



EFFECTIVE: SEPTEMBER 2002

CURRICULUM GUIDELINES

A: Division: **Instructional**

Date: **June 18, 2001**

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

New Course

Revision

If Revision, Section(s) Revised: **Sections N, O**

Date Last Revised: **December 20, 2000**

C: **NURS 208**

D: **Nursing Practice III**

E: **7.5**

Subject & Course No.	Descriptive Title	Semester Credits												
<p>F: Calendar Description: This nursing practice experience provides students with the opportunity to develop caring relationships with persons experiencing episodic health challenges. Experiences include the provision of care with individuals and families in a variety of health care settings as well as in the transition from hospital to home.</p>														
<p>G: Allocation of Contact Hours to Types 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> <p>Seminar 4.0/wk Clinical Experience 11.0/wk Other: 1.0/wk</p> <p>Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites: NURS 128 or NURS 196</p>													
	<p>I: Course Corequisites: NURS 207 + NURS 209 (Both recommended)</p>													
	<p>J: Course for which this Course is a Prerequisite: NURS 218</p>													
	<p>K: Maximum Class Size:</p> <table data-bbox="862 1522 1177 1581"> <tr> <td>Seminar/Other</td> <td>36</td> </tr> <tr> <td>Clinical Experience</td> <td>8</td> </tr> </table>	Seminar/Other	36	Clinical Experience	8									
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<p>L: PLEASE INDICATE:</p> <table data-bbox="203 1667 1133 1833"> <tr> <td><input type="checkbox"/></td> <td>Non-Credit</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> <td></td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> <td>Requested <input type="checkbox"/></td> <td>Granted <input checked="" type="checkbox"/></td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca) Direct transfer to collaborative Nursing Program in B.C. partner sites</p>			<input type="checkbox"/>	Non-Credit			<input type="checkbox"/>	College Credit Non-Transfer			<input checked="" type="checkbox"/>	College Credit Transfer:	Requested <input type="checkbox"/>	Granted <input checked="" type="checkbox"/>
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M: Course Objectives/Learning Outcomes [Ends-in-view]

In Nursing Practice III, clients' experiences with episodic health challenges, the generative family and the metaconcepts health promotion and caring are emphasized. This course provides opportunities for students to:

- develop an understanding of the personal meaning of the impact of episodic health challenges upon individuals and families
- continue to develop strong, effective, caring relationships
- further integrate theoretical knowledge including knowledge from the natural sciences within a caring context
- learn to practice safely through their ability to perform nursing practice skills, with an emphasis on clinical decision-making

N: Course Content [Overview]

In Nursing Practice III, clients' experiences with episodic health challenges and healing are emphasized. Building on previous learning, experiences reflect the concepts from all courses in this semester. This course includes nursing practice experiences and praxis seminars. Clinical agency experience occurs in medical-surgical and maternity settings including early post-natal discharge programs. Students should be able to organize care for two or more clients experiencing episodic health challenges. Learning activities include home visits to a family experiencing an episodic health challenge (1 visit) and a generative family (2 visits). Students engage with clients and their families experiencing common and predictable episodic health challenges.

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

- Natural sciences
 - Pathophysiology
 - Pharmacology
- Nursing practice decision-making
- Evidence-based practice
- Critical thinking
- Health teaching
- Relationships
 - Client
 - Colleagues
 - Colleagues in other disciplines
- Families
- Ethics
- Legal issues
 - Legal underpinnings that support practice
- Quality Improvement
- Nursing organizations
 - S** Nurses' voice
- Workplace issues
- Professionalism
 - S** Education (life-long learning)

O: Methods of Instruction [Learning Process]

In this course, students engage in a variety of learning activities. Learning activities may occur in nursing practice settings, the homes of resource families, community agencies, the nursing laboratory, and praxis seminars. In the nursing laboratory, students have opportunities to develop practice skills and to engage in simulations that enable them to provide safe nursing care. Praxis involves the examination of the dynamic interplay between theory and practice. Praxis is operationalized through critical reflection, journal writing and participation in seminars. Nursing practice experience provides students with opportunities to apply knowledge, concepts and theories and creates a “need to know” generating the topics of discussion, exploration and integration in praxis seminars and the stimulus for self-directed learning.

P: Textbooks and Materials to be Purchased by Students [and other Learning Resources]

1. Planned Praxis Experience
 - C Personal experience
 - C Resource family
 - C Generative family
 - C Family experiencing episodic health challenge
 - C Nursing practise experience in medical-surgical and maternity settings including early post-natal discharge programs
 - C Community agencies and resources
2. A list of recommended textbooks and materials is provided for students at the beginning of each semester.
3. Other Resources
 - Nursing practice resources
 - 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 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