

N. LEARNING RESOURCES

1. Planned Praxis Experience

- Nursing practise experience in an acute care setting

2. 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.

3. Other Resources

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

O. ENDS-IN-VIEW

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

P. OVERVIEW OF COURSE CONTENT

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 Program 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

CNATS Preparation

- strategies to critically analyze and successfully complete CNATS examinations

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 practise component, it is intended 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 practise and self evaluation. Nursing practise experience occurs in a variety of acute care settings.

Q. LEARNING PROCESS

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 practise 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.

R. COURSE EVALUATION

Course evaluation is consistent with Douglas College course evaluation 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 practise (health and healing, teaching/learning, clinical judgment, professional responsibility, collaborative leadership), competencies, and quality indicators. Quality indicators incorporate the minimal semester requirement and address what a student should know, be and do by the end of the semester. Nursing practise congruent with the quality indicators is an essential component of successful completion of this course.

This is a mastery course.

© Douglas College. All Rights Reserved.