OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	September 2004
COURSE REVISED IMPLEMENTATION DATE:	September 2009
COURSE TO BE REVIEWED:	Aapril 2013
(four years after UPAC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

NURS 120	BSN/School of Health Sciences	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Clinical Consolidation I

COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

Students will have a four week clinical experience on a medical nursing unit in a hospital setting. This experience will provide opportunities to apply theory taught in the first year of the nursing program. The practicum will focus on the individual in transition. Students will have opportunities to consolidate basic assessment, personal care, and communication skills.

PREREQUISITES: **NURS 106, HSC 112, HSC 116**
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces: **N/A**
(b) Cross-listed with:
(c) Cannot take: **N/A** for further credit.

SERVICE COURSE TO: *(department/program)*
N/A
N/A

TOTAL HOURS PER TERM: **120**

STRUCTURE OF HOURS:

Lectures:		Hrs
Seminar:	12	Hrs
Laboratory:	3	Hrs
Field Experience:	105	Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course: **N/A**
Hours per day: **N/A**

OTHER:
Maximum enrolment: **32**
Expected frequency of course offerings: **Twice Yearly**
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	X No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	X No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	X No

Course designer(s):		
Department Head:	Date approved:	**February 2009**
Supporting area consultation (UPACA1)	Date of meeting:	**February 16, 2009**
Curriculum Committee chair:	Date approved:	**March 20, 2009**
Dean/Associate VP:	Date approved:	**March 20, 2009**
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting:	**April 24, 2009**

LEARNING OUTCOMES:

Upon successful completion of this course students will be able to:

1. Assess individual(s) experiencing developmental transitions.
2. Formulate and prioritize nursing diagnoses with instructor guidance.
3. Encourage and assist individuals with activities that promote, preserve and restore well-being.
4. Prioritize, organize and perform nursing activities ensuring safety and comfort.
5. Evaluate progress toward identified goals.
6. Utilize communication strategies to demonstrate an understanding of the meaning of the experience for the individual.
7. Demonstrate professional caring.
8. Set mutually defined goals.
9. Apply principles of teaching and learning with instructor guidance.
10. Participate as a member of the health care team.
11. Apply critical thinking skills and critical reflection to:
- integrate theory into clinical practice
- identify and utilize resources for clinical practice
12. Perform within Practice Standards.
13. Identify ethical issues with instructor assistance.
14. Reflect on and evaluate own performance.
15. Assume responsibility for seeking learning opportunities
16. .

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, skill practice, clinical/community experiences, small group seminar.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Curren, A. M. (2005). *Math for meds* (9th ed.). Clifton Park, NY: Thomson Delmar Learning.

Ignatavicius, D. D., & Workman, M. L. (2006). *Medical-surgical nursing critical thinking for collaborative care* (5th ed.). Philadelp
Saunders Co.

Deglin, J. H., & Vallerand, A. H. (2007). *Davis's drug handbook for nurses* (10th ed.). Philadelphia: F. A. Davis.

Jarvis, C. (2004). *A pocket guide for physical examination and health assessment* (4th.). Philadelphia: W. B. Saunders.

Lehne, R. (2007). *Pharmacology for nursing care* (6th ed.). Philadelphia: W. B. Saunders.

Potter, P.A., & Perry, A. G. (2006). *Canadian fundamentals of nursing* (3rd ed.). Toronto: Mosby.

Schnell, Z. B., Van Leeuwen, A. W., & Kranpitz, T. R. (2006). *Davis's comprehensive handbook of laboratory and diagnostic te*
implications
(2nd ed.). Philadelphia: F. A. Davis.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Case presentation
Clinical assignment
Clinical indicators

COURSE CONTENT:

1. Consolidation of knowledge and skills taught in the first year of the nursing program.
2. Clinical experience on medical nursing units in hospital settings will provide opportunities for application of knowledge and skills.