



EFFECTIVE: SEPTEMBER 2002

CURRICULUM GUIDELINES

A: Division: **Instructional** Date: **November 8, 2001**
B: Department/ **Health Sciences** New Course Revision
 Program Area: If Revision, Section(s) Revised: **F, G, H, K, L, N, P, Q**
 Date Last Revised: **October 15, 1996**

C: NURS 318 D: Healing/Professional Growth: Bridge-out E: 11.5

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description: This course is for students who elect to exit the program, receive a diploma in nursing, and become eligible to write the Canadian Registered Nurse Exam. Learning experiences include both theoretical and nursing practise components, and are intended to facilitate the transition from student role to entry level professional nurse role.</p>		
<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/seminar Laboratory Clinical Experience Other: Hospital Orientation</p> <p>Number of Contact Hours: (per semester for each descriptor) Lecture/seminar 12 Laboratory 8 Clinical Experience 432 Other 16</p> <p>Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites: NURS 305, NURS 307, NURS 308, NURS 316</p>	<p>I: Course Corequisites: Nil</p>
<p>J: Course for which this Course is a Prerequisite: Nil</p>	<p>K: Maximum Class Size:</p> <p>Lecture: 36 Laboratory: 24 Practicum 16</p>	
<p>L: PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input type="checkbox"/></p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca) Direct transfer to Collaborative Nursing Program in BC partner sites.</p>		

M: Course Objectives/Learning Outcomes [Ends-in-view]

During this course, students have opportunities to consolidate and integrate their learning in preparation for meeting professional practice requirements for new graduates. Upon successful completion of this course, students receive a diploma in nursing from Douglas College.

N: Course Content [Overview]

The Bridge-Out course facilitates the transition from student role to entry level professional nurse role. Opportunities for the learner to consolidate the themes, concepts and experiences of the Collaborative Nursing Program in B.C. are presented. In the seminar component of this course, the following concepts and issues are addressed.

Role Transition

- career planning
- resume writing
- marketing of self for employability
- role of beginning practitioner in the institution and health care system
- time management
- organization and effective collaboration and delegation
- giving effective reports to health team members
- factors contributing to professional burn-out

Canadian Registered Nurse Exam (CRNE) Preparation

- strategies to critically analyze and successfully complete CRNE

Leadership

- leadership, management styles
- organization and delivery of nursing care
- impact of decision-making
- relevance of quality assurance programs

Ways of Knowing

- critical thinking
- clinical judgment
- decision making about care of clients with complex health challenges

Praxis

Life-long Learning

Professional Accountability

- ethical and legal parameters
- methods and lines of communication

In the nursing practice component, it is intended that students will be provided with learning opportunities to increase both the efficiency and proficiency of their decision making abilities. Students will gradually assume a level of independence expected of a beginning graduate nurse. Students are expected to assume responsibility for reflective practice and self evaluation. Nursing practice experience occurs in a variety of acute care settings.

O: Methods of Instruction

It is the faculty's intent to collaborate with students in the identification of individual learning needs and facilitate the optimal use of resources to meet these needs. Reflection on personal meaning is considered an integral component of this process.

In the nursing practice setting, students will collaborate with a RN preceptor and the instructor in giving client care, gradually assuming a level of independence expected of a beginning graduate nurse.

P: Textbooks and Materials to be Purchased by Students

Planned Praxis Experience

- Nursing practice experience in an acute care setting

Textbooks and Materials to be Purchased by Students

A list of recommended texts and materials is provided for students at the beginning of each semester.

Other Resources

- Selected readings from a variety of nursing practice textbooks
- Other resource books and journals
- All previous course materials
- RNABC Competencies Required of a New Graduate
- CRNE exam review resources and materials
- Community resources
- Health Professionals
- Selected audio-visual and computer resources
- Nursing laboratory equipment and supplies

Q: Means of Assessment

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.

A clinical appraisal form is used that encompasses the five domains of nursing practice (health and healing, teaching/learning, clinical judgment, professional responsibility, collaborative leadership), competencies, and quality indicators. Quality indicators incorporate the minimal semester requirements and address what a student 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.

This is a mastery course.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar