UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2012
REVISED COURSE IMPLEMENTATION DATE: September 2019
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 2025
Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PNUR 156	**Number of Credits:** 3.0 Course credit policy (105)

Course Full Title: Consolidated Practice Experience II
Course Short Title:
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies Practical Nursing program

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.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma, PNUR 150, PNUR 151, PNUR 152, PNUR 153, PNUR 154 and PNUR 155.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number:
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(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.)

Typical Structure of Instructional Hours

Lecture/seminar hours	
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	120
Supervised online activities	
Other contact hours:	
Total hours	**120**

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Special Topics
This course is offered with different topics:
☒ No ☐ Yes *(Double-click on box to select it as checked.)*
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
(The specific topic will be recorded when offered.)

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☐ No ☒ Yes
Submit revised outline for rearticulation:
☐ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System
☐ Letter Grades ☒ Credit/No Credit

Expected Frequency of Course Offerings:
Every winter *(Every semester, Fall only, annually, every other Fall, etc.)*

Department / Program Head or Director: Hannah MacDonald	**Date approved:**	October 2018
Faculty Council approval	**Date approved:**	November 5, 2018
Dean/Associate VP: Alastair Hodges	**Date approved:**	November 5, 2018
Campus-Wide Consultation (CWC)	**Date of posting:**	n/a
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 1, 2019

Learning Outcomes:

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

1. Practice within relevant legislation, Entry to Practice Competencies for LPNs (BCCNP, 2018), Scope of Practice: Standards, Limits and conditions (BCCNP, 2018), Professional Standards for LPNS (BCCNP, 2018) and Practice Standards (BCCNP, current editions), the Nurses (Licensed Practical) Regulation (2015) 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 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 and applies principles of trauma-informed practice.
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.

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.)*

Guest lectures, student presentations, clinical practice experience.

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	16th ed.	Philadelphia: F. A. Davis	2011
2.	Adams, M. P., Urban, C. Q., El-Hussein, M., Osuji, J., King, S.	Pharmacology for nurses: A pathophysiological approach	2nd Cdn. ed.	New Jersey: Pearson	2018
3.	Kozier, B. et al.	Fundamentals of Canadian nursing: Concepts process and practice	4th Cdn. ed.	Toronto: Pearson	2018
4.		PNUR 156 Course Pack			

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Field experience:	%	Portfolio:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

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)

Typical Course Content and Topics

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