



EFFECTIVE: SEPTEMBER 2006
CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **September 2006**

B. Department / Program Area: **Health Sciences** Revision New Course

If Revision, Section(s) Revised: **K, L**

Date of Previous Revision: **September 2004**

Date of Current Revision: **April 2006**

C: **NURS 3200** D: **Nursing Practice VI** E: **4.5**

Subject & Course No.	Descriptive Title	Semester Credits						
F: Calendar Description: This nursing practice experience provides opportunities for participants to develop caring relationships with families, groups, and communities and/or populations with emphasis on health promotion and community empowerment. Participants have opportunities to work with a community on an identified health issue.								
G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Seminar Nursing Practice Experience: Reality Number of Contact Hours: (per week/semester for each descriptor) <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Seminar</td> <td style="text-align: right;">3.0/wk</td> </tr> <tr> <td>Nursing Practice Experience</td> <td style="text-align: right;">6.0/wk</td> </tr> </table> Number of Weeks per Semester 15	Seminar	3.0/wk	Nursing Practice Experience	6.0/wk	H: Course Prerequisites: NURS 3100 + NURS 3110 + NURS 3140			
	Seminar	3.0/wk						
	Nursing Practice Experience	6.0/wk						
		I: Course Corequisites: NURS 3210 + NURS 3220 (recommended)						
	J: Course for which this Course is a Prerequisite NURS 3300							
	K: Maximum Class Size: <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Seminar</td> <td style="text-align: right;">16</td> </tr> <tr> <td>Nursing Practice Experience</td> <td style="text-align: right;">16</td> </tr> </table>	Seminar	16	Nursing Practice Experience	16			
Seminar	16							
Nursing Practice Experience	16							
L: PLEASE INDICATE: <table style="width: 100%; border: none;"> <tr> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
<input type="checkbox"/>	Non-Credit							
<input type="checkbox"/>	College Credit Non-Transfer							
<input checked="" type="checkbox"/>	College Credit Transfer:							

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

In this course, participants have opportunities to:

- practice health promotion with groups (including families) and communities as client
- engage in processes, while working collaboratively, that facilitate health promotion and empowerment
- become involved in processes such as community organizing, community development, program development, and advocacy

N: Course Content [Overview]

In Nursing Practice VI, participants focus on clients' experiences with health promotion and community empowerment. This course includes nursing practice experience and praxis seminars. Nursing practice experience involves work with families, groups, communities and/or populations.

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

- community development
- health promotion
- evidence-based practice
- community from a socio-environmental perspective
- community as client (capacity, resourcefulness, empowerment)
- emancipatory education
- population health
- program planning
- marginalization/disenfranchisement
- primary health
- relationship between research, practice, and theory
- recognition of legitimate knowledge
- world views
- conflict
- relational practice
- group process

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 for 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.

Participants may work in areas of personal interest with a group (may include a family), agency, or population of their choice. This may occur in settings that may or may not have health/health care as the primary mandate. Participants design an evolving learning contract with the community contact, outlining their commitment for participation during the practice experience.

<p>P: Textbooks and Materials to be Purchased by Participants [and other Learning Resources]</p> <p>Planned Praxis Experience</p> <ul style="list-style-type: none"> • personal experience • selected clients (individuals, families, groups and communities and/or populations) <p>Textbooks and Materials to be Purchased by Participants</p> <ul style="list-style-type: none"> • A list of recommended textbooks and materials is provided for participants at the beginning of each semester. <p>Other Resources</p> <ul style="list-style-type: none"> • nursing practice resources • other resource books and journals • community resources • health professionals • selected audiovisual and computer resources • nursing laboratory equipment and supplies
<p>Q: Means of Assessment</p> <p>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.</p> <p>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.</p> <p>This is a <u>mastery</u> course.</p>
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar