

EFFECTIVE: SEPTEMBER 2009 CURRICULUM GUIDELINES

A.	Division:	Education		Effective Date:		September 2009		
В.	Department / Program Area:	Health Sciences/ Nursing		Re	vision	X	New Course	
	C	S			Revision, Section(s)		A , B , G , N	
					vised: te of Previous Revision	1:	May 2005	
				Da	te of Current Revision:		April 2009	
C:	NURS 3100	D: Nursing Prac		tice V	ice V		E: 8.0	
		Subject & Course No. Descripti			le	Sen	ester Credits	
F:	Calendar Description:							
	This nursing practice experience provides participants opportunities to develop caring relationships with individuals, families, and groups with an emphasis on prevention. Integration of the practice of teaching/learning is an essential element. In addition, participants have opportunities to broaden their experience of nurses' collaborative roles within an interdisciplinary team.							
G:	Allocation of Contact Hours to Type of		Н:	Course Prerequisites:				
	Instruction/Learning Settings				NURS 2300			
	Primary Methods of Instructional Delivery and/or							
	Learning Setting	Learning Settings:		I:	Course Corequisites:			
	Seminar Laboratory Nursing Practice Experience: Reality Other: Family and Community Resource Visits and Related Activities Number of Contact Hours: (per week/semester for each descriptor)				NITIDG 2110 - NITIDG	DC 2120 . NUDC 2140		
				NURS 3110 + NURS 3130 + NURS 3140 (recommended)				
				J: Course for which this Course is a Prerequisite:				
					NURS 3200			
	•			11010 5200				
	Seminar Pediatric Labor		4.0/wk 12.0/semester	K:	Maximum Class Size	<u> </u>		
	Mental Health	Laboratory	7.5/semester					
	Nursing Practic Other (Pediatric	ce Experience c/family assignment):	165/semester 27.5/semester		Seminar/Other Laboratory		36 24	
	Number of Weeks per Semester: 15				Nursing Practice Ex	xperien	ace 8	
L:	PLEASE INDIC	CATE:						
	Non-Credi	t						
	College Cr	edit Non-Transfer						
	X College Cr	edit Transfer:						
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)							

M: Course Objectives / Learning Outcomes: [Ends-In-View]

In this course, participants have opportunities to:

- develop and refine their nursing practice with a focus on prevention, using community as a resource
- engage in teaching/learning processes and in 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
- incorporate ethical decision-making into nursing practice

N: Course Content: [Overview]

In Nursing Practice V, participants focus on individuals' (infants, children, adolescents, and adults), families', and group's experiences with health and healing, with an emphasis on prevention. This course includes nursing practice and laboratory experiences, pediatric community/family visits, and praxis seminars. Nursing practice experiences involve working with clients and their families experiencing common and predictable pediatric, mental health, and other health challenges. In the nursing laboratory, nursing practice skills commonly used in caring for clients in pediatric and mental health settings are addressed. Course learning activities also include a community agency or service visit that focuses on infants, children, or adolescents and the other with emphasis on family support.

In praxis seminars, participants address concepts from semester courses, such as:

- natural sciences
 pathophysiology
 pharmacology
- evidence-based practice
- epidemiology
- prevention

primary secondary tertiary

community

resource

context/culture

- teaching/learning challenges
- learning theory and strategies
- influence of environment on teaching/learning
- teaching with different groups
- health education from a primary, secondary, and tertiary prevention perspective
- nursing practice with clients with a variety of health challenges
- decision making for nursing practice
- · ethical decision-making
- continuity of care

O: Methods of Instruction: [Learning Process]

In this course, participants learn about professional nursing practice, critical thinking, and critical reflection. Practice experiences are supported by seminars, which provide opportunities to examine theories and concepts through discussion, exploration, and integration. Praxis involves the examination of the dynamic interplay between theory and practice. Praxis is actualized by critical reflection, journaling, and active participation in nursing practice seminars. Participants also explore the role of the nurse in relation to the promotion of health and healing.

NURS 3100: Nursing Practice V Page 3 of 3 P: **Textbooks and Materials to be Purchased by Participants:** [and other Learning Resources] Planned Praxis Experience personal experience nursing practice experience in pediatric and mental health settings community agency or service visit with a focus on infants, children, or adolescents community agency or service visit with a focus on family support Textbooks and Materials to be Purchased by Participants A list of recommended textbooks and materials is provided for participants at the beginning of each semester. Other Resources nursing practice resources other resource books and journals community resources health professionals selected audiovisual and computer resources nursing laboratory equipment and supplies O: **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. An appraisal form is used that encompasses the five domains of nursing practice (health and healing, teaching/learning, decision making for nursing practice, professional responsibility, collaborative leadership), competencies, and quality indicators. Quality indicators incorporate the minimal semester requirements and address what participants 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

Acting Registrar: Brenda Walton

Education Council / Curriculum Committee Representative

Course Designer: Cheryl Segaric

Dean / Director: Dr. Mike Tarko