UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	September 2004
COURSE REVISED IMPLEMENTATION DATE:	September 2012
COURSE TO BE REVIEWED:	April 2015
(six years after UEC 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 203	BSN/School of Health Sciences	6
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Nursing Practice

COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

Students will be given opportunities to establish partnerships with individuals and families. Laboratory experiences will prepare students to safely and effectively care for individuals in clinical settings. Medical and pediatric acute care settings will provide the context for care of individuals.

PREREQUISITES: **Enrolment in the Bachelor of Science in Nursing program; ENGL 105; NURS 120 or NURS 106**

COREQUISITES: **NURS 201, NURS 202**

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: **240**

STRUCTURE OF HOURS:

Lectures:	20	Hrs
Seminar:	24	Hrs
Laboratory:	30	Hrs
Field Experience:	166	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	☒ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s):			
Department Head:	**Diane Reed**	Date approved:	**January 2012**
Supporting area consultation		Date of meeting:	**January 13, 2012**
Curriculum Committee chair:		Date approved:	**January 2012**
Dean/Associate VP:	**Diane Reed**	Date approved:	**January 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**February 3, 2012**

LEARNING OUTCOMES:

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

1. Assess individuals and families experiencing health/illness transitions.
2. Formulate and prioritize nursing diagnoses.
3. Plan interventions that promote, preserve and restore health.
4. Prioritize, organize and perform nursing activities ensuring safety and comfort.
5. Evaluate progress toward identified goals.
6. Develop partnerships with individuals and families to:

- demonstrate an understanding of the meaning of the experience
- set mutually defined goals

7. Apply principles of teaching and learning.
8. Participate as a member of the health care team.
9. Apply critical thinking skills and critical reflection to:

- integrate theory into clinical practice
- identify and utilize resources

10. Perform within Practice Standards.
11. Identify ethical issues.
12. Reflect on and evaluate own performance.
13. Assume responsibility for seeking learning responsibilities.

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

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

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☒ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

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.
Deglin, J. H., & Vallerand, A. H. (2005). *Davis's drug guide for nurses* (9th ed.). Philadelphia: F. A. Davis.
Ignatavicius, D. D., & Workman, M. L. (2006). *Medical-surgical nursing. Critical thinking for collaborative care* (5th ed.). Philadelp
Saunders.
Jarvis, C. (2004). *A pocket companion for physical examination and health assessment* (4th ed.). St. Louis: W. B. Saunders.
Kyle, T. (2008). *Essentials of pediatric nursing*. Philadelphia: Lippincott Williams & Wilkins.
Lehne, R. (2007). *Pharmacology for nursing* (6th ed.). St. Louis: Elsevier Saunders.
Porth, C. M. (2005). *Pathophysiology: concepts of altered health* (7th ed.). Philadelphia: J. B. Lippincott.
Potter, P. A. , & Perry, A. G. (2006). *Canadian fundamentals of nursing* (3rd ed.). Toronto: Mosby.
Van Leeuwen, A. M., Kranpitz, T. R., & Smith, L. (2006). *Davis's comprehensive handbook of laboratory and diagnostic tests wit implications*
(2nd ed.). Philadelphia: F. A. Davis.
Venes, D. (Ed.) (2005). *Taber's cyclopedic medical dictionary* (20th ed.). Philadelphia: F. A. Davis.

STUDENT EVALUATION:

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

Clinical indicators
Math quizzes
Laboratory midterm and final
Clinical assignments

COURSE CONTENT:

1. Laboratory
- Assessment:
  health history
  pediatric
- Surgical asepsis
- Injections
  subcutaneous
  intramuscular
- Intradermal
- Insertion of nasogastric and nasoenteric tubes
  Enteral feeding
- Intravenous therapy
  concepts
  IV Maintenance and problem solving
- Managing diabetes
- Wound care
- Neurovascular assessment

2. Clinical

Clinical experience on medical and pediatric nursing units in hospital settings caring for 1-2 patients. Observational expe
settings: Respiratory Therapy, Pediatric Clinics, Angiography and Diabetic Daycare.