



**EFFECTIVE: SEPTEMBER, 2008**  
**CURRICULUM GUIDELINES**

A. Division: **Education** Effective Date: **Fall 2008**

B. Department / Program Area: **Faculty of Health Sciences** Revision  New Course  X

If Revision, Section(s) Revised:  
 Date of Previous Revision:  
 Date of Current Revision:

C: **NURS 3191** D: **Nursing Practice: Generative Families II** E: **4.5**

Subject & Course No.	Descriptive Title	Semester Credits								
<b>F: Calendar Description:</b>  This nursing practice course is designed for Access II students (i.e. Registered Psychiatric Nurses who are Douglas College graduates). In this course, participants have opportunities to develop caring relationships with generative families in a pediatric context and to broaden their experience of nurses' collaborative roles within an interdisciplinary team. Experiences include nurses' work with individuals and families in hospital and/or community settings. Integration of the practice of teaching/learning and application of prevention principles are essential elements.										
<b>G: Allocation of Contact Hours to Type of Instruction/Learning Settings</b>  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Seminar</b> <b>Laboratory</b> <b>Nursing Practice Experience: Reality</b> <b>Other: Family and Community Resource Visits and Related Activities</b>  Number of Contact Hours: (per week/semester for each descriptor)  <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"><b>Seminar</b></td> <td style="text-align: right;"><b>4.0/wk</b></td> </tr> <tr> <td><b>Laboratory</b></td> <td style="text-align: right;"><b>12.0/semester</b></td> </tr> <tr> <td><b>Nursing Practice Experience</b></td> <td style="text-align: right;"><b>11.0/wk</b></td> </tr> <tr> <td><b>Other:</b></td> <td style="text-align: right;"><b>1.0/wk</b></td> </tr> </table>  <b>Number of Weeks per Semester: 7.5 weeks</b>	<b>Seminar</b>	<b>4.0/wk</b>	<b>Laboratory</b>	<b>12.0/semester</b>	<b>Nursing Practice Experience</b>	<b>11.0/wk</b>	<b>Other:</b>	<b>1.0/wk</b>	<b>H: Course Prerequisites:</b>  <b>NURS 2190 + NURS 2191+ NURS 2300</b>	
	<b>Seminar</b>	<b>4.0/wk</b>								
	<b>Laboratory</b>	<b>12.0/semester</b>								
	<b>Nursing Practice Experience</b>	<b>11.0/wk</b>								
<b>Other:</b>	<b>1.0/wk</b>									
	<b>I: Course Corequisites:</b>  <b>NURS 3110 + NURS 3130 + NURS 3140 (recommended)</b>									
	<b>J: Course for which this Course is a Prerequisite</b>  <b>NURS 3200</b>									
	<b>K: Maximum Class Size:</b>  <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"><b>Seminar/Other</b></td> <td style="text-align: right;"><b>36</b></td> </tr> <tr> <td><b>Laboratory</b></td> <td style="text-align: right;"><b>24</b></td> </tr> <tr> <td><b>Nursing Practice Experience</b></td> <td style="text-align: right;"><b>8</b></td> </tr> </table>	<b>Seminar/Other</b>	<b>36</b>	<b>Laboratory</b>	<b>24</b>	<b>Nursing Practice Experience</b>	<b>8</b>			
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<b>L: PLEASE INDICATE:</b>  <table style="width: 100%; border: none;"> <tr> <td style="width: 5%; border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table>  SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a> )			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:		
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<p><b>M:</b> Course Objectives / Learning Outcomes [Ends-In-View]</p> <p>In this course, participants have opportunities to:</p> <ul style="list-style-type: none"> <li>• develop and refine their nursing practice with a focus on the generative family in pediatric contexts and prevention</li> <li>• engage in teaching/learning processes and in interdisciplinary collaboration in institutional and community settings</li> <li>• develop an appreciation for the integral role of epidemiological data and clients' personal experiences (meaning and behaviour) in prevention</li> <li>• incorporate ethical decision-making into nursing practice</li> </ul>
<p><b>N:</b> Course Content [Overview]</p> <p>In this nursing practice course, participants focus on individuals' (infants, children, and adolescents), families', and group's experiences with health and healing, with an emphasis on prevention. This course includes nursing practice and laboratory experiences, community/family visits, and praxis seminars. Nursing practice experiences involve working with clients and their families experiencing common and predictable pediatric, health challenges. In the nursing laboratory, nursing practice skills commonly used in caring for clients in pediatric settings are addressed.</p> <p>In praxis seminars, participants address concepts from semester courses, such as:</p> <ul style="list-style-type: none"> <li>• natural sciences <ul style="list-style-type: none"> <li>pathophysiology</li> <li>pharmacology</li> </ul> </li> <li>• evidence-based practice</li> <li>• epidemiology</li> <li>• prevention <ul style="list-style-type: none"> <li>primary</li> <li>secondary</li> <li>tertiary</li> </ul> </li> <li>• community <ul style="list-style-type: none"> <li>resource</li> <li>context/culture</li> </ul> </li> <li>• teaching/learning challenges</li> <li>• learning theory and strategies</li> <li>• influence of environment on teaching/learning</li> <li>• teaching with different groups</li> <li>• health education from a primary, secondary, and tertiary prevention perspective</li> <li>• nursing practice with clients with a variety of health challenges</li> <li>• decision making for nursing practice</li> <li>• ethical decision-making</li> <li>• continuity of care</li> </ul>
<p><b>O:</b> Methods of Instruction [Learning Process]</p> <p>In this course, participants extend their understanding about professional nursing practice, critical thinking, and critical reflection. Practice experiences are supported by seminars, which provide opportunities to examine theories and concepts through discussion, exploration, and integration. Praxis involves the examination of the dynamic interplay between theory and practice. Praxis is actualized by critical reflection, journaling, and active participation in nursing practice seminars. Participants also explore the role of the nurse in relation to the promotion of health and healing.</p>

<p><b>P:</b> Textbooks and Materials to be Purchased by Participants [and other Learning Resources]</p> <p>Planned Praxis Experience</p> <ul style="list-style-type: none"> <li>• personal experience</li> <li>• nursing practice experience in pediatric settings</li> </ul> <p>Textbooks and Materials to be Purchased by Participants</p> <ul style="list-style-type: none"> <li>• A list of recommended textbooks and materials is provided for participants at the beginning of each semester.</li> </ul> <p>Other Resources</p> <ul style="list-style-type: none"> <li>• nursing practice resources</li> <li>• other resource books and journals</li> <li>• community resources</li> <li>• health professionals</li> <li>• selected audiovisual and computer resources</li> <li>• nursing laboratory equipment and supplies</li> </ul>
<p><b>Q:</b> Means of Assessment</p> <p>Course evaluation is consistent with Douglas College Curriculum Development and Approval policy. An evaluation schedule is presented at the beginning of the course. Respect for individual choice and an openness to negotiation guide decisions about methods of evaluation.</p> <p>An appraisal form is used that encompasses the five domains of nursing practice (health and healing, teaching/learning, decision making for nursing practice, professional responsibility, collaborative leadership), competencies, and quality indicators. Quality indicators incorporate the minimal semester requirements and address what participants should know, be, and do by the end of the semester. Nursing practice congruent with the quality indicators is an essential component of successful completion of this course.</p> <p>This is a <u>mastery</u> course.</p>
<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

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 Course Designer(s)

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 Education Council / Curriculum Committee Representative

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 Dean / Director

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 Registrar