretionary decision-making through contextual awareness. It is the faculty's intent to explore with participants the varying effects of complex episodic health challenges on different individuals and families, personal meaning, and to examine the role of the nurse in relation to such individuals and families.

R. COURSE EVALUATION

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 practise (health and healing, teaching/learning, clinical judgment, professional responsibility, collaborative leadership, competencies, and quality indicators. Quality indicators incorporate the minimal semester requirement and address what a student should be able to know, be and do by the end of the semester. Nursing practise congruent with the quality indicators is an essential component of successful completion of this course.

This is a mastery course.