

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

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|---|------------|--|--|---------------------|--|-----------------------------|----|--|----|------------------------------|--|----------------------|--|--------------------|------------|---|--|
| Course Code and Number: PNUR 244 | | Number of Credits: 4 Course credit policy (105) | | | | | | | | | | | | | | | |
| Course Full Title: Integrated Nursing Practice III Course Short Title: <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i> | | | | | | | | | | | | | | | | | |
| Faculty: Faculty of Health Sciences | | Department (or program if no department): School of Health Studies, Practical Nursing | | | | | | | | | | | | | | | |
| Calendar Description: Builds on the theory and practice from levels one and two. Through a variety of approaches, including simulation, learners will continue to develop knowledge and practice comprehensive nursing assessment, planning for, and interventions for clients experiencing multiple health challenges in a variety of settings. | | | | | | | | | | | | | | | | | |
| Prerequisites (or NONE): | | Admission to the Practical Nursing diploma and PNUR 156. | | | | | | | | | | | | | | | |
| Corequisites (if applicable, or NONE): | | PNUR 240, PNUR 241, PNUR 242, and PNUR 243. | | | | | | | | | | | | | | | |
| Pre/corequisites (if applicable, or NONE): | | None | | | | | | | | | | | | | | | |
| Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> | | Special Topics This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i> If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>(The specific topic will be recorded when offered.)</i> | | | | | | | | | | | | | | | |
| Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td></td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td>90</td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td>30</td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total hours</td> <td>120</td> </tr> </table> | | Lecture/seminar hours | | Tutorials/workshops | | Supervised laboratory hours | 90 | Experiential (field experience, practicum, internship, etc.) | 30 | Supervised online activities | | Other contact hours: | | Total hours | 120 | Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit revised outline for rearticulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> | |
| Lecture/seminar hours | | | | | | | | | | | | | | | | | |
| Tutorials/workshops | | | | | | | | | | | | | | | | | |
| Supervised laboratory hours | 90 | | | | | | | | | | | | | | | | |
| Experiential (field experience, practicum, internship, etc.) | 30 | | | | | | | | | | | | | | | | |
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| Other contact hours: | | | | | | | | | | | | | | | | | |
| Total hours | 120 | | | | | | | | | | | | | | | | |
| Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes | | Grading System <input type="checkbox"/> Letter Grades <input checked="" type="checkbox"/> Credit/No Credit | | | | | | | | | | | | | | | |
| | | Expected Frequency of Course Offerings: Every fall <i>(Every semester, Fall only, annually, every other Fall, etc.)</i> | | | | | | | | | | | | | | | |
| Department / Program Head or Director: | | Date approved: October 18, 2019 | | | | | | | | | | | | | | | |
| Faculty Council approval | | Date approved: November 2019 | | | | | | | | | | | | | | | |
| Dean/Associate VP: Alastair Hodges | | Date approved: November 2019 | | | | | | | | | | | | | | | |
| Campus-Wide Consultation (CWC) | | Date of posting: January 10, 2020 | | | | | | | | | | | | | | | |
| Undergraduate Education Committee (UEC) approval | | Date of meeting: February 28, 2020 | | | | | | | | | | | | | | | |

Learning Outcomes:

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

1. Demonstrate understanding of the Scope of Practice: Standards, Limits and Conditions (BCCNP, 2017), Entry-to-Practice Competencies for Licensed Practical Nurse (CCPNR, 2013), Professional Standards for LPNs (BCCNP, 2014), and Practice Standards (BCCNP, current editions) to guide practice
2. Safely and competently perform comprehensive nursing assessment and interventions including principles of medication administration with clients experiencing mental illness.
3. Safely and competently perform comprehensive nursing assessment and interventions including principles of medication administration with maternal/child clients.
4. Safely and competently complete a point of care risk assessment related to infectious diseases.
5. Incorporate practice guidelines into decision making.
6. Demonstrate critical thinking, clinical judgment and knowledge of assessment to plan, implement and evaluate care of clients across the lifespan.
7. Practice in collaboration with clients, the inter-professional healthcare team, peers and instructors.
8. Provide a caring environment for clients by connecting, sharing and exploring with them in a collaborative relationship.
9. Provide culturally safe, person-centered care that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity.
10. Identify own values, biases, and assumptions as a self-reflective, responsible and accountable practitioner.
11. Identify own learning needs to enhance competence.
12. Demonstrate competency with mathematical drug calculations in the pediatric client
13. Analyze leadership and followership roles and responsibilities in a variety of settings

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Lecture, simulation lab, nursing lab, readings, guest professionals, skill mastery.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed. | Publisher | Year |
|---|---------------------------------------|------------------|---------------------------|------|
| 1. Deglin, J. H., & Vallerand, A. H. | Davis's drug guide for nurses | 16 th | Philadelphia: F. A. Davis | 2016 |
| 2. Holland, L.N., Adam, N.P., & Brice, J.L. | Core concepts in pharmacology | 4 th | New Jersey: Pearson | 2015 |
| 3. Perry, S.E., Hockenberry, M.J., Lowdermilk, D.L., Wilson, D. Keenan-Lindsay, L. & Sams, C.A. | Maternal child nursing care in Canada | 2 nd | Toronto: Elsevier | 2017 |
| 4. | Course pack | | | |
| 5. | | | | |

Typical Evaluation Methods and Weighting

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|-------------|-----|--------------|---|-------------------|---|------------|------|
| Final exam: | 40% | Assignments: | % | Field experience: | % | Portfolio: | % |
| Quiz #1: | 30% | Project: | % | Practicum: | % | Other: | % |
| Quiz #2: | 30% | Lab work: | % | Shop work: | % | Total: | 100% |

Details (if necessary):

- This is a credit / no credit course where students must pass the academic evaluation and achieve satisfactory performance on the formative skill assessment, integrated lab assessment, and field experience

Typical Course Content and Topics

Course outcomes will be met through examination and exploration of the following:

- Comprehensive health assessment
- Clinical decision making
- Nursing interventions
 - Risk management
 - Surgical wound management (assessment, cleansing and irrigation)
 - Infusion therapy 1 (assessment of insertion sites including PIC and CVC lines, changing IV tubing and solutions, regulating rate of flow, setting up and priming infusion line, converting IV to an intermittent infusion device, flushing an intermittent infusion device, discontinuing a peripheral infusion device)
 - Blood and blood products (checking client identification, monitoring infusion, responding to blood reactions)
 - Catheterization

- Assessment and care of the mental health client
 - Assessment and care of the post-partum client
 - Assessment and care of the newborn
 - Individualizing nursing care plans across the lifespan
- Medication administration
 - Mental health medications across the lifespan
 - Pediatric/maternal medications
- Pain management of the mental health client, the maternity client and the pediatric client
- Immunizations across the lifespan
- Context specific reporting and documentation
- Leadership competencies