



EFFECTIVE: JANUARY 2003

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 218**

D: **Nursing Practice IV**

E: **7.5**

Subject & Course No.	Descriptive Title	Semester Credits												
<p>F: Calendar Description: This nursing practice experience provides students with opportunities to develop caring relationships with individuals and families experiencing complex episodic health challenges. Learning opportunities enable students to refine their clinical decision-making ability and to explore and utilize the expertise of a variety of health team members.</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 207 + NURS 208 + NURS 209 or NURS 296</p>													
	<p>I: Course Corequisites: NURS 217 + NURS 219 + NURS 206 (All recommended)</p>													
	<p>J: Course for which this Course is a Prerequisite: NURS 228</p>													
	<p>K: Maximum Class Size:</p> <table border="0"> <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									
Seminar/Other	36													
Clinical Experience	8													
<p>L: PLEASE INDICATE:</p> <table border="0"> <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 BC partnersites.</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"/>
<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"/>											

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

In Nursing Practice IV, clients' experiences with complex episodic health challenges, including experiences with infants and children are emphasized. Students have opportunities to:

- actively participate in the construction of their ways of knowing through praxis
- develop caring relationships with people experiencing complex episodic health challenges
- integrate theoretical knowledge including knowledge from the natural sciences within a caring context
- practice safely through their ability to perform more advanced practice skills, including effective clinical decision-making
- become increasingly self-directed

N: Course Content [Overview]

In Nursing Practice IV, clients' experiences with increasingly complex episodic health challenges and healing are emphasized. Building on previous learning, experiences reflect the concepts from all courses within Year Two. This course includes nursing practice experience and praxis seminars. Clinical agency experience occurs in medical-surgical and pediatric settings. Students should be able to organize care for two or more clients experiencing complex episodic health challenges. In addition to clinical agency activities, learning activities involve home visits to a resource family (1 visit), and one community agency visit. Students engage 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
- Relationships
 - Client
 - Colleagues
 - Colleagues in other disciplines
- Families
- Ethics
- Legal issues

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
 - Personal experience
 - Resource family
 - Generative family
 - Family experiencing episodic health challenge
 - Nursing practice experience in an acute care setting
 - 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 requirement and address what a student should be able to 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