OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE: September 2012
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: February 2018
(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

PNUR 156	**Health Sciences/Practical Nursing**	4.5
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Consolidated Practice Experience II
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This practice experience provides learners with the opportunity to integrate theory from level one and two courses into practice. Learners will practice with aging clients and/or those with chronic illness in residential care settings. Medication administration, nursing care, organization, comprehensive health assessment, wound care, and introduction to leadership are emphasized in this course.

PREREQUISITES: Enrolled in the Practical Nursing diploma program; PNUR 150, PNUR 151, PNUR 152, PNUR 153, PNUR 154, and PNUR 155
COREQUISITES: None
PRE or COREQUISITES:

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

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **180**

STRUCTURE OF HOURS:

Lectures:		Hrs
Seminar:		Hrs
Laboratory:		Hrs
Field experience:	**180**	Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course: **180 hours**
Hours per day: **8-12**

OTHER:
Maximum enrolment: **24**
Expected frequency of course offerings: Every other year
(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): **Practical Nursing Program Provincial Curriculum**
Department Head: Date approved:
Supporting area consultation (Pre-UEC) Date of meeting: **December 8, 2011**
Curriculum Committee chair: Date approved: **January 27, 2012**
Dean/Associate VP: **Diane Reed** Date approved:
Undergraduate Education Committee (UEC) approval Date of meeting: **February 3, 2012**

LEARNING OUTCOMES:

Upon successful completion of this course with faculty guidance and input from the inter-professional health team, students will be able to:

1. Practice within relevant legislation, Baseline Competencies, Scope of Practice, Standards of Practice and Code of Ethics as set out by the CLPNBC, the Health Professions Act, and facility specific policy and procedures.
2. Apply the definition of consent in providing safe, competent, culturally safe and ethical care.
3. Demonstrate critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate care of older adults with assistance as required.
4. Apply the nursing process to a variety of health challenges in the residential care setting.
5. Demonstrate consistent client specific decision-making that considers client acuity, complexity, variability, and available resources.
6. Demonstrate a collaborative approach with other members of the health care team to meet the collective needs of older adult clients.
7. Provide a caring environment for patients by connecting, sharing and exploring with them in a collaborative relationship.
8. Deliver person-centered care that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity.
9. Demonstrate various communication strategies in communicating with clients with cognitive, sensory and/or mental health disorders.
10. Collaborate with faculty to provide leadership, direction, assignment, and supervision of unregulated care providers in the residential care setting.
11. Advocate for change reflecting evidence-informed practice.
12. Identify own values, biases, and assumptions on interactions with clients and other members of the health care team.
13. Participate in continuous learning to maintain and enhance competence.

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

Guest lectures, student presentations, clinical practice experience

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

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

☒ Other (specify): Assessment tools to be developed

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

TEXTBOOKS, REFERENCES, MATERIALS:

An example for this course might be:

- College of Licensed Practical Nurses of British Columbia. (2009). *Baseline competencies for licensed practical nurses' professional practice.* Retrieved from: http://www.clpnbc.org/content_images/documents/CLPNBC%20Baseline%20Competencies_Feb%202009.pdf
- College of Licensed Practical Nurses of British Columbia. (2010). *Practice guideline: Documentation.* Retrieved from: http://www.clpnbc.org/index.php?dbq=15#8415
- College of Licensed Practical Nurses of British Columbia. (2010). *Practice guideline: Duty to provide care.* Retrieved from: http://www.clpnbc.org/index.php?dbq=15#8415
- College of Licensed Practical Nurses of British Columbia. (2010). *Practice guideline: Duty to report.* Retrieved from: http://www.clpnbc.org/index.php?dbq=15#8415
- College of Licensed Practical Nurses of British Columbia. (2010). *Practice guideline: Medication administration.* Retrieved from http://www.clpnbc.org/index.php?dbq=15#8415

- College of Licensed Practical Nurses of British Columbia. (2010). *Practice guideline: Working with UCPs.* Retrieved from: http://www.clpnbc.org/index.php?dbq=15#8415
- College of Licensed Practical Nurses of British Columbia. (2010). *Professional standards of practice for licensed practical nurses*. Retrieved from: http://www.clpnbc.org/index.php?dbq=15#3215
- Deglin, J. H., & Vallerand, A. H. (2011). *Davis's drug guide for nurses* (12th ed.). Philadelphia: F. A. Davis.
- Edmunds, M. W. (2010) *Introduction to clinical pharmacology* (6th ed.). St. Louis: Mosby/Elsevier.
- Potter, P. A., & Perry, A. G. (2010). *Canadian fundamentals of nursing* (4th ed.). Toronto: Mosby/Elsevier.

SUPPLIES / MATERIALS:

PNUR 156 Course Pack

STUDENT EVALUATION:

An example of student evaluation for this course might be:

- Client portfolio assignment
- Leadership assignment
- Teaching and learning assignment
- Self-reflective journal
- Self-evaluation/instructor evaluation

*(All evaluation will be graded on a satisfactory/unsatisfactory basis)

COURSE CONTENT:

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

- Legislation specific to the older adult
- Leadership
- Professional communication
- Communication with the older adult with cognitive challenges
- Inter-professional approach to practice
- Comprehensive assessment of the older adult
- Medication administration
- Chronic wound care
- Self-reflective approach to practice