



A: Division: **Instructional**

Date:

December 20, 2000

B: Department/
Program Area: **Health Sciences**

New Course

Revision

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

Date Last Revised:

October 15, 1996

C: **NURS 308**

D:

Nursing Practice V

E: **7.5**

Subject & Course No.

Descriptive Title

Semester Credits

F: Calendar Description:
The focus of this nursing practice course is prevention. Students have opportunities to develop caring relationships with individuals, families and groups with an emphasis on prevention. The integration of teaching/learning into practice is an essential element, as are experiences of nurses' collaborative roles within interdisciplinary teams.

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

Primary Methods of Instructional Delivery and/or Learning Settings:

Seminar
Clinical Experience
Other: Family and community resource visits and related activities

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

Seminar 4.0/wk
Clinical Experience 11.0/wk
Other: 1.0/wk

Number of Weeks per Semester: **15**

H: Course Prerequisites:

NURS 228

I. Course Corequisites:

NURS 305 + NURS 307
(Both recommended)

J. Course for which this Course is a Prerequisite:

None

K. Maximum Class Size:

Seminar/Other	36
Clinical Experience	10

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)

Direct transfer to Collaborative Nursing Program in BC partnersites.

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

In this semester the focus of the nursing practice experience is prevention and health promotion. Nursing practice 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 practice, with a focus on prevention
- engage in teaching/learning processes and interdisciplinary collaboration in institutional and community settings
- develop an appreciation for the integral role of epidemiological data and clients' personal experiences (meaning and behaviour) in prevention and resulting ethical dilemmas

N: Course Content [Overview]

In Nursing Practice IV, students focus on clients' and their families' experiences with common and predictable acute mental health and other health challenges. Building on previous learning, experiences reflect the concepts from all courses in the semester. Students have opportunities to generate, discuss and explore these concepts clinically and in seminar as they experience and plan prevention and health promotion programs. 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, epidemiology, prevention (primary, secondary, tertiary), community as resource, community as culture/context, ethical dilemmas in teaching & learning, teaching/learning strategies, influence of environment on teaching/learning, teaching with different groups, health education from a primary, secondary and tertiary prevention perspective, continuity of care. 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). Practice derived seminars reflect concepts included in theory courses.

O: Methods of Instruction [Learning Process]

It is the intent of faculty to work alongside students in nursing practice settings to facilitate the learning of safe, professional nursing practice, 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 practice setting. The faculty's intent is to create the "need to know" by providing nursing practice 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.

P: Textbooks and Materials to be Purchased by Students [and other 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. 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

Q: Means of Assessment

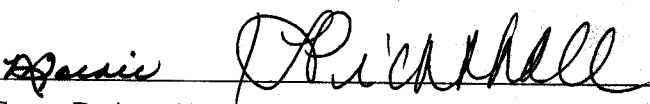
Course evaluation is consistent with Douglas College Curriculum Development and Approval policy. An evaluation schedule is presented at the beginning of the course. Respect for individual choice and an openness to negotiation guide decisions about methods of evaluation.

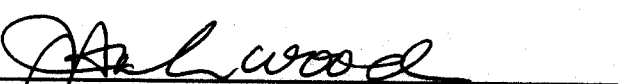
A clinical appraisal form is used that encompasses the five domains of nursing practice (health and healing, teaching/learning, clinical judgment, professional responsibility, collaborative leadership), competencies, and quality indicators. Quality indicators incorporate the minimal semester requirements and address what a student should 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.

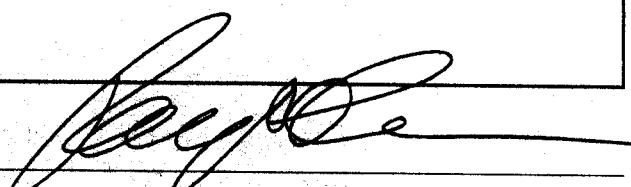
This is a mastery course.

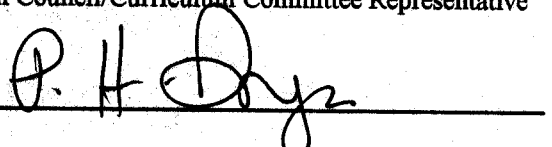
R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.


Course Designer(s)


Dean/Director


Education Council/Curriculum Committee Representative


Registrar