

DOUGLAS COLLEGE

A: Division: **INSTRUCTIONAL**

Date:

October 15, 1996

B: Department: **HEALTH SCIENCES**

New Course:

No

Revision of Course:

Yes

C: **NURS 228**

D: **CONSOLIDATED PRACTISE
EXPERIENCE II**

E: **5.0**

Subject & Course No.

Descriptive Title

Semester Credit

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 increasingly complex episodic health challenges.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F

1996-10-15, Sections F, O, P.

G: Type of Instruction: Hrs. per Week

Lecture:		Hrs.
Laboratory:		Hrs.
Seminar:		Hrs.
Clinical Experience:	36	Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other (Specify) :		Hrs.

Total (5.5 weeks): **36** Hrs.

H: Course Prerequisites:

NURS 217 + NURS 218 + NURS 219 + NURS 224

I: Course Co-requisites:

NIL

J: Course for which this Course is a Prerequisite:

NURS 308 + NURS 309 + NURS 314 + NURS 315 + NURS 316

K: Maximum Class Size:

Practicum: 16

L: College Credit Transfer

College Credit Non-Transfer

M: Transfer Credit: Requested:

Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:

U.B.C.

S.F.U.

U. Vic.

U.N.B.C.

Other:

**Direct transfer to Collaborative Nursing Program in B.C. partner sites
Part of block transfer to degree completion programs at U.Vic., U.B.C. and U.N.B.C.**

Norma Deedie

Course Designer(s)

Alwood

Dean

[Signature]

Vice-President - Instruction

[Signature]

Registrar

Subject and Course Number

N. LEARNING RESOURCES

1. Planned Praxis Experience

- Personal experience
 - Nursing practise experience in an acute care setting

2. Textbooks and Materials to be Purchased by Students

A list of recommended textbooks and materials is provided for students at the beginning of each semester.

3. Other Resources

- Selected readings from a variety of nursing practise textbooks
- Other resource books and journals
- Community resources
- Health professionals
- Selected audio-visual and computer resources
- Professional nursing practise resources
- Nursing laboratory equipment and supplies

O. ENDS-IN-VIEW

In this course students have opportunities to:

- integrate and consolidate concepts studied in year one and year two courses
- 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
- increase their understanding of the role of the professional nurse as a member of the health care team
- advance their competence and confidence in the domains of nursing practise
- practise with a greater degree of independence
- assume responsibility for reflective practise and self-evaluation

P. OVERVIEW OF COURSE CONTENT

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.

Q. 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 practise and the continuing development of critical thinking skills, nursing practise judgement and discretionary decision-making as students practise with a greater degree of independence.

R. COURSE EVALUATION

Course evaluation is consistent with Douglas College course evaluation 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 practise (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 be know, be and do by the end of the semester. Nursing practise congruent with the quality indicators is an essential component of successful completion of this course.

This is a mastery course.