



**EFFECTIVE: MAY 2012**  
**CURRICULUM GUIDELINES**

**A:** Division: Academic Effective Date: May 2012

**B:** Department / Faculty of Health Sciences/ Revision  New Course   
 Program Area: Nursing (BSN)

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

**C:** NURS 4613 **D:** Nursing Practice: Professional Transition **E:** 10.0

	Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	<b>Calendar Description:</b>  In this final nursing practice course students integrate learning from prior semesters and advance their professional nursing practice. The focus of this course is the transition to professional nursing practice within the context of caring for clients with complex health challenges. Students develop their professional practice & nursing knowledge within a specific area, for example, a particular practice setting and/or with a specific client population.		
<b>G:</b>	<b>Allocation of Contact Hours to Type of Instruction / Learning Settings</b>  Primary Methods of Instructional Delivery and/or Learning Settings:  Nursing Practice Experience/Practicum  Number of Contact Hours: (per week / semester for each descriptor)  392 hours/14 weeks + 1 week evaluation  Number of Weeks per Semester:  15		
<b>H:</b>	<b>Course Prerequisites:</b>  NURS 4511 AND NURS 4512 AND NURS 4513 AND NURS 4515 AND NURS 4518		
<b>I:</b>	<b>Course Corequisites:</b>  NURS 4611		
<b>J:</b>	<b>Course for which this Course is a Prerequisite</b>  None		
<b>K:</b>	<b>Maximum Class Size:</b>  16		
<b>L:</b>	<b>PLEASE INDICATE:</b>  <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer:  SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a> )		

**M:** Course Objectives / Learning Outcomes

At the end of this course, successful students will be able to:

- Provide safe, competent, compassionate and evidence-informed nursing care that is grounded in professional integrity and pride and that honors the perspective of self and others as unique beings, who affect and are affected by their context/environment.
- Formulate nursing practice decisions that promote health through critical inquiry, reflection, and analytical reasoning processes that are informed by multiple sources of knowledge.
- Using a relational perspective and an ethic of caring, engage with individuals, families, groups, and communities in a variety of settings to promote health and well-being.
- Demonstrate leadership qualities that promote and support an inter-professional collaborative model of client-centered care which will influence the future of nursing practice at a political, social, and professional level to attain quality care for clients and quality work environments for nurses.
- Meet the College of Registered Nurses of British Columbia (CRNBC) requirements for professional practice as identified in the CRNBC Professional and Practice Standards, the Scope of Practice for Registered Nurses, the Canadian Nurses Association Code of Ethics of Registered Nurses, and the Entry-level Competencies for Registered Nurses in B.C.
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**N:** Course Content:

In this course, issues that affect a successful transition to graduate practice and issues that affect professional nursing practice overall, are emphasized and explored. Building on previous learning, experiences reflect the concepts and essential content from all courses in the previous semesters and reflect the core curriculum concepts. This course occurs in a variety of nursing practice settings and with a variety of client populations. It focuses on knowledge development, integration and consolidation of professional nursing practice.

Professionalism

Responsibility and accountability

Knowledge integration

Application of knowledge

Evidence-informed practice

Provision of care

Holistic health assessment

Collaboration with clients

Interprofessional collaboration

- Partnership
- Shared decision-making

Delegation and assignment between nurses

Nursing practice decision-making

Evaluation of client care

Ethics of care

Client safety

Reflective practice

Transition to professional nursing practice

<b>O:</b>	<p>Methods of Instruction:</p> <p>In this course, faculty members facilitate student learning, and promote critical inquiry, reflection and analytical reasoning through students' experiential nursing practice. Increasing independence and autonomy as an active practitioner is expected as the student works collaboratively with experienced practitioners. In addition to course goals, students propose learning goals that are appropriate to the practice setting in which they are placed and their individual needs. These learning goals guide the student, faculty member and preceptors as the nursing practice experience progresses.</p> <p>Techniques, such as journal writing, storytelling, client and situation based study, individual and group discussion, critical questioning and ongoing interaction with practice experts (preceptors) and the faculty member, further guide the learning experience to ensure achievement of the course learning goals. Faculty members function as educational consultants to students and preceptors within the practice setting, helping them in the development and integration of nursing knowledge and professional nursing practice.</p>
<b>P:</b>	<p>Textbooks and Materials to be Purchased by Students:</p> <p>A list of recommended textbooks and materials is provided on the Instructor's Course Outline which is available to students at the beginning of each semester.</p>
<b>Q:</b>	<p>Means of Assessment:</p> <p>The course evaluation is consistent with Douglas College Evaluation Policy. A course evaluation schedule and other course evaluation information are provided on the Instructor's Course Outline which is available to students at the beginning of each semester. A nursing practice assessment form is used to guide nursing practice course evaluation. This form includes indicators of successful nursing practice at the end of the semester. Nursing practice congruent with these indicators is an essential component of successful completion of this course. This is a mastery course.</p>
<b>R:</b>	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>Not open for PLAR</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