
Subject and Course Number

N. LEARNING RESOURCES

1. Planned Praxis Experience

- Personal experience
- Resource family
- Nursing practise experience in acute medical-surgical, acute mental health and community settings
- Community resource visits

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

- Selected readings from a variety of nursing texts
- 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 this semester the focus of the nursing practise experience is prevention and health promotion. Nursing practise experiences include developing caring relationships with clients and families with a variety of health challenges including acute mental health concerns.

In this course, students have opportunities to:

- develop and refine their nursing practise, with a focus on prevention
- engage in teaching/learning processes and interdisciplinary collaboration in institutional and community settings
- develop an appreciation of the integral role of epidemiological data and clients' personal experiences (meaning and behaviour) in prevention

P. OVERVIEW OF COURSE CONTENT

In Nursing Practise IV, students focus on clients' experiences with common and predictable acute mental health and other health challenges. Concepts from all courses in the semester are emphasized. Students have opportunities to generate, discuss and explore these concepts clinically and in seminar as they experience and plan prevention and health promotion programs. In addition to clinical agency activities, some learning activities may occur in the homes of the resource family, families experiencing health challenges or support agencies (4 visits). Practise derived seminars reflect concepts included in theory courses.

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, including the development of critical thinking and assist students in deriving the concepts of health promotion and prevention. The students' ability to participate in interdisciplinary groups is fostered in the nursing practise setting. The faculty's intent is to create the "need to know" by providing nursing practise experiences which generate theories and concepts to be taken to seminars for discussion, exploration and integration, and which provide the stimulus for self-directed learning. Learning activities related to leadership, community assessment, primary prevention and health promotion are provided.

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 requirements and address what a student should 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.