

CURRICULUM GUIDELINES

A: Division: **Instructional** Date: **December 20, 2000**

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

If Revision, Section(s) Revised: **Sections F, H, J, K, L, M, Q**

Date Last Revised: **October 15, 1996**

C: **NURS 228** **D:** **Consolidated Practice Experience II** **E:** **5.0**

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description: In this nursing practise course students have the opportunity to consolidate learning from the first and second year of the program in a variety of settings. Students have opportunities to develop caring relationships with individuals and families experiencing complex episodic health challenges.</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>Clinical Experience</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Clinical Experience 36.0/wk</p> <p>Number of Weeks per Semester: 5.5</p>	<p>H: Course Prerequisites: NURS 217 + NURS 218 + NURS 219 + NURS 206</p>	
	<p>I: Course Corequisites: None</p>	
	<p>J: Course for which this Course is a Prerequisite: NURS 305 + NURS 307 + NURS 308 + NURS 316</p>	
	<p>K: Maximum Class Size: Clinical Experience 9</p>	
<p>L: PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit</p> <p><input type="checkbox"/> College Credit Non-Transfer</p> <p><input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/></p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca) Direct transfer to Collaborative Nursing Program in BC partnersites.</p>		

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

In this course students have opportunities to:

- C integrate and consolidate concepts studied in Year One and Year Two courses
- C develop caring relationships with individuals and families, focusing on people's experiences of health, healing, and health promotion within the context of complex health challenges
- C increase their understanding of the role of the professional nurse as a member of the health care team
- C advance their nursing practice particularly in relation to knowledge, competence and confidence in the domains of nursing practice.

N: Course Content [Overview]

In this course, students focus on clients' experiences with a variety of complex health challenges and the individuals and families experience with healing. This course reflects and builds on the ontology (being), the epistemology (knowing) and the praxis (the integration of skills, knowledge, beliefs, values, concepts and issues) of previous learning.

O: Methods of Instruction [Learning Process]

Learning activities provide opportunities for students to consolidate learning up to the end of Year Two. Students derive knowledge from critically reflecting on both practical experience and theoretical learning. It is the faculty's intent to explore with students the varying effects of a variety of health challenges on different individuals and families and to examine the role of the nurse in relation to such individuals and families. This experience also provides students with learning opportunities which facilitate further development of safe nursing practice and the continuing development of critical thinking skills, nursing practice judgement and discretionary decision-making as students practice with a greater degree of independence.

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

1. Planned Praxis Experience
 - C Personal experience
 - C Nursing practice experience in an acute care setting
2. A list of recommended textbooks and materials is provided for students at the beginning of each semester.
3. Other Resources
 - C Selected readings from a variety of nursing practice textbooks
 - C Other resource books and journals
 - C Community resources
 - C Health professionals
 - C Professional nursing practice resources
 - C 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