



EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A. Division: **Instructional** **Effective Date:** **September 2004**

B. Department / Program Area: **Faculty of Health Sciences** **Revision:** New Course
If Revision, Section(s) Revised: **C, H, I, J**
Date of Previous Revision: **June 18, 2001**
Date of Current Revision: **June 2004**

C: **NURS 3100** **D:** **Nursing Practice V** **E:** **7.5**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>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.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Seminar Clinical Experience Other: Family and community resource visits and related activities</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <table style="margin-left: 20px;"> <tr> <td>Semester</td> <td>4.0/wk</td> </tr> <tr> <td>Clinical Experience</td> <td>11.0/wk</td> </tr> <tr> <td>Other:</td> <td>1.0/wk</td> </tr> </table> <p>Number of Weeks per Semester: 15</p>	Semester	4.0/wk	Clinical Experience	11.0/wk	Other:	1.0/wk	<p>H: Course Prerequisites:</p> <p>NURS 2300</p>	
	Semester	4.0/wk						
	Clinical Experience	11.0/wk						
	Other:	1.0/wk						
	<p>I: Course Corequisites:</p> <p>NURS 3110 + NURS 3140 (Both recommended)</p>							
	<p>J: Course for which this Course is a Prerequisite</p> <p>NURS 3201</p>							
	<p>K: Maximum Class Size:</p> <table style="margin-left: 20px;"> <tr> <td>Seminar/Other</td> <td style="text-align: right;">36</td> </tr> <tr> <td>Clinical Experience</td> <td style="text-align: right;">10</td> </tr> </table>	Seminar/Other	36	Clinical Experience	10			
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Clinical Experience	10							
<p>L: PLEASE INDICATE:</p> <table style="margin-left: 20px;"> <tr> <td><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
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M: Course Objectives / Learning Outcomes

In this semester the focus of the nursing practice experience is prevention and health promotion. Nursing practice experiences encompass 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 an understanding of clients' personal experiences (meaning & behaviour) in prevention
- Develop and refine their nursing practice, with a focus on prevention using community as a resource
- Engage in teaching/learning processes and interdisciplinary collaboration in institutional and community settings
- Develop an understanding of the integral role of epidemiological data in prevention
- Incorporate ethical decision-making into nursing practice

N: Course Content:

In Nursing Practice V, students focus on clients' and their families' experiences with common and predictable acute mental health and other health challenges. In addition to clinical agency activities, some learning activities may occur in the homes of a resource family, or families experiencing health challenges, and in support agencies (4 visits).

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

Natural sciences

- Pathophysiology
- Pharmacology

Epidemiology

Prevention

- Primary
- Secondary
- Tertiary

Community

- Resource
- Context/culture

Teaching/Learning

- Theory
- Strategies
- Challenges
- Influence of environment
- Different groups

Health Education from a primary, secondary, and tertiary prevention perspective

Nursing practice with clients with a variety of health challenges

Nursing practice decision-making

- Ethical decision-making

Evidence-based practice

Continuity of care

O: Methods of Instruction

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 student's 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

1. Planned Praxis Experience
 - Personal experience
 - Resource family
 - Nursing practice 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)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Registrar