UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	September 2006
COURSE REVISED IMPLEMENTATION DATE:	September 2010
COURSE TO BE REVIEWED:	April 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 303	BSN/School of Health Sciences	4
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 experiencing health/illness and situational transitions. Students will further their understanding of the continuum of care through community experiences in Home Health Care and selected Community Mental Health experiences. Placement in acute psychiatry will provide students with an opportunity to care for individuals and families experiencing health illness transitions associated with psychiatric mental health.

PREREQUISITES: **NURS 220 or NURS 230**
COREQUISITES: **NURS 301**
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: **160**

STRUCTURE OF HOURS:

Lectures:	3	Hrs
Seminar:	16	Hrs
Laboratory:	3	Hrs
Field Experience:	138	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:	**Hannah MacDonald**	Date approved:	**February 2010**
Supporting area consultation (Pre-UPAC)		Date of meeting:	**February 12, 2010**
Curriculum Committee chair:	**Paula Stubbings**	Date approved:	**February 2010**
Dean/Associate VP:	**Rosetta Khalideen**	Date approved:	**February 2010**
Undergraduate Program Advisory Committee (UPAC) approval		Date of meeting:	**February 26, 2010**

LEARNING OUTCOMES:

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

1. Assess individuals and families experiencing health/illness and situational transitions.
2. Formulate and prioritize nursing diagnoses.
3. Plan interventions that promote, preserve and restore health for individuals and families.
4. Prioritize care, organize and perform nursing activities ensuring safety and comfort.
5. Evaluate progress toward identified goals.
6. Establish partnerships with individuals and families.
7. Apply principles of teaching and learning.
8. Set mutually defined goals.
9. Facilitate effective working relationships as a member of the interdisciplinary team.
10. Demonstrate assertiveness.
11. Demonstrate leadership in nursing care situations.
12. Integrate experiential and theoretical knowledge, and research findings into practice.
13. Perform within Practice Standards.
14. Identify ethical issues and begin to demonstrate ethical decision making.
15. Reflect on and evaluate own performance.
16. Assume responsibility for seeking learning opportunities.

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

Lecture, clinical/community experiences, 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.

Fortinash, K. M., & Holoday-Worret, P. A. (Eds.) (2008). Psychiatric mental health nursing (4th ed.). St. Louis: Mosby Elsevier.

Ignatavicius, D. D., & Workman, M. L. (2006). *Medical-surgical nursing. Critical thinking for collaborative care* (5th ed.). Philadelphia: Elsevie

Jarvis, C. (2004). *A pocket companion for physical examination and health assessment* (4th ed.). St. Louis: W. B. Saunders.

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 with nursing ir* (2nd ed.). Philadelphia: F. A. Davis.

Venes, D. (Ed.) (2005). *Taber's cyclopedic medical dictionary* (20th ed.). Philadelphia: F. A. Davis Company.

SUPPLIES / MATERIALS:

None

STUDENT EVALUATION:

Clinical assessment (e.g., critical reflection)
Case presentation
Clinical indicators

COURSE CONTENT:

Classroom/Laboratory
Overview of Home Health Care
Home as context for care
Promotion of self-care
Case management
Psych communication
Complex wound care lab
Clinical
Clinical experience with Home Health Care Nursing and Case Management. Psychiatric acute care settings and Community Mental Health. Selected experiences related to Situational Transitions.