



**Vancouver Community College  
EDUCATION COUNCIL**

**MEETING AGENDA  
February 12, 2019, 3:30-5:30pm, Room 240 DTN**

Item	Topic	Time	Speaker	Pre-reading materials	Action	Pages
1.	Call to Order	1 min	Elle Ting			
2.	Acknowledgement	1 min	Elle Ting			
3.	Adopt Agenda	1 min	Elle Ting	February 12, 2019 Agenda	Approval	1–2
4.	Approve Past Minutes	1 min	Elle Ting	January 8, 2019 Minutes	Approval	3–7
5.	Enquiries & Correspondence	1 min	Elle Ting		Information	
6.	Business Arising					
	a) Annual Update/Report Deans and Directors	30 min	Brett Griffiths, Jo-Ellen Zakoor, Dennis Innes		Information	
	b) Integrated College Plan	15 min	Kathryn McNaughton	Presentation slides	Information	8–13
7.	Committee Reports					
	a) Curriculum Standing Committee		Todd Rowlatt			
	i) Program Update: Business and Project Management Post-Degree Diploma	5 min	Al Petrone	Decision Note, PCG	Decision	14–20
	ii) Program Update: Culinary Arts Diploma	10 min	Collin Gill	Decision Note, PCG, CourseLeaf outline	Decision	21–33
	iii) Course Update: NETT 2107	5 min	Sid Khullar	Decision Note, CourseLeaf outline	Decision	34–41
	iv) Program Updates: Practical Nursing & Access to Practical Nursing Diplomas	5 min	Julie Gilbert	Decision Note, PCGs, CourseLeaf outlines	Decision	42–227
	b) Policy Standing Committee	5 min	John Demeulemeester	Verbal report	Information	
	c) Appeals Oversight Committee	5 min	Andrew Candela	Verbal report	Information	
	d) Program Review and Renewal Committee	5 min	Todd Rowlatt	CD Fund guidelines, checklists	Information	228–235
8.	Research Report	5 min	Elle Ting	Verbal report	Information	
9.	Chair Report	5 min	Elle Ting	Verbal report	Information	

Item	Topic	Time	Speaker	Pre-reading materials	Action	Pages
10.	Student Report	5 min	Dharuv Puri, Ilyes Belhacene	Verbal report	Information	
11.	Next Meeting: March 12, 2019 3:30-5:30pm room 5025 BWY-A	1 min	Elle Ting		Information	
12.	Adjournment	1 min	Elle Ting			



Vancouver Community College  
EDUCATION COUNCIL

MEETING MINUTES - DRAFT  
January 8, 2019, 3:30-5:30pm, Room 5025 BWY-A

Item	Topic	Discussion
1.	Call to Order	The meeting was called to order at 3:33 p.m.
2.	Acknowledgement	E. Ting acknowledged that the meeting is being held on the traditional unceded territory of the Sḵwxwú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.
3.	Adopt Agenda	<b>Motion:</b> Moved by P. Yeung and seconded THAT Education Council adopt the January 8, 2019 agenda as presented. All in favour. <b>Motion carried.</b>
4.	Approve Past Minutes	<b>Motion:</b> Moved by P. Yeung and seconded THAT Education Council adopt the December 11, 2018 minutes as presented. All in favour. <b>Motion carried.</b>
5.	Enquiries & Correspondence	There were none.
6.	Business Arising	
	a) Enrolment Plan Update	<p>B. Beacham explained that the presented report is based on budgeted registrations projected by Finance, representing potential enrolment. Institutional Research uses these projections for FTE calculations. The Enrolment Plan Update was re-sent with corrected dates before the meeting. The current document is a draft that will be finalized upon approval by the Board of Governors. B. Beacham noted positively that the total FTE 2018-19 forecast exceeds expectations, although it falls short of the ministry target.</p> <p>T. Rowlatt inquired about the calculations for international students and actuals reporting. B. Beacham explained that the report only deals with projections and the FTE reporting for international students has changed. The numbers for the Centre for International Education (CIN) include international cohorts only. International students in mixed cohorts are attributed to the home school. There are still seats reserved for international students, but there is no more separate CRN to identify international students in Banner.</p> <p>D. McMullen explained that instead of the separate CRNs for domestic and international students in Banner, there is an extra field for international students. E. Ting asked how the number of seats reserved for international students is determined. D. McMullen and B. Beacham explained that seat allocation is communicated between International Education and the Deans. T. Rowlatt questioned the benefit of a separate field in Banner for international students and the separation of international cohorts from the schools that run the programs.</p>

Item	Topic	Discussion
		<p>B. Beacham explained that the separate field allows tracking of seats allocated to international students for financial purposes as well as to comply with ministry restrictions on the number of international students registered in domestic programs. Historically, international cohorts have always been reported separately from their schools.</p> <p>H. Parisotto asked how registrations are calculated. B. Beacham explained that the number in the registration column is the number of students multiplied by the number of courses. I. Belhacene inquired about the ratio between domestic and international students. B. Beacham explained that the ratios are different for programs, with some having no international students due to their structure. J.-E. Zakoor questioned the projected increase in Health Sciences, since last year some courses could not be filled. There was some discussion around the fact that predictions are based on the potential maximum numbers in classes rather than the actual number of students. T. Rowlatt asked whether the Deans were consulted. D. McMullen explained that he was not involved in conversations, but initially there were discussions around historical enrolment patterns and expectations. The current projections are based on registrations, whereas in the past projections were not substantiated in a standardized way. D. McMullen stated that the numbers came in close to projections.</p> <p>N. Coles questioned whether existing student services can meet the rising demands of a growing student population. K. McNaughton noted that Deans or Directors can make a business case based on growth if more resources are required.</p>
	b) ILO Update	<p>A. Sellwood reported on the initiatives undertaken in collaboration with K. McNaughton and Marketing to increase awareness and adoption of ILOs in the VCC community. Initiatives include the ILO webpage (<a href="http://myvv.ca/ilo">myvv.ca/ilo</a>), a bimonthly online newsletter, the “ILO Challenge” online game, discussion of ILOs at Curriculum Committee and Leaders’ Forum, and department visits. Incorporating ILOs in the style guide being discussed by Curriculum Committee could help departments keep ILOs in mind during course and program development or re-design. Each of the next six Leaders’ Forums will focus on one of the ILOs.</p> <p>I. Belhacene inquired about information for students; A. Sellwood explained that there may be workshops open to students in the future. Departments can request a facilitated session on ILOs (approx. thirty minutes) by emailing <a href="mailto:ILOfeedback@vcc.ca">ILOfeedback@vcc.ca</a>.</p>

Item	Topic	Discussion
		N. Coles commended the ILO working committee on their very clear and professionally executed plan. K. McNaughton added that ILOS are already being practiced and are reflected in the total student experience, not just in the classroom.
7.	Committee Reports	
	<ul style="list-style-type: none"> <li>a) Curriculum Standing Committee               <ul style="list-style-type: none"> <li>i) Program Update: Heavy Mechanical Technology Diploma</li> </ul> </li> </ul>	<p>T. Rowlatt presented the revisions to the Heavy Mechanical Technology Diploma (International Cohort) program. The revisions after the original EDCO approval were necessitated by the fact that the department did not know at that time what space or training aids would be available. Revisions include changes to course titles, course descriptions, time allocations, grading and evaluation descriptions, course order, and the addition of three shop simulation weeks to better integrate international students into the workplace.</p> <p>Curriculum Committee recommended moving attendance out of the assessment section into the PCG under Evaluation of Student Learning, with a reference to the department’s attendance guideline. Topics were adjusted to match standard language, “(International Cohort)” was added to the program title, and course titles were shortened to a maximum of 75 characters. T. Rowlatt confirmed to K. Crossett that the department is aware of the 30-character limit on transcripts and schedules.</p> <p>There are ongoing conversations about support for students on the separate Annacis Island Campus as well as discussions with International Education regarding strategies for student failures and re-insertion of international students. English 10 with a C was added as equivalent to the current language admission requirements to open up the program to international students attending high school in Canada. The high school graduation requirement for the international cohort is intended to increase student success. E. Ting requested T. Rowlatt confirm the current ABE articulated course name for Apprentice and Workplace Math 10.</p> <p><b>Motion:</b> Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, the revisions to the Heavy Mechanical Technology Diploma (International Cohort) program. All in favour. <b>Motion carried.</b></p>
	b) Policy Standing Committee	J. Demeulemeester reported that the December meeting was cancelled, but the subcommittee met regarding C.1.4 Assignment of Credits to Courses. During the December 7, 2018 planning session, the committee discussed the agenda for next year, including policy gaps and website changes. The next Policy Standing Committee meeting is on January 9; the subcommittee will meet on January 14.

Item	Topic	Discussion
	c) Appeals Oversight Committee	A. Candela reported that the subcommittee is working on documentation, letter templates, and training of Deans. The Appeals Oversight Committee will meet on January 16 to work on Terms of Reference, Recommendations on Policy Language, J:Drive for Documents, Tribunal Training Days, and Lunch and Learns. The revisions of the Tribunal Training Moodle course are complete, and A. Candela will inform EDCO once the course is available to faculty and students.
	d) Program Review and Renewal Committee	T. Rowlett reported that the response received from QAPA was very positive. There will be a meeting tomorrow to start drafting a response. The report will go to PRRC this month and to EDCO in February. The committee is working on trialing course evaluation and program evaluation forms. The goal is to evaluate the student experience by focusing on the course/program, not the instructor. The feedback at the Leaders' Forum was positive. A call will be put out for proposals for \$400,000 in CD funds, with adjudication in March. Programs undergoing renewal will automatically receive \$5,000 in seed money without having to go through the proposal process (usually 4–8 programs per year). Proposals are required for additional funds needed for work arising out of renewals. K. McNaughton added that accreditation funds go into the school budget where accreditation is part of the process, such as for Health Sciences and Trades, Technology & Design.
8.	Research Report	E. Ting reported that one new project was approved. The December 14 REB meeting focused on changes in Tri-Council's federal funding guidelines. There will be a call-out for applications to the President's Research Fund.
9.	Chair Report	No report.
10.	Student Report	I. Belhacene explained the role of SUVCC in student advocacy. At the AGM on January 7, the budget and audit were presented to about 50 attendees. Welcome Back Days were organized at BWY and DTN on January 8/9. S. Sullivan reported that the Students' Union will attend a B.C. Federation of Students meeting this week. SUVCC is currently working on a campaign to eliminate interest on student loans. S. Sullivan asked attendees to remind students of their 150 free prints at the SUVCC offices. S. Sullivan will inform K. Crossett once the budget is approved in the next few weeks.
11.	Next meeting	February 12, 2019 3:30-5:30pm room 240 DTN
12.	Adjournment	<b>Motion:</b> Moved by I. Belhacene and seconded THAT Education Council adjourn the January 8, 2019 meeting. All in favour. <b>Motion carried.</b> The meeting was adjourned at 4:26 p.m.

**ATTENDEES:** Elle Ting  
Kathryn McNaughton  
Andrew Candela  
Natasha Mandryk

Todd Rowlatt  
Ilyes Belhacene  
Taryn Thomson  
Nona Coles

Jo-Ellen Zakoor  
Dave McMullen  
Paul Yeung  
Karen Crossett

John Demeulemeester  
David Wells  
Heidi Parisotto

**REGRETS:** Dharuv Puri  
Denise Beerwald  
Robert Kunka

**GUESTS:** Brian Beacham  
Carlie Deans

Andy Sellwood  
Sydney Sullivan  
Nicole Degagne

**RECORDING SECRETARY:** Darija Rabadzija

# Big Ideas

## VCC's Planning Landscape



# Introduction

- ▶ On January 15, the Academic, Students and Research (ASR) group met to discuss the trends and factors influencing the work in each of our schools or divisions.
- ▶ At the retreat, we discussed the ‘big ideas’ that reflect the current post-secondary landscape and how these influence our goals and objectives

# Ideas from ASR's Retreat - January 15

- ▶ Resourcing and empowering the correct internal subject matter experts to move projects ahead instead of larger committees
- ▶ Expand external partnerships for funding/revenue/referral/branding
- ▶ Development of a diversity and equity/inclusion strategy

- ▶ Universal Design for Learning (UDL)
- ▶ Online learning strategy
- ▶ Open educational resources
- ▶ Protection of Indigenous knowledge and intellectual property policy development

- ▶ Internationalization/interculturalization
- ▶ International and health sciences
- ▶ Teaching and learning framework
- ▶ Restructuring for better delivery
- ▶ Program and service renewal opportunities to improve the student experience

# Summary

- ▶ Diversity
  - ▶ Responding to a more complex environment characterized by internationalization, Indigenization, and intercultural communication needs
- ▶ Changing delivery models
  - ▶ Online learning strategy
  - ▶ Universal Design for Learning
- ▶ Partnership development - broadened and accelerated
  - ▶ Greater variety of partners
  - ▶ All schools and divisions involved
- ▶ Streamlined processes



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** February 12, 2019

**ISSUE:** Revisions to the admission requirements for the Business & Project Management Post-Degree Diploma program

### **BACKGROUND:**

The BPM program will be launched in September 2019. The department is proposing a change to the admission requirements. The proposed changes adds options for demonstrating the math admission requirement, adding courses at the post-secondary level in finance, statistics or accounting as acceptable options, along with mathematics or pre-calculus. Students would still have to achieve a minimum grade a "C" in whichever course they used.

### **DISCUSSION:**

Dennis Innes, Dean of the School of Hospitality, Food Studies, and Applied Business, presented the proposal. The department faculty have agreed that these other types of courses can demonstrate the level of foundational math skill require to succeed in the program. International Education supports the change, as it provides additional options for students.

One concern raised was around the growing trend in BC to cross-list high school level courses at the post-secondary level. Alison Rudko, the Associate Registrar from International Education, responded that as this is a program targeting international students, generally this concern will not apply.

### **RECOMMENDATION:**

THAT Education Council approve, in the form presented at this meeting, the revisions to the Business & Project Management Post-Degree Diploma program.

**PREPARED BY:** Todd Rowlatt, Chair, Curriculum Committee

**DATE:** January 24, 2019

Viewing: **Business and Project Management Post Degree Diploma**

Last approved: 01/25/19 8:43 am

Last edit: 01/07/19 11:54 am

### History

1. Nov 28, 2018 by Marilyn Heaps (mheaps)
2. Jan 25, 2019 by Al Petrone (apetrone)

Program Name:

Business and Project Management Post Degree Diploma

Credential Level: Post-Degree Diploma

Effective Date: September 2019

School/Centre: Hospitality, Food Studies & Applied Business

Department: Canadian Business Mgmt Diploma(4801)

Contact(s)

Name	E-mail	Phone/Ext.
Al Petrone	apetrone@vcc.ca	-

## Program Content Guide

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### Goal

This program prepares international, post-degree students for a career in business and project management. By providing practical, experiential learning opportunities, students will learn the fundamental/foundational concepts and methodologies of business project management.

## Admission Requirements

1. An undergraduate degree from an accredited university

If the degree was not granted from a university in an English speaking country, applicants will be required to have one of the following tests written within the last 24 months:

### **IELTS**

A minimum 6.5 score overall; 6.5 in writing; and no other score (band) less than 6.0 on the Academic version

### **OR**

### **TOEFL**

An 84 score overall and a minimum score of 21 in reading, listening, writing and speaking

2. All applicants must demonstrate their competence in quantitative and analytical skills with a minimum grade of “C” in a mathematics, pre-calculus, finance, statistics, or accounting at the post-secondary level.

### Prior Learning Assessment & Recognition (PLAR)

PLAR is not available to students enrolled in this diploma.

### Program Duration & Maximum Time for Completion

The program is delivered over four academic terms, each four months long. The program may be delivered over two academic years or in an accelerated format of 16 months.

Regular Delivery Option 1: Students enroll in a September start date and complete the program in two academic years of study.

Accelerated Delivery Option 2: Students enroll in a September or January start date and complete the program in 16 months of accelerated study.



## Program Learning Outcomes

Upon successful completion of the program, graduates will be able to:

Apply strategies and processes in initiating, planning, executing, monitoring and controlling, and closing projects.

Manage risks to reduce project uncertainties.

Demonstrate project management skills to optimize the project outcomes.

Adapt project management approaches to meet the specific needs of organizations.

Apply strategies for managing stakeholders' needs and expectations throughout the project lifecycle.

Construct comprehensive project plans that address the goals and objectives of organizations.

Apply critical thinking and problem-solving techniques to make sound business management decisions and recommendations.

Implement effective communication plans to ensure project success.

Utilize change management strategies to support project implementation.

Demonstrate ethical and professional behaviours as a project team member.

Communicate and contribute as a project team member to the overall success of projects.

Apply reflective practices to identify professional development opportunities and enhance lifelong learning.

## Instructional Strategies, Design, and Delivery Mode

The courses will be presented using a variety of instructional strategies, resources and activities including: lecture, active learning strategies, online activities, group activities and projects.

Instructional activities require students to be actively engaged and collaborate with other students

Students complete a Capstone Project by the end of the Program.

## Evaluation of Student Learning

Evaluation of courses may include a combination of assignments, projects, authentic case studies, theory and/or practical exams.

To encourage active learning and student engagement, each course will have a mechanism to evaluate individual student participation.

Students must pass all courses (minimum grade of C) in a term before progressing to the next term.

To qualify for graduation, students must be in good academic standing, pass all courses in the program and achieve a minimum 2.0 Cumulative Grade Point Average (GPA).

## Recommended Characteristics of Students

A strong foundation in mathematics and English.

Motivated and disciplined.

Well-developed analytical and critical thinking skills.

Experienced in word processing and use of spreadsheets

## Courses

## Plan of Study Grid

## First Year

Term One	Credits
<u>MGMT 1001</u> Business Mathematics	3
<u>MGMT 1002</u> The Canadian Economy	3
<u>MGMT 1003</u> Principles of Management	3
<u>MGMT 1004</u> Communications in the Canadian Workplace	3
<u>MGMT 1007</u> Financial Accounting	3
Credits	15

## Term Two

<u>MGMT 1005</u> Organizational Behaviour	3
<u>MGMT 1006</u> Fundamentals of Marketing	3
<u>MGMT 1009</u> Business Statistics	3
<u>MGMT 1011</u> Information Technology Management	3
<u>MGMT 2014</u> Financial Management	3
Credits	15

## Second Year

## Term Three

<u>MGMT 2021</u> Project Management Fundamentals	1.5
<u>MGMT 2022</u> Project Leadership	3
<u>MGMT 2023</u> Scope Management	1.5
<u>MGMT 2024</u> Risk and Procurement Management	3
<u>MGMT 2025</u> Project Scheduling and Cost Management	3
<u>MGMT 2027</u> Integration Management	3
Credits	15

## Term Four

<u>MGMT 2006</u> Business Analysis and Systems Design	3
<u>MGMT 2028</u> Quality and Resource Management	3
<u>MGMT 2029</u> Communication and Stakeholder Management	3
<u>MGMT 2030</u> Capstone	6
Credits	15
Total Credits	60

## Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

## Grading Standard

### Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Pass for all courses. May proceed to next term.	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	70 and above	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards..	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards.	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standing			
R		Audit. No credit.	N/A
EX		Exempt. Credit granted.	N/A
TC		Transfer Credit	N/A

## Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.

The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

### Rationale and Consultations

Provide a rationale for this proposal.

Prepare students for career in Business & Project Management.

It was determined that students do need some foundational math skills in order to be successful in second year of Business and Project Management. The design team determined that students with mathematics, pre-calculus, finance, accounting or statistics would have the skills necessary to be successful.

Are there any expected costs to this proposal.

None

Consultations

### **Additional Information**

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Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments

**Dennis Innes (dinnes) (12/14/18 9:11 am):** It was determined that students do need some foundational math skills in order to be successful in second year of Business and Project Management. The design team determined that students with mathematics, pre-calculus, finance, accounting or statistics would have the skills necessary to be successful.

Key: 120



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** February 12, 2019

**ISSUE:** Revisions to Culinary Arts Diploma (formerly named International Cohort) and CULI 1511

### BACKGROUND:

The Culinary Arts department is proposing changes to the Culinary Arts Diploma program. These changes are:

1. Removing (International Cohort) from the title of the program. This program remains an international program but will now be taught in blended cohorts with domestic students in Professional Cook 1 and Professional Cook 2. International Education prefers to use International Cohort in the program title only when students will be taking classes with other international students only, not a blended environment.
2. Adding additional requirements upon acceptance into the program, including Food Safe Level 1, an immunization record and negative TB skin test, and a note regarding handling of meat, seafood and dairy products. Math 10 was also added, as it had been missed in the previous update. These requirements have already been added to the domestic programs to reflect students working with the public in the cafeterias and restaurants.
3. Update to CULI 1511 Kitchen Orientation to remove Food Safe 1 from the course. Students are now required to learn Food Safe 1 outside of the program.

### DISCUSSION:

Collin Gill, Department Head of Culinary Arts, presented the proposal. Mr. Gill explained that the blending of international and domestic cohorts will streamline course scheduling and improve the student experience. As the international program is longer, some courses will still be international students only (Terms 3, 4 and some Term 2 courses).

There was extensive discussion about how to frame the additional admission requirements that are needed after acceptance. Language was added to the PCG to expressly state that students must provide documentation to the Culinary Arts department before the end of Block One. This makes it clear that students can receive their visas prior to completing these steps, and that the International Education department is not responsible for gathering this documentation.

During the discussion, the Committee realized changes also needed to be made to CULI 1511 Kitchen Orientation, to remove Food Safe as a topic. The Chair was tasked to arrange this and bring it to Education Council with the PCG. This has been completed.

**RECOMMENDATION:**

THAT Education Council approve, in the form presented at this meeting, the revisions to the Culinary Arts Diploma program and CULI 1511 Kitchen Orientation.

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee

**DATE:** January 24, 2019

Viewing: **Culinary Arts Diploma**

Last approved: 01/25/19 8:43 am

Last edit: 01/23/19 10:44 am

**History**

1. Dec 18, 2017 by clmig-jwehrheim
2. Mar 16, 2018 by Todd Rowlatt (trowlatt)
3. Jun 13, 2018 by Todd Rowlatt (trowlatt)
4. Jan 25, 2019 by Ysabel Sukic (ysukic)

Program Name:

Culinary Arts Diploma

Credential Level: Diploma

Effective Date: June 2019

School/Centre: Hospitality, Food Studies &amp; Applied Business

Department Culinary Arts(5401)

Contact(s)

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	8474

**Program Content Guide**

## Goal

The Culinary Arts Diploma is designed to prepare international students for employment as line cooks or third cooks in hotel kitchens, restaurants, catering companies, airport flight kitchens, trains, cruise ships, camps, and institutional kitchens.

## Admission Requirements

Grade 10 English or equivalent

OR

Academic IELTS of 5.5 (no band less than 5); TOEFL iBT 68; Canadian Language Benchmark: Listening 7, Speaking 7, Reading 7 and Writing 6

Math 10 or equivalent

### **Upon acceptance:**

The following must be provided to the Culinary Arts Department before the end of Block One:

Valid Food Safe Level 1 Certificate

Negative TB skin test, or if the skin test is positive, then proof of a negative TB chest X-ray

An immunization record showing current vaccinations for tetanus, hepatitis A and influenza

Applicants must be able to physically handle; all seafood including but not limited to fish & shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. Any other known food allergies must be disclosed.

Applicants with a VCC Baking & Pastry Certificate or Baking & Pastry Red Seal Certificate may be exempt from [CULI 1504](#) Baking Techniques.

Applicants with a Meat Cutter's Red Seal Certificate may be exempt from [CULI 1505](#) Butchery.

Prior Learning Assessment & Recognition (PLAR)

Not available.

### Program Duration & Maximum Time for Completion

The program is 17 months. Students have a maximum of three years to complete the diploma.

### Program Learning Outcomes

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

Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment.

Evaluate product for consistency and accuracy in yield, flavour, texture and overall appearance according to product specifications and standards.

Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.

Adhere to industry health, safety and employment standards in preparation, handling and storage of food and equipment.

Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.

Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.



## Instructional Strategies, Design, and Delivery Mode

The Culinary Arts Diploma focuses on practical skill development and is delivered primarily in VCC kitchens and food service outlets. Students spend a minimum of one month in each of the teaching kitchens and service outlets where instructional activities include demonstration, hands-on practice, and group discussion. Culinary theory is taught in a classroom setting and uses a combination of lecture, class discussion, and independent study to promote the development of professional practice in the food industry.

A major emphasis of the diploma program is active student participation. Students are encouraged to become self-directed and responsible for their own learning and to come to class well prepared for active participation in classroom and kitchen activities.

### Evaluation of Student Learning

Students are evaluated through written and practical exams, assignments, projects, and portfolios.

Students must receive a **minimum 70%** in each course to receive the Culinary Arts Diploma.

Students who do not achieve the 70% minimum required to pass a course are allowed to continue in the program and must enroll in make-up courses to meet the graduation requirements for the diploma.

Students who meet all the requirements for the Culinary Arts Diploma are eligible to take the ITA's theoretical and practical exams required for the ITA Certificate of Qualification.

### Recommended Characteristics of Students

It is strongly recommended that applicants consider the daily tasks associated with working in a professional kitchen.

Ability to communicate effectively in written and spoken English

Physical condition and stamina to meet the demands of the culinary industry e.g. lift 50lbs.

Ability to stand for long periods of time e.g. 5 hours or more

Good motor skill coordination

Ability to multi-task, with strong and efficient organizational and time management skills

Strong reading, comprehension and study skills

Work independently

Maturity

Interpersonal communication skills

Some creativity is an asset

### Courses

#### Plan of Study Grid

Term One	Credits
<a href="#">CULI 1511</a> Kitchen Orientation	5
<a href="#">CULI 1502</a> Culinary Techniques	4

<u>CULI 1503</u> Garde Manger & Breakfast	4
<u>CULI 1504</u> Baking Techniques	4
Credits	17
Term Two	
<u>CULI 1505</u> Butchery	4
<u>CULI 1516</u> Cook Chill Production Kitchen	8
<u>CULI 1517</u> Flavour Principles & Menus IE	1
<u>CULI 1518</u> Short Order Cafe	8
<u>CULI 1509</u> Catering	4
Credits	25
Term Three	
<u>CULI 2501</u> Kitchen Management	1
<u>CULI 2502</u> Purchasing & Receiving	2
<u>CULI 2503</u> Restaurant Customer Service	2
<u>CULI 2504</u> Nutritional Menu Development	1
<u>CULI 2505</u> Advanced Cookery	2
<u>CULI 2506</u> Global & Vegetarian Cuisine	2
<u>CULI 2507</u> Advanced Baking	5
<u>CULI 2508</u> Restaurant Line Cooking	1.5
<u>CULI 2509</u> Appetizers & Platters	1.5
<u>CULI 2510</u> Advanced Butchery-Charcuterie	1.5
Credits	19.5
Term Four	
<u>CULI 2511</u> Modern Cuisine	8.5
<u>CULI 2512</u> Culinary Practicum	3
Credits	11.5
Total Credits	73

This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.

### Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

## Grading Standard

### Transcript of Achievement

Grade	Percentage	Description
-------	------------	-------------

Grade Point Equivalency
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A+	96-100		4.33 <sup>27</sup>
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75	Minimum Pass	2.67
C+			2.33
C			2.00
C-			1.67
D			1.00
F	0-69	Failing Grade – unable to proceed to next term	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
<b>Course</b>			
<b>Standings</b>			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

## Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

### Rationale and Consultations

Provide a rationale for this proposal.

Math 10 added after discovering that it was not on the original document. Should be a minimum requirement.

"Applicants must be able to physically handle; all seafood including but not limited to fish & shellfish, beef,

lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes." Language on the PCG around food allergies needed to be added – since they are directly related to the program outcomes and are supported by the ITA. Students do not need to "taste" the food items, but must be able to prepare and cook the food items mentioned.

"Any other known food allergies must be disclosed." added to ensure awareness in regards to other allergy related issues that do not directly affect program outcomes.

"Negative TB skin test, or if the skin test is positive, then proof of a negative TB chest X-ray" added as suggested

"An immunization record showing current vaccinations for tetanus, hepatitis A and influenza "  
Language added after consultation with other department leaders and Vancouver Coastal Health.

Are there any  
expected costs to  
this proposal.

No

Consultations

Consultated Area	Consultation Comments
Faculty/Department	allergy and vaccination requirements we requested by department staff
Other Department(s)	Debbie Sargent: I assume that the Department Head may approve someone who doesn't have Grade 10 or a true equivalent.
Registrar's Office	Dave McMullen: I have always had was that you could include these particular items around health requirements or criminal records checks if you could clearly demonstrate a need to protect those they would be working with. In the instances of food preparation, it is about protecting the public from exposure to disease.
Library	Todd Rowlett: Culinary Arts students have contact with customers in the program, so I would think human rights legislation allows us to set health admissions requirements to protect those customers

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

**Collin Gill (cgill) (07/06/18 11:54 am):** Food safe level 1 is on as a prerequisite due to classes being blended with domestic.

**Nicole Degagne (ndegagne) (12/04/18 12:34 pm):** Rollback: For further review.

**Dennis Innes (dinnes) (12/14/18 12:27 pm):** Rollback: We are going to be changing the admission requirements and name.

**Dennis Innes (dinnes) (12/17/18 11:59 am):** Starting in June 2019, the monthly cohorts of PC1 will have 10 international students and 10 domestic students in them. For this reason, we have to remove 'international cohort' from this PCG. We added the immunization language to 'Upon Acceptance' to match the domestic student PCG. We added Food Safe Level 1 Certificate to 'Upon Acceptance' because many international students will not be able to obtain this certificate until they arrive in Canada. This language allows these students to be registered into the program and the department will ensure they have their Food Safe Level 1 Certificate before Block 2. Also, because the domestic students already have a Food Safe Level 1 Certificate, the department can't teach only half the students Food Safe.

**Collin Gill (cgill) (01/22/19 2:33 pm):** I recommend it read Block one instead of Term one . The following must be provided to the Culinary Arts Department before the end of Term One:

Key: 34

Date Submitted: 01/22/19 12:09 pm

Viewing: **CULI 1511 : Kitchen Orientation**

Last approved: 07/06/18 4:46 am

Last edit: 01/22/19 12:09 pm

Changes proposed by: trowlatt

Programs referencing this course  
[34: Culinary Arts Diploma](#)

Course Name: Kitchen Orientation

Effective Date: June 2019

School/Centre: Hospitality, Food Studies & Applied Business

Department: Diploma Culinary Arts Intl(5712)

Contact(s)

In Workflow

1. 5712 Leader
2. SHP Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Banner

Approval Path

1. 01/22/19 2:35 pm  
Collin Gill (cgill): Approved for 5712 Leader
2. 01/24/19 6:49 am  
Dennis Innes (dinnes): Approved for SHP Dean
3. 01/28/19 12:08 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Jul 6, 2018 by Carlie Deans (cdeans)

Name	E-mail	Phone/Ext.
Todd Rowlatt -	trowlatt@vcc.ca -	8652 -

Banner Course Name: Kitchen Orientation

Subject Code: CULI - Culinary Arts

Course Number: 1511

Year of Study            1st Year Post-secondary

Credits:                    5

**Course Description:**

This course provides an introduction to the food industry and the essential skills required for success as a cook. It introduces learners to language and terminology specific to the field of culinary arts. Career planning, job search strategies and sociocultural competencies appropriate to the workplace will be introduced and practiced. ~~students receive Food-safe Level 1 certification.~~

**Course Pre-Requisites (if applicable):**

Acceptance into the Culinary Arts Diploma (International) program

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

<b>Upon successful completion of this course, students will be able to:</b>	
CLO #1	Describe professional responsibilities, roles, and certifications in the food service industry
CLO #2	Describe the fundamentals of cookery
CLO #3	Assess products for consistency and quality standards
CLO #4	Identify and apply fundamental industry standards and procedures essential for food, kitchen and worker safety
CLO #5	Apply employment strategies to plan personal and career pathways
CLO #6	Identify and describe food production practices in the food industry
CLO #7	Apply selected fundamental knife techniques to a variety of products

Instructional

Strategies:

**Lectures**, ~~lectures~~, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

## Evaluation and Grading

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Grading System: Percentages  
70%

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Exam	35	Practical Exam
Assignments	15	
Portfolio	15	
Final Exam	35	Multiple Choice Exam

## Hours by Learning Environment Type

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Lecture, Seminar, Online

66

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

34

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**



**Course Topics:**

1. Orientation to VCC College, Culinary Arts Program, House Guidelines, Student Services, Facilities
2. Professional Practice and Skills
3. Introduction to the Culinary Arts profession – History and Trends
4. Career Planning – Culinary Careers
5. Introduction to Health and Safety – General and Food
6. Introduction to Commercial Kitchen Equipment
7. Food Industry Stewardship
8. Introduction to Recipes –Measurement Systems
9. Introduction to Basic Kitchen Ingredients – Pantry Essentials
10. Introduction to Basic Vegetable Processing and Fabrication – Cutting Techniques
11. Introduction to General principles of Cooking – **Heat Heat**
- ~~12. FOODSAFE Level 1~~

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Culinary Arts Diploma

### Additional Information

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Provide any additional information if necessary.

Removes Foodsafe as a topic for this course, identified during Curriculum Committee (Jan 2019) as a need for the Culinary Arts Diploma proposal that was discussed.

Supporting  
documentation:

Reviewer  
Comments



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** February 12, 2019

**ISSUE:** Revisions to course NETT 2107 Active Directory.

**BACKGROUND:**

NETT 2107 Active Directory is a course within the Networking Technology Certificate program. This is an urgent course change, as Microsoft has retired exam 70-640 which relates to the Windows Server 2008 environment. Support for Server 2008 will end in 2020. Windows Server 2012R2 environment will be supported for a number of years still. Changes were made to the course description, learning outcomes, topics, and evaluation plan to reflect the changes to the course.

**DISCUSSION:**

Sid Khullar, Program Coordinator for Networking, presented this proposal. There were a few minor changes requested to reflect students using Microsoft Azure cloud technology in this class, and to separate out the Participation grade in the Evaluation Plan. These changes have been made.

Mr. Khullar stated that the Networking Technology Certificate was in the middle of a program renewal and would likely come to Curriculum Committee in the next year with major changes. This change was urgent due to the circumstances.

**RECOMMENDATION:**

THAT Education Council approve, in the form presented at this meeting, the revisions to NETT 2107 Active Directory.

**PREPARED BY:** Todd Rowlatt, Chair, Curriculum Committee

**DATE:** January 24, 2019

Date Submitted: 10/18/18 12:18 pm

Viewing: **NETT 2107 : ~~MCTS~~Active Directory**

Last edit: 01/25/19 10:54 am

Changes proposed by: skhullar

Programs  
referencing this  
course

[70: Networking Technology Certificate](#)

Course Name:

**Active Directory**

Effective Date: September 2019

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Computers - City Centre(6046)

Contact(s)

### In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 06/19/18 4:39 pm  
Sid Khullar  
(skhullar): Approved  
for 6046 Leader
2. 06/20/18 9:56 am  
Claire Sauve  
(csauve): Rollback  
to 6046 Leader for  
Senior PC
3. 06/25/18 11:56 am  
Sid Khullar  
(skhullar): Rollback  
to Initiator
4. 10/18/18 12:19 pm  
Sid Khullar  
(skhullar): Approved  
for 6046 Leader
5. 11/07/18 4:12 pm  
Claire Sauve  
(csauve): Rollback  
to 6046 Leader for  
Senior PC
6. 01/03/19 2:17 pm  
Sid Khullar

(skhullar): Approved <sup>36</sup>

for 6046 Leader

7. 01/03/19 2:51 pm

Claire Sauve

(csauve): Approved

for Senior PC

8. 01/04/19 6:31 am

Gordon Mclvor

(gmcivor): Approved

for CCS Dean

9. 01/22/19 12:04 pm

Todd Rowlatt

(trowlatt): Approved

for Curriculum

Committee Chair

10. 01/25/19 8:43 am

Elle Ting (eting):

Approved for EDCO

Chair

11. 01/25/19 10:54 am

Nicole Degagne

(ndegagne):

Rollback to EDCO

Chair for CS

Associate Registrar

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course ~~MCTS~~ Active Directory  
Name:

Subject Code: NETT - Networking Technology

Course Number 2107

Year of Study **N/A**

Credits: 2

Course Description:

Learn to implement, configure, manage, and troubleshoot Active Directory Domain Services (AD DS) in Windows Server **2012R2 environment**. ~~2008 and Windows Server 2008 R2 environments~~. Explore core AD DS concepts and functionality, implementing group policies, performing backup and restoration, and monitoring and troubleshooting Active Directory-related issues. **Cloud technology using Microsoft Azure is used to enhance the hands-on classroom learning experience.** ~~This course is intended to prepare students for the MCTS Active Directory Exam (Exam 70-640). Prerequisite: A+ Hardware (NETT 2119) or Server Fundamentals (NETT 2113).~~

Course Pre-Requisites (if applicable):

**NETT 2119 A+ Hardware or NETT 2113 Server Fundamentals**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
<b>CLO #1</b>	<b>Discuss</b> <del>understand</del> the theories behind Microsoft Windows Active Directory Services (ADS) and its uses for Access Control and Messaging infrastructures
<b>CLO #2</b>	<b>Install</b> <del>install</del> Microsoft Windows Server in preparation for <b>ADS</b> <del>Active Directory Services (ADS)</del>
<b>CLO #3</b>	<b>Design</b> <del>design</del> and implement Domain Name System (DNS) for different operational modes with emphasis for <b>ADS</b> <del>Active Directory Services (ADS) through hands-on experiential exercise in class</del>
	<del>design and implement Active Directory Services (ADS) through hands-on experiential exercise in class</del>
<b>CLO #4</b>	<b>Design</b> <del>design</del> and implement scripts for Windows Operating System and for <b>ADS</b> <del>Active Directory Services (ADS) through hands-on experiential exercise in class</del>
<b>CLO #5</b>	<b>Design</b> <del>design</del> and implement Group Policy Objects (GPO) for <b>ADS</b> <del>Active Directory Services (ADS) through hands-on experiential exercise in class</del>
<b>CLO #6</b>	<b>Utilize</b> <del>utilize</del> troubleshooting principles for DNS, ADS, and GPO technologies

Instructional

Strategies:

**Instructional strategies include lectures, demonstrations, and hands-on experiential practice in the lab, classroom, and remotely.**

## Evaluation and Grading

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Grading System: Letter Grade (A-F)  
**C+ (65%)**

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Quizzes/Tests</b>	<b>40</b>	<b>Four quizzes; quiz is held every other week.</b>
<b>Final Exam</b>	<b>30</b>	
<b>Lab Work</b>	<b>20</b>	
<b>Participation</b>	<b>10</b>	

## Hours by Learning Environment Type

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Lecture, Seminar, Online

**15**

Lab, Clinical, Shop, Kitchen,  
 Studio, Simulation

**15 30**

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

**Course Topics:****Installation of Windows Server 2012****Introduction to CCITT/ITU-T X.500 Directory Services Standards****Introduction to Microsoft Active Directory Services (ADS)****Microsoft ADS – Naming Convention Requirements****Introduction to Domain Naming System (DNS)****DNS Installation, Configuration and Testing****Microsoft ADS, DNS, and the Internet****Microsoft Windows Server 2012 ADS****- Installation****- Graphical User Interface (GUI) Tools and Command Line Tools****- Database and Objects****- Access Control****- Identification & Authentication****- Authorization Mechanisms****- Accounting & Auditing (Monitoring and Logging)****- Access Control – Scripting****- Kerberos & New Technology LAN Manager (NTLM)****- Structures: Forest, Tree, Domains, Domain Controllers, Organizational Units, Sites, Subnets****- Flexible Single Master Operations (FSMO) Roles****- Physical Structures: Sites, Subnets, Replication****- Physical Domain Controller Recommendation and Virtualization Recommendations****- Complex Forrest Installation (Multiple Tree, Multiple Level & Domain Tree, Peer Domain Controller, Distributed DNS)****- Group Policy Objects (GPO)****Microsoft Windows Server 2012 ADS for Directory Enabled Networking (DEN) ~~Class Introduction~~**~~Microsoft Active Directory Services—Naming Convention Requirements [Presentation & Lab]~~~~Microsoft Windows Server 2008 Active Directory Services (ADS) Installation [Presentation & Lab]~~~~Microsoft Windows Server 2008 Active Directory Services (ADS) Access Control [Presentation]~~~~Microsoft Windows Server 2008 Active Directory Services (ADS) Authorization Mechanisms [Presentation & Lab]~~~~Microsoft Windows Server 2008 Active Directory Services (ADS) Access Control—Scripting [Presentation & Demonstration & Lab]~~

**Course Topics:**

~~Microsoft Windows Server 2008 Active Directory Services (ADS) Structures:Forest, Tree, Domains, Domain Controllers, Organizational Units, Sites, Subnets [Presentation & Demonstration & Lab]~~

~~Microsoft Windows Server 2008 Active Directory Services (ADS) Physical Structures: Sites, Subnets, Replication [Presentation & Demonstration & Lab]~~

~~Microsoft Windows Server 2008 Active Directory Services (ADS) Complex Forrest Installation (Multiple Tree, Multiple Level & Domain Tree, Peer Domain Controller, Distributed DNS) [Presentation & Demonstration & Lab]~~

~~Microsoft Windows Server 2008 Active Directory Services (ADS) Group Policy Objects (GPO) [Presentation & Lab]~~

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

No

Provide a rationale for this proposal:

Exam 70-640 which relates to Server 2008 environment has been retired. Support for Server 2008 is ending in 2020.

Server 2012 is more forward looking and students trained in the newer version will have more updated knowledge and skill levels.

Are there any expected costs as a result of this proposal?

No

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	Proposed updates were the in agreement with instructor (Michael Lam) of the course, who is also a subject matter expert and has been working in IT for over 10 years.

## Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

**Claire Sauve (csauve) (06/20/18 9:56 am):** Rollback: Review / confirm topics and evaluation plan

**Sid Khullar (skhullar) (06/25/18 11:56 am):** Rollback: Rolling back so that instructor can participate in the workflow.

**Claire Sauve (csauve) (11/07/18 4:12 pm):** Rollback: More detail needed for Evaluation Plan.

**Nicole Degagne (ndegagne) (01/25/19 10:54 am):** Rollback: -

Key: 6728

[Preview Bridge](#)



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** February 12, 2019

**ISSUE:** Revisions to the Practical Nursing Diploma and the Access to Practical Nursing Diploma programs

### BACKGROUND:

The Practical Nursing programs are recognized by the BC College of Nursing Professional (BCCNP). The British Columbia Nursing Program Provincial Curriculum (PNPPC) 2011 was revised and updated in 2018. Our programs must incorporate revisions in order to maintain recognition by the BCCNP.

The revisions to the provincial curriculum included eight major recommendations, including:

1. Language modifications
2. Changes to faculty qualifications
3. Admission requirements updates
4. Additions to learning outcomes

The changes to the admission requirement were completed in 2018 to prepare students for the September 2019 entry.

The most significant additions to the curriculum related to cultural humility and safety, particularly in regards to Indigenous people and as a response to the Truth and Reconciliation Commission's Calls to Actions, intercultural competency, LGBTQ2 content, trauma informed practice, and enhanced leadership skills. These additional outcomes are apparent in numerous courses throughout the program. The PN department has consulted with the Indigenous Education & Community Engagement department, Counselling, and Disabilities Services to discuss ways to increase the faculty understanding and competencies in those areas.

### DISCUSSION:

Julie Gilbert, Department Head of Practical Nursing, and Janita Schappert, Assistant Department Head, presented the proposal. A number of small typos and errors were identified and have been corrected, but there were no major concerns with the proposal. The Committee discussed the exam load for students, and Ms. Schappert acknowledged this can be challenge for students. The department aims to balance different assessment types and combined some quizzes into less regular exams to reduce the weekly exam load.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revisions to the Practical Nursing Diploma and Access to Practical Nursing Diploma programs.

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee  
**DATE:** January 24, 2019

Viewing: **Practical Nursing Diploma**

Last approved: 01/25/19 8:43 am

Last edit: 01/22/19 12:39 pm

**History**

1. Dec 20, 2017 by clmig-jwehrheim
2. Jan 4, 2018 by Nicole Degagne (ndegagne)
3. Jan 4, 2018 by Nicole Degagne (ndegagne)
4. Jan 25, 2019 by Julie Gilbert (jgilbert)

Program Name:

Practical Nursing Diploma

Credential Level: Diploma

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

**Program Content Guide**

## Goal

This full time sixteen (16) month diploma program is designed to provide learners with the knowledge, skills, judgments and attitudes to perform to the full range of competencies as identified by the British Columbia College of Nursing Professionals (BCCNP). The program provides a learning experience that is integrated, professional, collaborative, and culturally sensitive with an aim to prepare graduates to care for individuals (and by extension, families of individuals) at multiple life stages and in a variety of practice settings in partnership with other health care professionals. Consistent with the BCCNP Scope of Practice Standards for LPNs (2017) the focus for beginner's practice is "promotion, maintenance and restoration of health, with a focus on clients with stable or predictable states of health"(p.3).

Upon successful completion of the VCC PN Diploma, learners will possess the competencies to complete Canadian Practical Nursing Registration Examination (CPNRE) and to apply for licensure as a Licensed Practical Nurse in British Columbia. Licensing is required before being able to work as an LPN in BC.

## Admission Requirements

**NB: Core minimum standards for admission requirements, including English as an Additional Language standard have been established by the Provincial Practical Nursing Program Curriculum. VCC admission requirements for**

**this program are in addition to those provincial expectations. All of these requirements must be met.**<sup>45</sup>

BC Grade 12 or equivalent

English 12 with a minimum grade of B or equivalent

Proof of English Language Proficiency Requirements:

As English is the language of study in BC, students must meet English language proficiency (ELP) at an appropriate level to be accepted into the provincial Practical Nursing program. These requirements can be satisfied through one of the following:

Three years of full-time, face-to-face secondary or post-secondary education at an accredited institution where English is the medium of instruction and is also one of the country's official languages. English as a Second Language/Additional Language (ESL/AL) courses are not included in this three-year calculation.

Academic International English Language Testing System (IELTS) with minimum scores of:

Speaking 7.0

Listening 7.5

Reading 6.5

Writing 7.0

Overall Band Score 7.0

3. Canadian English Language Benchmarks Assessment for Nurses (CELBAN) with minimum scores of:

Speaking 8.0

Listening 10.0

Reading 8.0

Writing 7.0

\* CELBAN is only suitable for those who have studied Nursing in a country other than Canada

Pre-Calculus 11 with a minimum grade of C or equivalent or Foundations of Math 11 with a minimum grade of C or equivalent

VCC Health Sciences Math Assessment with 80% or completion of Math for Health Sciences (Math 1054) with 80%

Biology 12 with a minimum grade of C or equivalent

NURS 1602 Human Anatomy and Physiology with a minimum grade of 68% or equivalent within the last 3 years

**Upon Acceptance into the program:**

Criminal Record Check: In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice.

***Applicants to the program will be responsible for any costs incurred in the Criminal Record check.***

Current CPR Level C – CPR Level C includes the following

Adult/Child/Baby CPR – one rescuer

Adult/Child CPR –two rescuer

Adult/Child/Baby – choking

***CPR certificates other than CPR Level C must be accompanied by documentation indicating the certificate includes the above.***

*Please note that in Health Care your CPR expires one year from the date of issue. Current status is required for all clinical and practicum experiences.*

Submission of a recent negative TB skin test. If the skin test is positive, proof of a negative TB chest x-ray is

required.

VCC School of Health Sciences Immunization Record must be completed.

Immunizations in the following are strongly recommended:

Diphtheria/Tetanus/Pertussis

Polio

Measles, Mumps & Rubella

Varicella (Chicken pox)

Hepatitis B

Influenza

**Clinical Facilities may decline individual students for their placement if a student is unable to provide proof of immunizations or satisfactory serum titers and TB screening.**

Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to your program during the first week of classes.

Note: If your educational documents are not from a Canadian or American institution, contact the International Credential Evaluation Service (ICES).

Prior Learning Assessment & Recognition (PLAR)

None

Program Duration & Maximum Time for Completion

The Practical Nursing Diploma is sixteen (16) months in length. Students must complete the diploma within three (3) years from the initial start date to the completion date.

## Program Learning Outcomes

Graduates of this diploma program will have acquired the knowledge and abilities to:

Apply the *Entry to Practice Competencies for Licensed Practical Nurses (2013)* to provide safe, competent, culturally safe and ethical care.

Practice within relevant legislation, BCCNP Standards of Practice for LPNs Framework: Scope of Practice Standards; Professional Standards; and Practice Standards (2014) as set out by the Health Professions Act of British Columbia and the British Columbia College of Nursing Professionals.

Value and engage in continuous learning to maintain and enhance competence.

Practice in collaboration with other members of the health care team to meet the collective needs of their clients.

Participate in interprofessional problem solving and decision making processes.

Advocate for and facilitate change reflecting evidence-informed practice.

Make practice decisions that are client specific and consider client acuity, complexity, variability, and available resources.

Use critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate the agreed upon plan of care.

Develop a collaborative relationship with clients by connecting, sharing and exploring with them in a caring environment.

Provide culturally safe, person-centered care across the lifespan that recognizes and respects the uniqueness of each individual and is sensitive to cultural safety, cultural humility and diversity.

Provide leadership, direction, assignment, and supervision of unregulated care providers as appropriate.

Identify one's own values, biases, and assumptions on interactions with clients and other members of the health care team.

## Instructional Strategies, Design, and Delivery Mode

This diploma program is offered on a full time basis and is divided into four levels. Each level must be successfully completed before the next one can be started. A major emphasis of this program is active student participation. Throughout the program the instructors will encourage the students to become increasingly more self directed and responsible for their own learning. Students are expected to come to class well prepared for active participation in classroom, nursing lab and clinical activities.

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, skill building exercises and simulation. Some courses may be offered in a blended delivery mode.

Level one provides the foundation for the development of nursing practice and introduces the learner to the healthy adult.

Level two explores the older adult and concepts related to aging and chronic illness in various settings.

Level three examines a continuum of care in the community health setting and applies concepts from level one, two and three in the management of stable clients across the lifespan.

Level four integrates knowledge from previous levels and examines concepts related to the care of the medical/surgical client.

Each level is supported by a Consolidated Practice Experience (CPE) which reinforces the learning that has taken place within each level.

Eligibility to enter the Consolidated Practice Experience at the end of each level is dependent upon the successful completion of all of the other courses within that level.

Each level must be successfully completed before the next one can be attempted.

A final practice experience or preceptorship prepares the learner for the role and expectations of the graduate.



## Evaluation of Student Learning

Students' progress in the classroom, nursing lab and clinical setting will be evaluated. Theoretical concepts may be evaluated through multiple choice exams, case studies and written assignments. Assessment of clinical practice will be based on mid-term and final evaluations.

The passing grade for all courses is 68% with exception of Pharmacology Theory at 80%; Math at 100%, and Integrated Nursing Practice theory at 75% and all practical components Satisfactory (S).

If a student fails a course, there is an opportunity to write a comprehensive supplemental exam for a passing grade of 68%. **Students are only eligible to write a supplemental exam if they are within 4% of the passing grade (i.e. If the passing grade is 68% then failing grades between 64-67% are eligible to write a supplemental.) No supplemental exam is allowed for a grade of lower than 64%. A total of two supplemental exams are permitted.**

If a course is not completed satisfactorily, a student may apply to repeat the course the next time it is offered, providing there is space available and the Department Head's approval is granted. Prior to returning, the student may be required by the PN Progressions Committee to complete and successfully pass one of the Success in Practical Nursing courses.

If a student is transferring into the PN program from another institution, the student will be required to complete and successfully pass one of the Success in Practical Nursing courses.

In the Practical Nursing Diploma program, a student may repeat only two courses throughout the entire program. If a student fails three courses, he/she will exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a third registration.

Note: All of the above is monitored by the Practical Nursing Department.

## Recommended Characteristics of Students

A caring attitude.

A sincere interest in people of all ages who require all levels of care. This includes individuals who are: mentally or physically disabled, experiencing life threatening situations, confused or requiring rehabilitation.

Good command of English comprehension, verbal and writing skills essential.

Basic computer skills – email, word processing, internet searching

Good manual dexterity.

Any supportive courses in human biology, psychology, sociology, First Aid or previous related work experience or education would be an asset.

A basic foundation in mathematical calculations of decimals, fractions and metric conversions.

Flexibility to adjust to early morning and evening practicum shifts, to a variety of clinical settings and locations within the Metro Vancouver area.

For information about being a practical nurse, please review [Becoming a Licensed Practical Nurse in Canada: Requisite Skills and Abilities](#) at [www.bccnp.ca](http://www.bccnp.ca)

*Note:* The BCCNP asks each licensure applicant about criminal offences. If you have ever been convicted of a criminal offence (other than a minor traffic violation) you should consider whether your application for licensure would be accepted. Licensing is mandatory in B.C. for Licensed Practical Nurses.

## Courses

## Plan of Study Grid

Term One	Credits
<u>NURS 1001</u> Professional Communication 1	1
<u>NURS 1002</u> Professional Practice 1	1
<u>NURS 1003</u> Health Promotion 1	1
<u>NURS 1004</u> Variations in Health 1	1.5
<u>NURS 1005</u> Pharmacology 1	1
<u>NURS 1006</u> Integrated Nursing Practice 1	4.5
<u>NURS 1007</u> Consolidated Practice 1	3
Credits	13
Term Two	
<u>NURS 2001</u> Professional Communication 2	1
<u>NURS 2002</u> Professional Practice 2	1
<u>NURS 2003</u> Health Promotion 2	1
<u>NURS 2004</u> Variations in Health 2	1.5
<u>NURS 2005</u> Pharmacology 2	1
<u>NURS 2006</u> Integrated Nursing Practice 2	6
<u>NURS 2007</u> Consolidated Practice 2	4
Credits	15.5
Term Three	
<u>NURS 3001</u> Professional Communication 3	1
<u>NURS 3002</u> Professional Practice 3	1
<u>NURS 3003</u> Health Promotion 3	1
<u>NURS 3004</u> Variations in Health 3	1.5
<u>NURS 3005</u> Integrated Nursing Practice 3	4
<u>NURS 3006</u> Consolidated Practice Experience 3	2
Credits	10.5
Term Four	
<u>NURS 4001</u> Professional Communication 4	1
<u>NURS 4002</u> Professional Practice 4	1
<u>NURS 4003</u> Health Promotion 4	1
<u>NURS 4004</u> Variations in Health 4	2
<u>NURS 4005</u> Integrated Nursing Practice 4	6
<u>NURS 4006</u> Consolidated Practice 4	6.5
<u>NURS 4007</u> Transition to Preceptorship	1
<u>NURS 4008</u> Preceptorship	6
Credits	24.5
Total Credits	63.5

This guide is intended as a guideline only. The College reserves the right to make changes as appropriate.

## Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

## Grading Standard

### Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
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B+	76-79		3.33
B	72-75		3.00
B-	68-71	Minimum Pass 68%	2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49		0.00
S		Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
<b>Course Standings</b>			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

## Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.

The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of

each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

## Rationale and Consultations

Provide a rationale for this proposal.

The British Columbia Practical Nursing Program Provincial Curriculum (PNPPC) 2011 was revised and updated in 2018. The VCC Practical Nursing Program must incorporate these revisions in order to maintain recognition by the BCCNP. We plan to launch this revised curriculum in September 2019.

Are there any expected costs to this proposal.

Curriculum Development funds were approved for the 2018/19 fiscal year for work on the revised curriculum. The curriculum revisions will not alter delivery or length of the program.

Consultations

Consultated Area	Consultation Comments
Faculty/Department	Faculty has been consulted in the revisions since 2015. In April 2018 the faculty was provided copies of the new curriculum revisions for review. In Oct. Faculty Meeting faculty we informed that the revisions would be in effect in Sept 2019. April 2019 Faculty Education Days will focus on preparing and educating faculty in the new or additional content added.
Centre for Teaching, Learning, and Research (CTLR)	Nov. 7, 2018/ Nov 22, 2018 to review curriculum and requirements for revisions, use of courseleaf, consultations required, timeline for governance process and launching new revisions for September 2019
PAC/CEG	Discussed at PAC meeting on Oct. 26, 2018. Members interested in competencies added to curriculum, as new BCCNP Entry to Practice Competencies expected in March 2019 - will follow up in spring PAC.
Affiliation, Articulation, and/or Accreditation Bodies	Notice of Intent filed with BCCNP Program Review Committee.
Registrar's Office	Met with Denis Seremba of Registrar's Office and Wendy LaFrance of Advising on December 4, 2018 to review curriculum revisions. Course hours, credits and entrance requirements not being affected. Together we discussed the Entrance requirements that were updated in March 2018 and recruitment of students.

Consultated Area	Consultation Comments
Library	Met with Ella-Fay Zalezsak on December 5, 2018. Reviewed revisions to curriculum with specific attention to learning outcomes that will require Library resources. Ella notes that in the new content added to the PN curriculum there are current resources, specifically in relation to Truth and Reconciliation Calls to Action and Leadership. We will work together to ensure student guides and instructor resources incorporate these as the revisions are developed and launched.
Learning Centre	Met with Emily Simpson on December 5, 2018. Reviewed revisions to curriculum with specific attention to learning outcomes that may affect the Learning Centre support and resources. Also consulted with Rachel Gysbers the Life Science tutor regarding learning outcomes added for Pharmacology in Level 3 & 4.
Counselling	Met on December 11, 2018. Discussion of curriculum revisions, specifically those related to cultural humility and safety, intercultural competency, LGBTQ2 content and trauma informed practice and enhanced leadership skill requirements. Discussion around increasing faculty understanding and competencies in these areas. Currently counselling and the PN faculty connect for workshops and student referrals. As we prepare to launch this revised curriculum, Nona is aware that our faculty will likely required education and assistance incorporating these changes into their teaching.
Disabilities Services	Met on December 11, 2018. Discussion of curriculum revisions, specifically those related to cultural humility and safety, intercultural competency, LGBTQ2 content and trauma informed practice and enhanced leadership skill requirements. Discussion around increasing faculty understanding and competencies in these areas. Brianna noted a gap in the curriculum in that there is no mention of disabilities informed practice. We had much discussion on this and have agreed that this should have be considered in development of the Provincial curriculum and we will bring this forth at the next set of provincial revisions. In this current curriculum disabilities are addressed in Learning Outcomes in theory courses in level 3.
Marketing & Communications	Meeting set with Amanda Hardy for January 8, 2019

Consultated Area	Consultation Comments
Indigenous Education & Community Engagement (IECE)	<p>Meeting with Tami Pierce and Natalie Wood-Weins on December 12, 2018</p> <p>Discussion of the curriculum revisions and particularly the first recommendation re: Truth and Reconciliation, Calls to Action, Cultural Safety and Humility. We discussed areas that will required further involvement and consultation which include planning for faculty development and student learning resources / activities in the indigenization of our curriculum.</p> <p>Plans for PN faculty education sessions lead by the Indigenous Education department include The Kairos Blanket Exercise and the Implementation of the TRC Calls to Action for education. These are tentatively set to occur prior to March 2019.</p> <p>I have also supplied a copy of the PN Curriculum and the Resource Supplement to Tami and Natalie for their review.</p>
Advising & Recruitment	Met with Wendy LaFrance Dec. 4, 2018 to review curriculum revisions. Course hours, credits and entrance requirements not being affected. Together we discussed the Entrance requirements that were updated in March 2018 and recruitment of students.

### Additional Information

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Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments

**Julie Gilbert (jgilbert) (12/15/18 8:13 am):** Rollback: abilities

Key: 81

Viewing: **Access to Practical Nursing Diploma**

Last approved: 01/25/19 8:43 am

Last edit: 01/23/19 2:28 pm

## Program Name:

Access to Practical Nursing Diploma

Credential Level: Diploma

Effective Date: September 2019

School/Centre: Health Sciences

Department: Access to Practical Nursing(5017)

Contact(s)

## History

1. Nov 30, 2017 by clmig-jwehrheim
2. Jan 4, 2018 by Nicole Degagne (ndegagne)
3. Jan 4, 2018 by Nicole Degagne (ndegagne)
4. Jan 4, 2018 by Nicole Degagne (ndegagne)
5. Jan 25, 2019 by Julie Gilbert (jgilbert)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

## Program Content Guide

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## Goal

The Access to Practical Nursing Diploma was initiated in response to the need for recognizing past education, training and work experience of applicants to the Practical Nursing program. If applicants have achieved a certificate in the following programs: (Health Care Assistant (HCA) or Resident Care Attendant (RCA) or a combined Home Support/Resident Care Attendant (HS/RCA) they may be admitted to the access semester of the Practical Nursing program.

Applicants are credited for their B.C. public post-secondary institution RCA or HSA/RCA certificate. Those entering with an education other than from a B.C. public post-secondary institution (HCA; RCA or HS/RCA Certificate) will need to demonstrate their eligibility prior to entrance.

This full-time thirteen (13) month program is designed to provide learners with the knowledge, skills, judgments and attitudes to perform to the full range of competencies as identified by the British Columbia College of Nursing Professionals (BCCNP). The program provides a learning experience that is integrated, professional, collaborative, and culturally sensitive with an aim to prepare graduates to care for individuals (and by extension, families of individuals) at multiple life stages and in a variety of practice settings in partnership with other health care professionals. Consistent with the BCCNP Scope of Practice Standards for LPNs (2017) the focus for beginner's practice is "promotion, maintenance and restoration of health, with a focus on clients with stable or predictable states of health"(p.3).

Upon successful completion of the VCC PN Diploma, learners will possess the competencies to successfully complete the Canadian Practical Nursing Registration Examination (CPNRE), and to apply for licensure as a Licensed Practical Nurse in British Columbia. Licensing is required before being able to work as an LPN in BC.

## Admission Requirements

**NB: Core minimum standards for admission requirements, including English as an Additional Language standard have been established by the Provincial Practical Nursing Program Curriculum. VCC admission requirements for this program are in addition to those provincial expectations. All of these requirements must be met.**

BC Grade 12 or equivalent

Successful completion of HCA, RCA, or HS/RCA certificate

English 12 with a minimum grade of B or equivalent

Proof of English Language Proficiency Requirements:

As English is the language of study in BC, students must meet English language proficiency (ELP) at an appropriate level to be accepted into the provincial Practical Nursing program. These requirements can be satisfied through one of the following:

Three years of full-time, face-to-face secondary or post-secondary education at an accredited institution where English is the medium of instruction and is also one of the country's official languages. English as a Second Language/Additional Language (ESL/AL) courses are not included in this three-year calculation.

Academic International English Language Testing System (IELTS) with minimum scores of:

Speaking 7.0

Listening 7.5

Reading 6.5



## Writing 7.0

## Overall Band Score 7.0

3. Canadian English Language Benchmarks Assessment for Nurses (CELBAN) with minimum scores of:

Speaking 8.0

Listening 10.0

Reading 8.0

Writing 7.0

\* CELBAN is only suitable for those who have studied Nursing in a country other than Canada

Pre-Calculus 11 with a minimum grade of C or equivalent or Foundations of Math 11 with a minimum grade of C or equivalent

VCC Health Sciences Math Assessment with 80% or completion of Math for Health Sciences (Math 1054) with 80% Biology 12 with a minimum grade of C or equivalent

NURS 1602 Human Anatomy and Physiology with a minimum grade of 68% or equivalent within the last 3 years

600 Hours of work experience, within the last two years, in a care facility where care is provided to a group of Gerontology clients. Work experience must be verified by an official employer letter. Individualized home care experience is not acceptable.

**Knowledge Assessment Examination with a minimum grade of 68%**

Practicing HCAs, RCAs, HS/RCAs with a certificate from the BC Public Post-Secondary System are exempt from this examination.

Practicing HCAs, RCAs, HS/RCAs **not** from the BC Public Post-Secondary System will be required to take an examination to validate equivalency to Vancouver Community College 's HCA program outcomes.

If applicants are unsuccessful on the exam the first time, they may rewrite the exam once

**Upon Acceptance into the program:**

Criminal Record Check: In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice.

***Applicants to the program will be responsible for any costs incurred in the Criminal Record check.***

Current CPR Level C – CPR Level C includes the following:

Adult/Child/Baby CPR – one rescuer

Adult/Child CPR –two rescuer

Adult/Child/Baby – choking

***CPR certificates other than CPR Level C must be accompanied by documentation indicating the certificate includes the above.***

*Please note that in Health Care your CPR expires one year from the date of issue. Current status is required for all clinical and practicum experiences.*

Submission of a recent negative TB skin test. If the skin test is positive, proof of a negative TB chest x-ray is required.

VCC School of Health Sciences Immunization Record must be completed.

Immunizations in the following are strongly recommended:

Diphtheria/Tetanus/Pertussis

Polio

Measles, Mumps & Rubella

Varicella (Chicken pox)

Hepatitis B

Influenza

**Clinical Facilities may decline individual students for their placement if a student is unable to provide proof of immunizations or satisfactory serum titers and TB screening.**

Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to your program during the first week of classes.

Note: If your educational documents are not from a Canadian or American institution, contact the International Credential Evaluation Service (ICES).

Prior Learning Assessment & Recognition (PLAR)

None

Program Duration & Maximum Time for Completion

The Practical Nursing Access diploma is thirteen (13) months in length. Students must complete the diploma within two (2) years from the initial start date to the completion date.

## Program Learning Outcomes

Graduates of this diploma will have acquired the knowledge and abilities to:

Apply the *Entry to Practice Competencies for Licensed Practical Nurses (2013)* to provide safe, competent, culturally safe and ethical care.

Practice within relevant legislation, BCCNP Standards of Practice Framework for LPNs: Scope of Practice Standards; Professional Standards; and Practice Standards (2014) as set out by the Health Professions Act of British Columbia and the BCCNP.

Value and engage in continuous learning to maintain and enhance competence.

Practice in collaboration with other members of the health care team to meet the collective needs of their clients.

Participate in interprofessional problem solving and decision making processes.

Advocate for and facilitate change reflecting evidence-informed practice.

Make systematic practice decisions that are client specific and consider client acuity, complexity, variability, and available resources.

Use critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate the agreed upon plan of care.

Develop a collaborative relationship with clients by connecting, sharing and exploring with them in a caring environment.

Provide culturally safe, person-centered care across the lifespan that recognizes and respects the uniqueness of each individual and is sensitive to cultural safety, cultural humility and diversity.

Provide leadership, direction, assignment, and supervision of unregulated care providers as appropriate.

Identify one's own values, biases, and assumptions on interactions with clients and other members of the health care team.

## Instructional Strategies, Design, and Delivery Mode

This diploma program is offered on a full time basis and is divided into three levels. Each level must be successfully completed before the next one can be started. A major emphasis of this program is active student participation. Throughout the program the instructors will encourage the students to become increasingly more self-directed and responsible for their own learning. Students are expected to come to class well prepared for active participation in classroom, nursing lab and clinical activities.

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, skill building exercises and simulation. Some courses may be offered in a blended delivery mode.

Level Access provides the foundation for the development of nursing practice and introduces the learner to the healthy adult, the older adult and concepts related to aging and chronic illness in various settings.

Level three examines a continuum of care in the community health setting and applies concepts from level one, two and three in the management of stable clients across the lifespan.

Level four integrates knowledge from previous levels and examines concepts related to the care of the medical/surgical client.

Each level is supported by a Consolidated Practice Experience (CPE) which reinforces the learning that has taken place within each level.

Eligibility to enter the Consolidated Practice Experience at the end of each level is dependent upon the successful completion of all of the other courses within that level. Each level must be successfully completed before the next one can be attempted.

A final practice experience or preceptorship prepares the learner for the role and expectations of the graduate.

## Evaluation of Student Learning

Students' progress in the classroom, nursing lab and clinical setting will be evaluated. Theoretical concepts may be evaluated through multiple choice exams, case studies and written assignments. Assessment of clinical practice will be based on mid-term and final evaluations.

The passing grade for all courses is 68% with exception of Pharmacology Theory at 80% and Math at 100%; and Integrated Nursing Practice theory at 75% and all practical components Satisfactory (S).

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Note: All of the above is monitored by the Practical Nursing Department.

## Recommended Characteristics of Students

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A sincere interest in people of all ages who require all levels of care. This includes individuals who are: mentally or physically disabled, experiencing life threatening situations, confused or requiring rehabilitation.

Proficiency in the English language (reading/writing/listening/speaking) is essential.

Basic computer skills: email, word processing and internet searching.

Good manual dexterity.

Any supportive courses in human biology, psychology, sociology, first aid or previous related work experience or education would be an asset.

A basic foundation in mathematical calculations of decimals, fractions, and metric conversions.

Flexibility to adjust to early morning and evening practicum shifts, to a variety of clinical settings and locations within the Metro Vancouver area.

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## Courses

## Plan of Study Grid

		Credits
Term Two		
“Term Two” refers to the “Access Level” which combines levels 1 and 2 of the B.C. Practical Nursing Provincial Curriculum.		
<u><a href="#">NURS 2101</a></u>	Professional Communication A	1.5
<u><a href="#">NURS 2102</a></u>	Professional Practice A	1.5
<u><a href="#">NURS 2103</a></u>	Health Promotion A	1
<u><a href="#">NURS 2104</a></u>	Variations in Health A	2
<u><a href="#">NURS 2105</a></u>	Pharmacology A	2
<u><a href="#">NURS 2106</a></u>	Integrated Nursing Practice A	6
<u><a href="#">NURS 2107</a></u>	Consolidated Practice Experience A	4
	Credits	18
Term Three		
<u><a href="#">NURS 3001</a></u>	Professional Communication 3	1
<u><a href="#">NURS 3002</a></u>	Professional Practice 3	1
<u><a href="#">NURS 3003</a></u>	Health Promotion 3	1
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	Credits	10.5
Term Four		
<u><a href="#">NURS 4001</a></u>	Professional Communication 4	1
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<u><a href="#">NURS 4003</a></u>	Health Promotion 4	1
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Indigenous Education & Community Engagement (IECE)	<p>Meeting with Tami Pierce and Natalie Wood-Weins on December 12, 2018</p> <p>Discussion of the curriculum revisions and particularly the first recommendation re: Truth and Reconciliation, Calls to Action, Cultural Safety and Humility. We discussed areas that will required further involvement and consultation which include planning for faculty development and student learning resources / activities in the indigenization of our curriculum.</p> <p>Plans for PN faculty education sessions lead by the Indigenous Education department include The Kairos Blanket Exercise and the Implementation of the TRC Calls to Action for education. These are tentatively set to occur prior to March 2019.</p> <p>I have also supplied a copy of the PN Curriculum and the Resource Supplement to Tami and Natalie for their review.</p>
Marketing & Communications	Email sent Dec. 4. Email sent to Amanda Hardy on Dec 11, 2018
PAC/CEG	Discussed at PAC meeting on Oct. 26, 2018. Members interested in competencies added to curriculum, as new BCCNP Entry to Practice Competencies expected in March 2019 - will follow up in spring PAC.

Consultated Area	Consultation Comments
Affiliation, Articulation, and/or Accreditation Bodies	Notice of Intent filed with BCCNP Oct, 2018
Advising & Recruitment	Wendy LaFrance of Advising on December 4, 2018 to review curriculum revisions. Course hours, credits and entrance requirements not being affected. Together we discussed the Entrance requirements that were updated in March 2018 and recruitment of students.

### Additional Information

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Provide any additional information if necessary.

Both the Access to Practical Nursing and the Practical Nursing Programs are affected by these revisions. The courses in Level 3 & 4 of both programs are the same, therefore updates will be provided to only the Access PCG and Access level course outlines.

Supporting documentation:

Reviewer

Comments

**Julie Gilbert (jgilbert) (12/15/18 7:47 am):** Rollback: abilities

**Julie Gilbert (jgilbert) (12/15/18 8:00 am):** Rollback: abilities

Key: 1

Date Submitted: 12/14/18 5:27 pm

## Viewing: **NURS 1001 : Professional Communication 1**

Last approved: 08/02/18 4:47 am

Last edit: 01/23/19 1:58 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[81: Practical Nursing Diploma](#)

Course Name:

Professional Communication 1

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

### In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **Banner**

### Approval Path

1. 12/15/18 8:14 am  
Julie Gilbert  
(jgilbert): Approved for 5004 Leader
2. 01/07/19 8:49 am  
Jo-Ellen Zakoor  
(jzakoor): Approved for SHS Dean
3. 01/23/19 2:28 pm  
Todd Rowlatt  
(trowlatt): Approved for Curriculum Committee Chair

### History

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Name: Professional Communication 1

Subject Code: NURS - Nursing

Course Number: 1001

Year of Study            1st Year Post-secondary

Credits:                    1

Course Description:

This course provides learners with the foundational knowledge for caring and professional communication in nursing. It uses an experiential and self-reflective approach to develop self-awareness and interpersonal communication skills in the context of safe, competent and collaborative nursing practice. Communication theory, the nurse-client relationship, therapeutic communication, cross-cultural communication, and effective **teamwork**. ~~teamwork will be covered.~~

Course Pre-Requisites (if applicable):

Admission to the Practical Nurse Program

Course Co-requisites (if applicable):

NURS 1002 - Professional Practice 1; NURS 1003 - Health Promotion 1; NURS 1004 - Variations in Health 1; NURS 1005 - Pharmacology 1; NURS 1006 - Integrated Nursing **Practice 1** ~~Practice1~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

<b>Upon successful completion of this course, students will be able to:</b>	
CLO #1	Describe fundamental elements involved <del>in of</del> the communication <b>process</b> . <del>process</del>
CLO #2	Demonstrate <b>beginning</b> awareness of self and understanding of <b>self-concept</b> . <del>self-concept</del>
CLO #3	Identify concepts and nursing actions that promote the development of therapeutic <b>relationships</b> . <del>relationships</del>
CLO #4	Describe communication barriers to the development of therapeutic <b>relationships</b> . <del>relationships</del>
CLO #5	Identify differences in multi-cultural communication as they relate to the nurse-client <b>relationship</b> . <del>relationship</del>
CLO #6	<b>Identify</b> <del>Identify,</del> effective and culturally <b>sensitive and aware</b> <del>safe</del> communication strategies for First Nation, Inuit <del>and</del> <del>and</del> Métis clients, their families <b>and peers</b> . <del>and peers</del>

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

CLO #7	Describe how information and communication technology is used to support effective client care in collaboration with other members of the healthcare <b>team.</b> <del>team</del>
CLO #8	Communicate roles, knowledge, skills, and attitudes using appropriate <b>language.</b> <del>language</del>
CLO #9	Demonstrate giving and receiving feedback <b>effectively.</b> <del>effectively</del>
CLO #10	Identify effective group behaviours and <b>development.</b> <del>development</del>

### Instructional

#### Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

B-

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	<b>skill reflection</b> <del>Written analysis of a therapeutic Communication scenario(s)</del>
Assignments	<b>35</b> <del>20</del>	<b>analysis of therapeutic communication</b> <del>Record interactions between 2 learners; analyze the helper responses illustrating effective &amp; ineffective communication skills.</del>
<b>Assignments</b> <del>Midterm Exam</del>	<b>15</b> <del>20</del>	<b>communication demonstration</b> <del>Mid term exam</del>
Final Exam	<b>20</b> <del>30</del>	Comprehensive final exam

## Hours by Learning Environment Type

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Lecture, Seminar, Online

35

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

### Course Topics

#### Course Topics:

Foundations of Professional Communication in Health Care

• Communication theory

• Self awareness

• Attending and Listening

• Caring

• Clarifying by questioning and summarizing

• Empathy

• Assertiveness: seeking help and support; refusing a request

• Giving and receiving feedback

• Barriers to communication

• Conflict resolution

• Problem solving

Foundations of Relational Practice

Interprofessional Communication

**Establishing teamwork communication principles.**

**Effective group participation.**

**Group growth and development.**

**Developing trusting relationships with team members.**

**Nurse-client relationship**

**Course Topics:****Helping relationships****Cross-cultural communication, cultural sensitivity and awareness****Caring and respect****Family as Client****Developing trusting relationships with clients****Interviewing techniques**

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

Key: 6761

[Preview Bridge](#)  
[Why Did This Not Sync?](#)

Date Submitted: 12/14/18 5:27 pm

Viewing: **NURS 1002 : Professional Practice 1**

Last approved: 08/02/18 4:47 am

Last edit: 01/23/19 1:59 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[81: Practical Nursing Diploma](#)

Course Name:

Professional Practice 1

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

**In Workflow**

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. **Banner**

**Approval Path**

1. 12/15/18 8:14 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:49 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:28 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair
4. 01/25/19 8:43 am  
Elle Ting (eting):  
Approved for EDCO  
Chair

**History**

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130



Banner Course Name: Professional Practice 1

Subject Code: NURS - Nursing

Course Number: 1002

Year of Study: 1st Year Post-secondary

Credits: 1

#### Course Description:

This theory course provides an introduction to the profession of practical nursing. Legislation that informs PN practice within British Columbia will be introduced. The history of nursing and specifically, the evolution of Practical Nursing within the Canadian Health Care System will be discussed. The philosophy and foundational concepts of this PN program curriculum are explored.

#### Course Pre-Requisites (if applicable):

Admission to the Practical Nurse Program

#### Course Co-requisites (if applicable):

NURS 1001 - Professional Communication 1; NURS 1003 - Health Promotion 1; NURS 1004 - Variations in Health 1; NURS 1005 - Pharmacology 1; NURS 1006 - Integrated Nursing **Practice 1** ~~Practice1-~~

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	<del>Describe how legislation, CLPNBC Standards of Practice Framework;</del> <b>Describe how legislation, professional standards, ethics Scope of Practice Standards; Professional Standards;</b> and <del>Practice Standards (2014) and practice expectations inform nursing practice. practice</del>
CLO #2	Identify and discuss professional self-regulation and the implication for individual responsibilities and accountabilities of the Practical <b>Nurse. Nurse</b>
CLO #3	Explain the role and responsibility of the <b>British Columbia College of Nursing Professionals (BCCNP). Licensed Practical Nurses of British Columbia (CLPNBC)</b>

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

CLO #4	Describe how the philosophy of caring guides nursing <b>practice.</b> <del>practice</del>
CLO #5	<b>Describe how</b> <del>Use</del> self-reflection and reflective journal writing <del>to</del> enhance learning <b>in and</b> nursing <b>practice.</b> <del>practice</del>
CLO #6	Cite some examples of self care strategies for the <b>nurse.</b> <del>nurse</del>
CLO #7	Discuss the partnership of nursing (Registered Nursing, Registered Psychiatric Nursing, Licensed Practical <b>Nursing).</b> <del>Nursing)</del>
CLO #8	<b>Recognize</b> <del>Recognise</del> and respect the diversity of other health care roles, responsibilities, and <b>competencies.</b> <del>competencies</del>
CLO #9	Identify and explain the influence of <b>interprofessional</b> collaborative <del>and inter-professional</del> relationships on quality practice <b>environments.</b> <del>environments</del>
CLO #10	Demonstrate the ability to access and assess current and relevant scholarly resources to prepare for nursing <b>practice.</b> <del>practice</del>
CLO #11	<b>Understand how cultural diversity, sensitivity and awareness influence professional practice.</b> <del>Discuss culture and diversity within professional practice</del>
CLO #12	Discuss ethical decision making principles through case <b>studies.</b> <del>studies</del>
CLO #13	Discuss theories of nursing <b>leadership.</b> <del>leadership</del>
<b>CLO #14</b>	<b>Identify key competencies associated with effective leadership, management and followership.</b>

#### Instructional

#### Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

B-

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	20	<del>Ethical Case study paper, group presentation or debate</del>
Assignments	30 <del>20</del>	Research Assignment - <del>written critique of a research article—use of APA format for paper</del>
Assignments	30 <del>20</del>	<b>Poster Presentation</b> <del>Poster Presentation of the role of the LPN</del>
Exam	30	<b>Application</b> <del>Final Exam—application</del> of the <b>BCCNP</b> <del>CLPNBC</del> Standards of Practice for LPN's and <b>the professional standard: Code of Ethics ethical practice</b>
Portfolio	10	<b>Professional Portfolio</b> <del>Professional Portfolio—start portfolio in level one for completion by level 4</del>

## Hours by Learning Environment Type

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Lecture, Seminar, Online

**27** ~~25~~

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

### Course Topics

#### Course Topics:

Legislation that governs PN practice.
Introduction to PN professional practice
History of Practical Nursing
Philosophy of the PN Curriculum
Introduction to Ethical Practice
Introduction to leadership
Inter-professional practice
Diversity

**Course Topics:**

Academic writing

Self reflection (reflective writing)

Self care

Stress management

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

Key: 6762

[Preview Bridge](#)  
[Why Did This Not Sync?](#)

Date Submitted: 12/14/18 5:28 pm

Viewing: **NURS 1003 : Health Promotion 1**

Last approved: 08/02/18 4:47 am

Last edit: 01/23/19 2:00 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[81: Practical Nursing Diploma](#)

Course Name:

Health Promotion 1

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

### In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. **Banner**

### Approval Path

1. 12/15/18 8:14 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:49 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:28 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair
4. 01/25/19 8:43 am  
Elle Ting (eting):  
Approved for EDCO  
Chair

### History

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Name: Health Promotion 1

Subject Code: NURS - Nursing

Course Number: 1003

Year of Study: 1st Year Post-secondary

Credits: 1

**Course Description:**

This course introduces the concepts of health promotion, the determinants of health, health inequities, and develops a beginning knowledge of normal growth and development. Topics include health enhancement, health protection, disease prevention, health **restoration (recovery, restoration/recovery, care, and support).** ~~support.~~

**Course Pre-Requisites (if applicable):**

Admission to the Practical Nursing Program

**Course Co-requisites (if applicable):**

NURS 1001 - Professional Communication 1; NURS 1002 - Professional Practice 1; NURS 1004 - Variations in Health 1; NURS 1005 - Pharmacology 1; NURS 1006 - Integrated Nursing Practice **1** ~~1.~~

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

<b>Upon successful completion of this course, students will be able to:</b>	
CLO #1	Explain definitions and concepts related to health <b>promotion.</b> <del>promotion</del>
CLO #2	Identify and explain epidemiology related to health <b>promotion.</b> <del>promotion</del>
CLO #3	Explain the difference between primary, secondary, and tertiary <b>prevention.</b> <del>prevention</del>
CLO #4	Provide examples that explain the difference between health promotion and disease <b>prevention.</b> <del>prevention</del>

Upon successful completion of this course, students will be able to:	
CLO #5	Discuss the major components of Canada's health care <b>system.</b> <del>system</del>
CLO #6	Explain how the determinants of health impact individual health and <b>wellness.</b> <del>wellness</del>
CLO #7	Identify health disparities between <b>Indigenous</b> <del>Aboriginal</del> people and <b>non-Indigenous</b> <del>non-Aboriginal</del> people in <b>Canada.</b> <del>Canada</del>
CLO #8	Identify the determinants of health of <b>Indigenous populations.</b> <del>Aboriginal populations</del>
CLO #9	Define cultural <b>sensitivity and awareness</b> <del>competence</del> in health <b>promotion.</b> <del>promotion</del>
CLO #10	Explain the principles of chronic disease <b>management.</b> <del>management</del>
CLO #11	Describe teaching and learning principles to health promotion across the <b>lifespan.</b> <del>lifespan</del>
CLO #12	Describe the steps of communicable disease <b>reporting.</b> <del>reporting</del>
CLO #13	Describe common normal growth and development theories across the <b>lifespan.</b> <del>lifespan</del>
CLO #14	Explain the concept of harm <b>reduction.</b> <del>reduction</del>
<b>CLO #15</b>	<b>Define trauma-informed practice.</b>
<b>CLO #16</b>	<b>Define health promotion principles in LGBTQ2 care.</b>

#### Instructional

#### Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	<b>Determinants of health assignment</b> <del>Presentation on a course topic</del>
Midterm Exam	<b>20</b> <del>30</del>	Midterm Exam
Final Exam	<b>25</b> <del>35</del>	Comprehensive Final Exam
<b>Assignments</b>	<b>20</b>	<b>Case study</b>

## Hours by Learning Environment Type

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Lecture, Seminar, Online

**30** ~~25~~Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

### Course Topics:

Canada's health care system
<b>Holistic health; Wellness and health;</b> Determinants of health
Health promotion in Canada
<b>Maslow's heirarchy of needs;</b> Normal growth and development across the lifespan
Chronic disease management
Understanding health disparities
Diversity in health beliefs: inclusive of <b>Indigenous</b> <del>Aboriginal</del> and increasing multicultural <b>populations; Cultural sensitivity and awareness in health promotion</b> <del>populations</del>
Introduction to health statistics <b>and epidemiology</b>



**Course Topics:**

Teaching and learning in health promotion

Communicable diseases and **epidemiology reporting****Harm reduction; Trauma-informed practice** **Safe workplace: as a determinant of health**Self care of the **nurse; Health literacy nurse**

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

Key: 6763

[Preview Bridge](#)  
[Why Did This Not Sync?](#)

Date Submitted: 12/14/18 5:28 pm

Viewing: **NURS 1004 : Variations in Health 1**

Last approved: 08/02/18 4:49 am

Last edit: 12/14/18 5:28 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[81: Practical Nursing Diploma](#)

Course Name:

Variations in Health 1

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

### In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. **Banner**

### Approval Path

1. 12/15/18 8:14 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:49 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:28 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair
4. 01/25/19 8:43 am  
Elle Ting (eting):  
Approved for EDCO  
Chair

### History

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Variations in Health 1

Name:

Subject Code: NURS - Nursing

Course Number 1004

Year of Study 1st Year Post-secondary

Credits: 1.5

**Course Description:**

This introductory course provides the learner with the foundations of disease and illness across the lifespan. Learners will gain an understanding of pathophysiological alterations of body systems. Nursing management of disease and illness across the lifespan with an emphasis on interventions and treatment is also discussed. Cultural diversity in healing practices will be explored as well as the incorporation of evidenced informed practice.

**Course Pre-Requisites (if applicable):**

Admission to the Practical Nursing Program

**Course Co-requisites (if applicable):**

NURS 1001 - Professional Communication 1; NURS 1002 - Professional Practice 1; NURS 1003 - Health Promotion 1; NURS 1005 - Pharmacology 1; NURS 1006 - Integrated Nursing Practice

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):****Upon successful completion of this course, students will be able to:**

CLO #1	Describe pathophysiology as it relates to common presentations of <b>illness</b> . <del>illness</del>
CLO #2	Give examples of cellular <b>alterations</b> . <del>alterations</del>
CLO #3	Describe the inflammatory and reparative <b>processes</b> . <del>processes</del>

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

CLO #4	Explain physical and psychosocial <b>stressors</b> . <del>stressors</del>
CLO #5	Explain the following terms contributing to alterations in body function: inflammation, infection, obstruction/occlusion, genetics, congenital, cancer, traumatic injury, <b>degeneration</b> . <del>degeneration</del>
CLO #6	Explain compensatory and decompensatory <b>mechanisms</b> . <del>mechanisms</del>
CLO #7	Describe chronic versus acute disease (health continuum); disease versus <b>illness</b> . <del>illness</del>
CLO #8	Identify the nursing management of disease and illness for body systems across the <b>lifespan</b> . <del>lifespan</del>
CLO #9	Identify <b>holistic and</b> traditional healing practices associated with common <b>illness</b> . <del>illness</del>
CLO #10	<b>Define</b> <del>Describe</del> the influence of <b>culture</b> <del>cultural diversity</del> in health and <b>healing</b> . <del>healing</del>
CLO #11	Identify appropriate evidence informed research and practice <b>resources</b> . <del>resources</del>

#### Instructional

#### Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

B-

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Exam</b> <del>Quizzes/Tests</del>	<b>25</b> <del>20</del>	<del>Quiz #1 and #2—10% each</del>
<b>Exam</b> <del>Assignments</del>	<b>25</b> <del>15</del>	<del>Class Presentation</del>
<b>Assignments</b> <del>Midterm Exam</del>	<b>15</b> <del>30</del>	<b>Class presentation</b> <del>Questions based on case scenarios</del>

Type	Percentage	Brief description of assessment activity
Final Exam	35	Comprehensive Final Exam-Questions based on case scenarios

## Hours by Learning Environment Type

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Lecture, Seminar, Online

42 ~~40~~

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

### Course Topics:

Introduction to pathophysiology
Maintaining homeostasis
Compensatory and decompensatory mechanisms
Cell alteration – types of cell injury and repair, cell aging/degeneration, irregular cell growth
Alterations to all body systems: i.e. inflammation, infection, obstruction/occlusion, genetics, familial, cancer, trauma
Physical and psychosocial stressors
Chronic versus acute disease (health continuum); illness versus disease
<b>Nursing management, including assessment (holistic assessment, data collection including lab values and diagnostics); pharmacology; identification of real/potential problems; nursing diagnoses; planning of specific nursing interventions; implementing culturally sensitive and aware care; evaluation of care; collaborating with other members of the health care team; health promotion; client teaching.</b>
Nursing management of disease and illness across the lifespan
Therapeutic interventions and treatments including pharmacology
Traditional healing practices
Introduction to diagnostics

**Course Topics:**

Cultural diversity in health and healing

Introduction to evidenced informed research and practice

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

---

Provide any additional information if necessary.

Supporting

documentation:

Reviewer

Comments

Key: 6764

[Preview Bridge](#)  
[Why Did This Not Sync?](#)

Date Submitted: 12/14/18 5:29 pm

## Viewing: **NURS 1005 : Pharmacology 1**

Last approved: 08/02/18 4:48 am

Last edit: 12/14/18 5:29 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[81: Practical Nursing Diploma](#)

Course Name:  
Pharmacology 1

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

### In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. **Banner**

### Approval Path

1. 12/15/18 8:14 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:49 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:28 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair
4. 01/25/19 8:43 am  
Elle Ting (eting):  
Approved for EDCO  
Chair

### History

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Name: Pharmacology 1

Subject Code: NURS - Nursing

Course Number: 1005

Year of Study: 1st Year Post-secondary

Credits: 1

#### Course Description:

This introductory course examines the principles of pharmacology required to administer medications in a safe and professional manner. Medication administration requires the application of the nursing process for clinical decision-making. Various routes of medication administration are introduced and complementary, **Indigenous and Indigenous,** alternative **remedies and remedies,** and polypharmacy across the lifespan are also explored.

#### Course Pre-Requisites (if applicable):

Admission to the Practical Nursing Program

#### Course Co-requisites (if applicable):

NURS 1001 - Professional Communication 1; NURS 1002 - Professional Practice 1; NURS 1003 - Health Promotion 1; NURS 1004 - Variations in Health 1; NURS 1006 - Integrated Nursing Practice 1

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe the responsibility of the LPN in administration of <b>medication.</b> <del>medication</del>
CLO #2	Explain how drug standards and the drug legislation affect drug regulation in <b>Canada.</b> <del>Canada</del>
CLO #3	Explain the purpose of the Canadian Drug <b>laws</b> <del>Acts</del> and their application to nursing <b>practice.</b> <del>practice</del>
CLO #4	Describe the concepts of pharmacodynamics and <b>pharmacokinetics.</b> <del>pharmacokinetics</del>
CLO #5	Identify basic terminology used in <b>pharmacology.</b> <del>pharmacology</del>



Upon successful completion of this course, students will be able to:	
CLO #6	Describe the principles of pharmacology as related to common drug actions and <b>interactions.</b> <del>interactions</del>
CLO #7	Demonstrate competency with basic mathematical drug <b>calculations.</b> <del>calculations</del>
CLO #8	Identify commonly used drug classification <del>distribution</del> systems in <b>Canada.</b> <del>Canada</del>
CLO #9	Explain the principles of medication <b>administration.</b> <del>administration</del>
CLO #10	Describe the routes of medication <b>administration.</b> <del>administration</del>
CLO #11	Apply the nursing process as it relates to medication <b>administration.</b> <del>administration</del>
CLO #12	Identify <b>various</b> classes <b>of</b> medications used to treat specific <b>disorders/illness.</b> <del>disorders</del>
CLO #13	Identify complementary, <b>Indigenous,</b> <del>Indigenous</del> and alternative <b>therapies.</b> <del>therapies</del>

#### Instructional

#### Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities,** skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Satisfactory/Unsatisfactory      Passing grade:

Satisfactory Math S = 100%

**Overall Cumulative** Theory **grade**

**must S=** 80%

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Exam</b> <del>Quizzes/Tests</del>	<b>30</b> <del>25</del>	<b>Theory</b> <del>2</del> quizzes
Exam	35	<b>Theory</b> <del>Math Exam—100% required, 3 attempts given, different exam each attempt</del>

Type	Percentage	Brief description of assessment activity
Final Exam	35 <del>40</del>	<b>Comprehensive exam . Cumulative theory passing grade is 80% Pharmacology Theory Comprehensive exam –80% require to pass Pharmacology theory</b>
Quizzes/Tests		<b>Math skills assessment- must get 100%. Given 3 attempts for an S</b>

## Hours by Learning Environment Type

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Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

### Course Topics:

~~Introduction to Pharmacology:~~**Introduction to Pharmacology;** The LPN role and Legal Responsibilities of Medication **Administration; Pharmacodynamics; Pharmacokinetics;** ~~Administration, Pharmacodynamics, Pharmacokinetics,~~ Drug Actions and **Interactions;** ~~Interactions,~~ Drug Calculations (child, adult, elderly), Drug Classifications according to ~~to~~ body **systems;** ~~systems,~~ Principles of Medication **Administration;** ~~Administration,~~ Drug Distribution **Systems;** ~~Systems,~~ Basic terminology used in pharmacology

Nursing Process and Pharmacology

Routes of Medication Administration: **oral, rectal, topical, parenteral, percutaneous** ~~Medications Used to Treat Constipation, Medications used to treat the Integumentary System (Topicals), Medications used to treat eye and ear disorders~~

~~Introduction to complementary, Indigenous and traditional healing alternatives:~~**Introduction to complementary, Indigenous** ~~Vitamin Supplements, Herbal Preparations, Homeopathy, Interactions of complementary and traditional~~ **alternative** ~~healing~~ **alternatives; Vitamin Supplements; Herbal Preparations; Homeopathy; remedies with prescription medications, Pharmacology in the Older **Adult;** ~~Adult,~~ Polypharmacy **across the lifespan****

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### **Additional Information**

---

Provide any additional information if necessary.

Supporting

documentation:

Reviewer

Comments

Key: 6765

[Preview Bridge](#)

[Why Did This Not Sync?](#)

Date Submitted: 12/14/18 5:29 pm

Viewing: **NURS 1006 : Integrated Nursing Practice****1**

Last approved: 08/02/18 4:48 am

Last edit: 12/14/18 5:29 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[81: Practical Nursing Diploma](#)

Course Name:

Integrated Nursing Practice 1

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

## In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. **Banner**

## Approval Path

1. 12/15/18 8:14 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:49 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:28 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair
4. 01/25/19 8:44 am  
Elle Ting (eting):  
Approved for EDCO  
Chair

## History

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Integrated Nursing Practice 1

Name:

Subject Code: NURS - Nursing

Course Number 1006

Year of Study 1st Year Post-secondary

Credits: 4.5

## Course Description:

This course emphasizes the art and science of nursing, focusing on the development of basic nursing care and assessment. Learners will apply nursing knowledge through the practice of clinical decision making, nursing assessment skills, and nursing interventions aimed at the promotion of health, independence, and comfort. Classroom, laboratory, simulation, and other practice experiences will assist learners to integrate theory from other Level One courses.

## Course Pre-Requisites (if applicable):

Admission into the Practical Nursing Program

## Course Co-requisites (if applicable):

NURS 1001 - Professional Communication 1; NURS 1002 - Professional Practice 1; NURS 1003 - Health Promotion 1; NURS 1004 - Variations in Health 1; NURS 1005 - Pharmacology 1

## PLAR (Prior Learning Assessment &amp; Recognition)

No

## Course Learning

## Outcomes (CLO):

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

CLO #1	Demonstrate understanding of the <b>BCCNP</b> <del>CLPNBC</del> Standards of Practice <b>for LPNs: Framework:</b> Scope of Practice Standards; Professional Standards; Practice Standards (2014), and Entry to Practice Competencies for LPNs <b>(2013) and how these guide practice. (2013).</b>
CLO #2	Perform basic nursing assessment and interventions for predictable situations in the simulated <b>setting.</b> <del>setting</del>
CLO #3	Demonstrate critical thinking, clinical judgment and knowledge of assessment to plan, implement and evaluate care of clients in simulated predictable <b>situations.</b> <del>situations</del>

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

CLO #4	Practice in collaboration with clients, the interprofessional healthcare team, peers and <b>faculty.</b> <del>faculty</del>
CLO #5	Provide a caring environment for clients by connecting, sharing and exploring with them in a collaborative <b>relationship.</b> <del>relationship</del>
CLO #6	Provide person-centred care that recognizes and respects the uniqueness of each individual and is sensitive to culture and <b>diversity.</b> <del>diversity</del>
CLO #7	Identify own values, biases, and assumptions as a self-reflective, responsible and accountable <b>practitioner.</b> <del>practitioner</del>
CLO #8	Identify own learning needs to enhance <b>competence.</b> <del>competence</del>
CLO #9	Practice safe medication <b>administration.</b> <del>administration</del>

#### Instructional

#### Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities,** skill building exercises and simulation.

## Evaluation and Grading

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Grading System:          Satisfactory/Unsatisfactory          Passing grade:

**Satisfactory: Must achieve 75% overall on theory and S in all Practical Components**  
~~Satisfactory~~

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Exam</b> <del>Quizzes/Tests</del>	<b>10</b>	<b>2 exams</b> <del>Quizzes #1 and #2 (75% minimum pass)</del>
<b>Final Exam</b> <del>Lab Work</del>	<b>20</b>	<b>Comprehensive and cumulative exam</b> <del>Formative-skill-assessments</del>

Type	Percentage	Brief description of assessment activity
Lab Work	30	<b>formative skills assessment</b> <del>Integrated Lab Assessment: case study assessment in lab, demo application of theory to practice + self reflection</del>
Final Exam	30	<del>Comprehensive Final Exam (75% minimum pass)</del>
Field Experience	10	<del>Instructor/Learner evaluation.</del>
Lab Work		<b>integrated lab assessment</b>
Field Experience		<b>Practical experience in clinical setting.</b>
Other		<b>instructor/student evaluation</b>

## Hours by Learning Environment Type

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Lecture, Seminar, Online

**35**

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**100** ~~135~~

Practicum

Self Paced / Individual Learning

Course Topics

### Course Topics:

Comprehensive Health Assessment of healthy **adults** ~~adult Physical assessment, Focused assessment, Nutritional assessment, Holistic Health Assessment: includes mental, spiritual and psychosocial assessment, Vital signs~~

Clinical Decision Making - Nursing process, Decision making tools, Critical thinking, Evidence-informed practice, Clinical practice guidelines

Basic Nursing **Intervention; Safety; Interventions Safety**, Principles of **asepsis; asepsis**, universal **precautions; precautions**, body **mechanics; mechanics**, Medical **terminology; terminology**, Personal **Care; Mobility; Prevention Care, Mobility, Preventions of complications complication of immobility; immobility**, Urinary **elimination; elimination**, fecal **elimination; elimination**, simple wound **management; management**, Intro to pain management (**non-pharmaceutical**)

**Course Topics:**

Medication **Administration; Administration**—Principles of medication **administration; administration**, Rectal and topical medication

Reporting and **Documentation; Documentation**—Introduction to **charting; charting**, Communication tools

**Introduction to nursing care delivery models**

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

Key: 6766

[Preview Bridge](#)  
[Why Did This Not Sync?](#)



Date Submitted: 12/14/18 5:29 pm

## Viewing: **NURS 1007 : Consolidated Practice 1**

Last approved: 08/02/18 4:48 am

Last edit: 01/22/19 12:43 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[81: Practical Nursing Diploma](#)

Course Name:

Consolidated Practice 1

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

### In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. **Banner**

### Approval Path

1. 12/15/18 8:15 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:49 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:28 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair
4. 01/25/19 8:44 am  
Elle Ting (eting):  
Approved for EDCO  
Chair

### History

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Consolidated Practice 1

Name:

Subject Code: NURS - Nursing

Course Number 1007

Year of Study 1st Year Post-secondary

Credits: 3

## Course Description:

This first **practice clinical** experience provides the learner with an opportunity to integrate theory from Level One coursework into practice. Learners will gain experience in various settings with a focus on the healthy client. Learning the role of the Practical Nurse, personal care skills, organization of care, focused assessment, beginning medication administration and professional communication are emphasized in this course.

## Course Pre-Requisites (if applicable):

NURS 1001 - Professional Communication 1; NURS 1002 - Professional Practice 1; NURS 1003 - Health Promotion 1; NURS 1004 - Variations in Health 1; NURS 1005 - Pharmacology 1; NURS 1006 - Integrated Nursing Practice 1

## Course Co-requisites (if applicable):

## PLAR (Prior Learning Assessment &amp; Recognition)

No

## Course Learning

## Outcomes (CLO):

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

Upon successful completion of this course, students will be able to:	
CLO #1	<b>Practice Practice</b> -within relevant legislation, <b>British Columbia College Entry to Practice Competencies 2013, Standards of Nursing Professionals (BCCNP) Standards of Practice Practice</b> -Framework <b>for LPNs: (2014)</b> -Scope of Practice Standards; Professional <b>Standards; Standards</b> -and Practice Standards <b>(2014)</b> as set out by the <b>CLPNBC, the</b> Health Professions Act of <b>British Columbia BC;</b> and <b>the BCCNP and</b> facility specific policy <b>and and</b> procedures.

<b>Upon successful completion of this course, students will be able to:</b>	
CLO #2	Demonstrate safe, competent, ethical care and transfer of skills.
CLO #3	Practice with integrity and accountability in a patient care context.
CLO #4	Begin to look critically at clinical decision making and knowledge of assessment to plan, implement, and evaluate care in predictable situations with faculty guidance.
CLO #5	With faculty guidance, make practice decisions that are client specific and consider client acuity, complexity, variability, and available resources.
CLO #6	Demonstrate a collaborative approach with other members of the interprofessional health care team to meet the collective needs of their clients.
CLO #7	Provide a caring environment for clients by connecting, sharing and exploring with them in a collaborative relationship.
CLO #8	Provide person-centered care that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity.
CLO #9	Describe the PN role in providing leadership, direction, assignment, and supervision of unregulated care providers.
CLO #10	With faculty guidance, apply professional communication to advocate for clients in their care.
CLO #11	Apply evidence-informed practice in the client nurse relationship at a beginning level.
CLO #12	Identify own values, biases, and assumptions on interactions with clients and other members of the health care team at a beginning level.
CLO #13	Explain the need for continuous learning to maintain and enhance competence.
CLO #14	Demonstrate beginning competence in assessment of healthy adults.
CLO #15	Apply knowledge of growth and development in assessment of healthy adults.
<b>CLO #16</b>	<b>Provide compassionate, culturally sensitive and aware relational and trauma-informed care for all cultures with consideration for First Nation, Inuit and Métis clients, their families and communities.</b>

## Instructional

## Strategies:

This is a hands-on direct patient care experience supervised by faculty. The Level 1 competencies are practiced and mastered.

## Evaluation and Grading

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Grading System: Satisfactory/Unsatisfactory      Passing grade:

**Students achieve satisfactory in all components of the evaluation plan. Satisfactory**

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<b>S or U 15</b>	<b>Journal</b> <del>Journal—have learners reflect on their learning about their client by preparing a journal</del>
Assignments	<b>S or U 15</b>	<b>Portfolio</b> <del>Nursing Care Plan—have learners prepare a written nursing care plan for each client</del>
<b>Assignments</b> <del>Practicum</del>	<b>S or U 35</b>	<b>Self-Evaluation</b> <del>Self-Evaluation—have learners reflect on their progress in meeting each of the learning outcomes</del>
Practicum	<b>S or U 35</b>	<b>Instructor Evaluation</b> <del>Instructor Evaluation—feedback based on each learning outcome</del>

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum                      90

Self Paced / Individual Learning

## Course Topics

**Course Topics:**

**Course Topics:**

Professional communication

Nurse-client relationship

Comprehensive assessments

**Interprofessional** ~~Inter-professional~~ approach to care

Ethical practice

Wellness and health promotion

Nursing care including personal care, basic wound care, topical and rectal medication administration, documentation

Self-reflective approach to practice

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

---

Provide any additional information if necessary.

Supporting

documentation:

Reviewer

Comments

Key: 6767

[Preview Bridge](#)  
[Why Did This Not Sync?](#)

Date Submitted: 12/14/18 5:30 pm

## Viewing: **NURS 2001 : Professional Communication 2**

Last approved: 08/02/18 4:48 am

Last edit: 01/23/19 2:02 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[81: Practical Nursing Diploma](#)

Course Name:

Professional Communication 2

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

### In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **Banner**

### Approval Path

1. 12/15/18 8:15 am  
Julie Gilbert  
(jgilbert): Approved for 5004 Leader
2. 01/07/19 8:49 am  
Jo-Ellen Zakoor  
(jzakoor): Approved for SHS Dean
3. 01/23/19 2:28 pm  
Todd Rowlatt  
(trowlatt): Approved for Curriculum Committee Chair

### History

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Name: Professional Communication 2

Subject Code: NURS - Nursing

Course Number: 2001

Year of Study            1st Year Post-secondary

Credits:                    1

Course Description:

This course provides the learner **with** an opportunity to develop professional communication skills **with** ~~with~~ the older adult, and clients requiring **end-of-life** ~~end of life~~ care. Interprofessional communication **knowledge and skills are** ~~is~~ further developed.

Course Pre-Requisites (if applicable):

**NURS 1007** - ~~Successful Completion of Level 1 Theory courses and~~ Consolidated Practice Experience **1** ~~1~~

Course Co-requisites (if applicable):

NURS 2002 - Professional Practice **2**; **NURS 2**; ~~NURS~~-2003 - Health Promotion **2**; **NURS 2**; ~~NURS~~-2004 - Variations in

Health **2**; **NURS 2**; ~~NURS~~-2005 - Pharmacology **2**; ~~2~~; NURS 2006 - Integrated Nursing Practice **2** ~~2~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate communication strategies to use with clients <b>who have</b> <del>demonstrating</del> sensory, language, and/or cognitive <b>changes.</b> <del>changes</del>
CLO #2	<b>Describe and practice</b> <del>Apply</del> effective communication skills during critical incidents <b>in a simulated environment.</b>
CLO #3	Describe how to effectively communicate with clients and team members in end-of-life <b>care.</b> <del>care</del>
CLO #4	<b>Describe approaches to sharing</b> <del>Share</del> information with clients and families in a respectful manner that is understandable, encourages discussion, and enhances participation in <b>decison making.</b> <del>decision-making</del>
CLO #5	Demonstrate use of various communication tools, i.e. <b>SBAR.</b> <del>SBAR</del>
CLO #6	<b>Explore strategies to give</b> <del>Give</del> and receive feedback effectively <b>with</b> <del>to</del> other health team <b>members.</b> <del>members</del>

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

CLO #7	Identify <del>your own</del> leadership style and how that may impact relationships with other health team members and <del>clients</del> . <b>clients</b>
CLO #8	<b>Explain the relationship of communication and culture.</b> <del>Demonstrate compassionate, culturally safe, relationship-centred care for all cultures with consideration for First Nation, Inuit and Métis clients, their families or communities</del>
CLO #9	<b>Identify challenges preventing effective communication across cultures.</b>
CLO #10	<b>Explore communication approaches that are compassionate, culturally competent and based on relationship-centered care for all cultures with consideration for First Nation, Inuit and Metis clients, their families and communities.</b>

### Instructional

#### Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)                      Passing grade:  
B-

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<b>35</b> <del>20</del>	<b>Communication assignment</b> <del>Written analysis of a case scenario involving conflict between nurse-Client; nurse-family member; nurse-doctor.</del>
Assignments	<b>15</b> <del>25</del>	<b>Communication demonstration</b> <del>Record interactions between learner and client with dementia—analyze responses and effectiveness and alternative responses.</del>
Midterm Exam	<b>15</b> <del>25</del>	Exam includes content from course start to midterm
Final Exam	<b>25</b> <del>30</del>	Final comprehensive exam
<b>Participation</b>	<b>10</b>	



## Hours by Learning Environment Type

---

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

### Course Topics:

Professional Communication with the Older Adult: Sensory Deficits, Language Deficits, Cognitive Deficits, Aggression, Non verbal approaches, Conflict resolution, Coordinating actions of others during an emergency, Problem solving and decision making, Adaptation of communication skills appropriate to the client

Relational Practice with the Older Adult: Establishing trust, Honouring diversity, **Showing cultural competency, Displaying care** ~~Caring~~ and **respect, Making environmental** ~~Respect, Environmental~~ adaptations for the older adult with cognitive challenges, Dealing with agitation and aggressive behaviours effectively with cognitively intact individuals and those with cognitive challenges, Sharing information with family in a respectful, understandable manner

Interprofessional communication: Communicating client information appropriately to health care team members, Utilising effective communication tools (SBAR), Directing unregulated care providers with client care, Sharing knowledge with unregulated providers and students, Facilitating team members with end of life care, Conflict management and dealing with hostile situations, Change management

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

Date Submitted: 12/14/18 5:30 pm

Viewing: **NURS 2002 : Professional Practice 2**

Last approved: 08/02/18 4:48 am

Last edit: 01/23/19 2:02 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[81: Practical Nursing Diploma](#)

Course Name:

Professional Practice 2

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

## In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. **Banner**

## Approval Path

1. 12/15/18 8:15 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:49 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:28 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair
4. 01/25/19 8:44 am  
Elle Ting (eting):  
Approved for EDCO  
Chair

## History

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Professional Practice 2

Name:

Subject Code: NURS - Nursing

Course Number 2002

Year of Study 1st Year Post-secondary

Credits: 1

## Course Description:

This course examines the legislation influencing PN practice with clients experiencing chronic illness and those in **complex residential** care settings. Specific professional issues such as responsibility, accountability, ethical practice and leadership relevant to the PN role in residential care will be explored. Critical thinking and decision making specific to the care **clients with chronic health challenges of the chronically ill** and **interprofessional inter-professional** practice will also be addressed.

## Course Pre-Requisites (if applicable):

**NURS 1007 - Successful completion of all Level 1 courses and Level 1 Consolidated Practice Experience 1 Experience.**

## Course Co-requisites (if applicable):

NURS 2001 - Professional Communication 2; NURS 2003 - Health Promotion 2; NURS 2004 - Variations in Health 2; NURS 2005 - Pharmacology **2**; **NURS 2006 - Integrated Practice 2 2: NURS 2006 - Integrated Practice 2**

## PLAR (Prior Learning Assessment &amp; Recognition)

No

## Course Learning

## Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	<del>Explain how legislation, CLPNBC Standards of Practice Framework:</del> <b>Explain how British Columbia College Scope of Nursing Professionals (BCCNP) Practice Standards;</b> Professional Standards; and Practice Standards <b>for LPNs, legislation and (2014) and</b> practice expectations <b>influence inform</b> nursing practice <b>in complex care.</b>
CLO #2	Discuss professional self-regulation and the implication for individual responsibilities and accountabilities of the Practical Nurse in <b>complex care. residential care</b>

Upon successful completion of this course, students will be able to:	
CLO #3	Identify <del>and apply</del> leadership responsibilities of the Practical Nurse when working with unregulated health care <del>providers.</del> <b>providers</b>
CLO #4	<b>Define the nursing care delivery models used in health care.</b> <del>Describe the influence of collaborative and inter-professional relationships on a quality practice environment in residential care</del>
CLO #5	<b>Describe the influence of interprofessional collaborative relationships on a quality practice environment in complex care.</b> <del>Access others' skills and knowledge appropriately through consultation</del>
CLO #6	<b>Describe approaches</b> <del>Demonstrate the ability</del> to access <b>others' skills</b> and <b>knowledge appropriately through consultation.</b> <del>assess current, relevant, scholarly resources</del>
CLO #7	<b>Demonstrate the ability to access and assess current, relevant, scholarly resources.</b> <del>Discuss and explain professional responsibility with respect to the cultural diversity and inclusivity of clients and colleagues in residential care</del>
CLO #8	<b>Discuss and explain professional responsibility in terms of the cultural diversity and inclusivity of clients, including cultural competency and trauma-informed care with aging populations.</b> <del>Apply an ethical decision-making process to determine actions for ethical dilemmas in nursing practice with clients experiencing chronic illness</del>
CLO #9	<b>Apply ethical decision making to determine action for ethical dilemmas in nursing practice with clients experiencing chronic illness.</b> <del>Demonstrate self-reflection and reflective journal writing to enhance learning and nursing practice</del>
<b>CLO #10</b>	<b>Demonstrate self- reflection and reflective journal writing to enhance learning and nursing practice.</b>

#### Instructional

#### Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

B-

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
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Type	Percentage	Brief description of assessment activity
Other	30 <del>20</del>	Group Presentation on <b>an ethical case study</b> <del>the shadowing experience</del>
<b>Assignments</b> <del>Other</del>	30 <del>20</del>	<b>Paper on leadership or inter-professional practice</b> <del>Group Presentation of ethical case study</del>
<del>Assignments</del>	<del>20</del>	<del>Paper on Leadership or Inter-professional practice—APA format</del>
<b>Final Exam</b> <del>Exam</del>	30	<b>application</b> <del>Application</del> of the <b>BCCNP standards</b> <del>CLPNBC Standards</del> of <b>practice for LPNs</b> <del>Practice</del> and <b>the professional standards</b> <del>Code of Ethics related to nursing practice in Long Term Care.</del>
Portfolio	10	<del>Level 2 Professional Portfolio submission</del>

## Hours by Learning Environment Type

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Lecture, Seminar, Online

**21** ~~25~~

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

### Course Topics:

Legislation influencing PN practice **with chronic illness and complex care.** ~~in Gerontology~~

Adult Guardianship

Control Drugs and Substance Act

Healthcare Care (consent) and Care Facility (Admission) Act

PN Professional Practice

PN Ethical Practice

Leadership in PN Practice

**Interprofessional** ~~Inter-professional~~ practice

Diversity in PN practice

**Course Topics:****Cultural competency**

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

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Provide any additional information if necessary.

Supporting

documentation:

Reviewer

Comments

Key: 6813

[Preview Bridge](#)  
[Why Did This Not Sync?](#)

Date Submitted: 12/14/18 5:31 pm

Viewing: **NURS 2003 : Health Promotion 2**

Last approved: 08/02/18 4:49 am

Last edit: 01/23/19 2:03 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[81: Practical Nursing Diploma](#)

## Course Name:

Health Promotion 2

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

## In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **Banner**

## Approval Path

1. 12/15/18 8:15 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:49 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:29 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Name: Health Promotion 2

Subject Code: NURS - Nursing

Course Number: 2003

Year of Study            1st Year Post-secondary

Credits:                    1

Course Description:

This course focuses on health promotion as it relates to the aging **process, including exploring health promotion activities aimed at supporting clients in maintaining their health.** ~~process. Health promotion activities are aimed at supporting clients in maintaining their health.~~ The concepts of health promotion, physical and mental wellness, normal aging **changes, cultural diversity changes** and **cultural competency in health and healing, including end-of-life practices** ~~continued independence~~ are examined.

Course Pre-Requisites (if applicable):

**NURS 1007 - Successful completion of all level one courses and** Consolidated Practice Experience 1

Course Co-requisites (if applicable):

NURS 2001 - Professional Communication 2; NURS 2002 - Professional Practice 2; NURS 2004 - Variations in Health 2; NURS 2005 - Pharmacology 2; NURS 2006 - Integrated Nursing **Practice 2** ~~Practice2-~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe various theories of <b>aging</b> <del>ageing</del> and the demographics of <b>aging.</b> <del>aging</del>
CLO #2	Discuss the role of culture in the aging <b>process.</b> <del>process</del>
CLO #3	Discuss family care giving, caregiver burnout, caregiver benefits, and self <b>care.</b> <del>care</del>
CLO #4	Explain the connection between the determinants of health and healthy living for older <b>adults.</b> <del>adults</del>
CLO #5	State the importance of social supports in the health of older <b>adults.</b> <del>adults</del>
CLO #6	Discuss risk management for care in the older <b>adult.</b> <del>adult</del>



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

CLO #7	Identify local community resources that support and promote health in the older <b>adult.</b> <del>adult</del>
CLO #8	Discuss appropriate teaching and learning strategies for health promotion activities with <del>the</del> -older <b>adults.</b> <del>adult</del>
CLO #9	Describe risk factors for and examples of abuse with <del>the</del> -older <b>adults.</b> <del>adult</del>
CLO #10	Discuss health promotion strategies for older adults living with chronic <b>illness.</b> <del>illness</del>
CLO #11	Discuss end of life issues for <del>the</del> -older <b>adults.</b> <del>adult</del>
CLO #12	<b>Discuss the importance of cultural competence for supporting care of older adults.</b> <del>Explain differences in cultural approaches to dying</del>
<b>CLO #13</b>	<b>Discuss trauma-informed care in older populations.</b>
<b>CLO #14</b>	<b>Discuss LGBTQ2 care in older populations.</b>
<b>CLO #15</b>	<b>Explain differences in cultural approaches to dying.</b>

#### Instructional

#### Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

B-

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
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Type	Percentage	Brief description of assessment activity
Assignments	<del>20</del> 35	<b>Part A-</b> Based on assessment of older adult within the context of their community using the determinants of health
<b>Assignments</b> <del>Midterm Exam</del>	30	<b>Part B- Based on assessment of older adult within the context of their community using the determinants of health</b> <del>Exam based on content from course beginning to midterm</del>
<b>Assignments</b> <del>Final Exam</del>	<del>20</del> 35	<b>Part C- Based on assessment of older adult within the context of their community using the determinants of health</b> <del>Final Comprehensive Exam</del>
<b>Final Exam</b>	<b>30</b>	<b>Final Comprehensive Exam</b>

## Hours by Learning Environment Type

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Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

### Course Topics:

Theories of Aging

Normal process of aging

Demographics of aging

Self care and caregiver **burnout; Family caregiving** ~~burnout~~

Risk management/promoting safety with the older adult

Rehabilitation

Immunization (in the older adult)

Living with chronic disease: self management

Regular health screening

**Course Topics:**

Community resources

Nutrition and exercise

Elder abuse

Teaching and learning in health promotion: older adult

End of life planning

**Trauma informed practice with older adults .****Cultural diversity and cultural competency in health and healing, including end-of-life practices.**

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

---

Provide any additional information if necessary.

Supporting

documentation:

Reviewer

Comments

Key: 6814

[Preview Bridge](#)  
[Why Did This Not Sync?](#)

Date Submitted: 12/14/18 5:31 pm

Viewing: **NURS 2004 : Variations in Health 2**

Last approved: 08/02/18 4:47 am

Last edit: 01/23/19 2:04 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[81: Practical Nursing Diploma](#)

Course Name:

Variations in Health 2

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

## In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **Banner**

## Approval Path

1. 12/15/18 8:15 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:49 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:29 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Name: Variations in Health 2

Subject Code: NURS - Nursing

Course Number: 2004

Year of Study            1st Year Post-secondary

Credits:                    1.5

#### Course Description:

This course **focuses on** ~~will increase the learners understanding of~~ pathophysiology as it relates to the aging process and selected chronic **illnesses.** ~~illness.~~ The main focus of this course is on the care of the older adult experiencing a health challenge. Cultural diversity in healing practices will be explored as well as evidence informed research and practice.

#### Course Pre-Requisites (if applicable):

**NURS 1007 -** ~~Successful completion of all Level 1 courses as well as~~ Consolidated Practice Experience 1

#### Course Co-requisites (if applicable):

~~NURS 2001 - Professional Communication 2;~~ NURS **2001 2002 - Professional Communication Practice 2;**  
 NURS ~~2002 2003 - Professional Practice Health Promotion 2;~~ NURS **2003 2005 -**  
**Health Promotion Pharmacology 2;** NURS ~~2005 2006 - Pharmacology 2;~~ NURS **2006 - Integrated Nursing Practice 2 2-**

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the pathophysiology of common chronic illness related to the <b>aging process.</b> <del>ageing process</del>
CLO #2	Describe the nursing management of illness associated with <b>aging.</b> <del>ageing</del>
CLO #3	Identify altered presentations of illnesses in the older adult <b>clients.</b> <del>client</del>
CLO #4	Identify common mental health challenges or mental illness experienced by older adults (e.g., differences between normal aging and symptoms of a mental illness in older <b>adults).</b> <del>adults}</del>
CLO #5	Give examples of diversity in traditional healing practices in management of chronic <b>illness.</b> <del>illness</del>

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

CLO #6	Describe how evidence informed practice impacts nursing care of <del>the older</del> <b>adults.</b> <del>adult</del>
<b>CLO #7</b>	<b>Identify holistic healing practice associated with chronic illness.</b>
<b>CLO #8</b>	<b>Explain the influence of culture and cultural competency in health and healing.</b>

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises

## Evaluation and Grading

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Grading System: Letter Grade (A-F)      Passing grade: B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<del>15</del> 20	Case studies on <b>illness</b> <del>illness: pathophysiology, nursing management, treatment, pharmacology</del>
<b>Exam Assignments</b>	<del>25</del> 20	<del>Class presentation on a selected topic</del>
<b>Exam Midterm Exam</b>	<del>25</del> 30	<del>Exam includes content from course beginning to midterm</del>
Final Exam	<del>35</del> 30	Comprehensive Final Exam

## Hours by Learning Environment Type

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Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

### Course Topics

#### Course Topics:

Physiological changes in elderly contributing to disease and illness

Recognition and presentation of common disease and illness in the older adult

Nursing management of disease and illness for the older adult according to body systems: Integumentary, Cardiovascular, Respiratory, Musculoskeletal, Endocrine, Gastrointestinal, Genitourinary, Neurological, Sensory, Haematology

**Nursing management, including assessment (holistic assessment, data collection including lab values and diagnostics); pharmacology; identification of real/potential problems; nursing diagnoses; planning of specific nursing interventions; implementing culturally competent care; evaluation of care; collaborating with other members of the health care team; health promotion; client teaching.**

Therapeutic interventions and treatments

Traditional healing practices (eg. acupuncture, smudging, sweat lodge, reiki)

Introduction to diagnostics

Cultural diversity in health and healing, including end of life

Evidence informed research and practice

## Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

Date Submitted: 12/14/18 5:31 pm

Viewing: **NURS 2005 : Pharmacology 2**

Last approved: 08/02/18 4:48 am

Last edit: 01/23/19 2:04 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[81: Practical Nursing Diploma](#)

Course Name:

Pharmacology 2

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

## In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **Banner**

## Approval Path

1. 12/15/18 8:15 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:50 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:29 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Name: Pharmacology 2

Subject Code: NURS - Nursing

Course Number: 2005



Year of Study            1st Year Post-secondary

Credits:                    1

Course Description:

This course builds on Pharmacology I to increase learners' understanding of pharmacotherapeutics prescribed for illnesses clients experience across the lifespan. Topics include drug classifications and links with common **diseases/illnesses** ~~diseases/illness~~ based on a body system approach and drug resistance.

Course Pre-Requisites (if applicable):

**NURS 1007 - Successful completion of Level 1 courses and Level 1 Consolidated Practice Experience 1 Experience.**

Course Co-requisites (if applicable):

NURS 2001 - Professional Communications 2; NURS 2002 - Professional Practice 2; NURS 2003 - Health Promotion 2; NURS 2004 - Variations in Health 2; NURS 2006 - Integrated Nursing **Practice Practice.**

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe medication classifications, actions, interactions and nursing implications relative to body systems including: endocrine, neurological, cardiovascular, respiratory, gastrointestinal, genitourinary, musculoskeletal systems, and miscellaneous drug <b>classification.</b> <del>classification</del>
CLO #2	Relate drug interactions, polypharmacy, and food/drug effects to medication used by clients across the lifespan, particularly the older <b>adult.</b> <del>adult</del>
CLO #3	Describe the effects, uses, and indications for antimicrobials, as well as the relationship with drug <b>resistance.</b> <del>resistance</del>
CLO #4	Relate theoretical understanding of narcotic side effects, indications for use, and legal <b>responsibilities.</b> <del>responsibilities</del>
CLO #5	Describe the potential interaction of complementary, Indigenous and herbal preparations with prescription <b>medications.</b> <del>medications</del>
CLO #6	Demonstrate competency with mathematical drug <b>calculations.</b> <del>calculations</del>

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

**CLO #7** Consider the roles of other health care providers in determining one's own professional and inter professional roles related to complementary and prescription medication ordering, processing, dispensing, administration and monitoring.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Satisfactory/Unsatisfactory      Passing grade:

Satisfactory Math S = 100%

Theory S = 80%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	<del>30</del> 20	<del>quizzes x 2</del>
<del>Exam</del>	<del>35</del>	<del>Math Exam 100% required, 3 attempts given, different exam each attempt</del>
<del>Exam</del> Assignments	<del>35</del> 10	<del>Group Presentation</del>
<del>Final Exam</del>	<del>35</del>	<del>Comprehensive Theory Final Exam – 80% require to pass Pharmacology theory</del>
Quizzes/Tests		Math skills assessment- must get 100%. Given 3 attempts for an S
Final Exam	35	Comprehensive Theory Final Exam 80% require to pass

## Hours by Learning Environment Type

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Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

#### Course Topics:

Drug Classifications across the lifespan according to body systems: Endocrine System, Nervous System (includes effect on cognition, and mental health), Cardiovascular System, Respiratory System, Gastrointestinal System (not including medications used to treat constipation), Genitourinary System, Musculoskeletal System, Miscellaneous Drug Classifications (antineoplastics), Antimicrobial Agents, Drug resistance

**Addiction/Substance Abuse** ~~Addiction~~

~~Substance abuse~~

**Interactions of complementary and alternative healing remedies with prescription medications**

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

Date Submitted: 12/14/18 5:32 pm

Viewing: **NURS 2006 : Integrated Nursing Practice****2**

Last approved: 08/02/18 4:48 am

Last edit: 01/23/19 2:04 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[81: Practical Nursing Diploma](#)

Course Name:

Integrated Nursing Practice 2

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

**In Workflow**

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. **Banner**

**Approval Path**

1. 12/15/18 8:15 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:50 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:29 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair
4. 01/25/19 8:44 am  
Elle Ting (eting):  
Approved for EDCO  
Chair

**History**

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Integrated Nursing Practice 2

Name:

Subject Code: NURS - Nursing

Course Number 2006

Year of Study 1st Year Post-secondary

Credits: 6

## Course Description:

This ~~practical~~ course builds on the foundation of Level One and emphasizes the development of clinical decision making, nursing assessments and interventions to promote the health of older adults. Classroom, laboratory, simulation, and other practice experiences will help learners to integrate theory from Level One and Two courses to provide safe, competent, and ethical nursing care with older adults.

## Course Pre-Requisites (if applicable):

**NURS 1007** - ~~Successful completion of all Level 1 theory courses and~~ Consolidated Practice Experience 1

## Course Co-requisites (if applicable):

NURS 2001 - Professional Communication 2; NURS 2002 - Professional Practice 2; NURS 2003 - Health Promotion 2; NURS 2004 - Variations in Health 2; NURS 2005 - Pharmacology 2

## PLAR (Prior Learning Assessment &amp; Recognition)

No

## Course Learning

## Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Demonstrate understanding of the <b>BCCNP</b> <del>CLPNBC</del> Standards of Practice <b>for LPNs: Framework:</b> <del>Scope of Practice Standards; Professional Standards; Practice Standards (2014), and Entry to Practice Competencies for LPNs (CCPNR, 2013) (2013)</del> and how these guide the practice of LPNs in complex care <b>settings.</b> <del>settings</del>
CLO #2	Safely and competently perform comprehensive nursing assessment and interventions with older <b>adults.</b> <del>adults</del>
CLO #3	Demonstrate safe disposal of sharps (e.g. needles, scalpels, intravenous starters, <b>etc.</b> ). <del>etc.</del>

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

CLO #4	Demonstrate critical thinking, clinical judgment and knowledge of assessment to plan, implement and evaluate care of older <b>adults.</b> <del>adults</del>
CLO #5	Practice in collaboration with older adult clients, the interprofessional healthcare team, peers and <b>faculty.</b> <del>faculty</del>
CLO #6	Provide a caring environment for older adult clients by connecting, sharing and exploring with them in a collaborative <b>relationship.</b> <del>relationship</del>
CLO #7	Identify potential sources of violence in <b>complex,</b> <del>residential,</del> and home and community <b>care.</b> <del>care</del>
CLO #8	Provide <b>culturally competent, person-centered</b> <del>person-centred</del> care that recognizes and respects the uniqueness of each individual and is sensitive to culture and <b>diversity.</b> <del>diversity</del>
CLO #9	Identify own values, biases, and assumptions as a self-reflective, responsible and accountable <b>practitioner.</b> <del>practitioner</del>
CLO #10	Identify own learning needs to enhance <b>competence.</b> <del>competence</del>
<b>CLO #11</b>	<b>Compare and contrast leadership and management roles and responsibilities in a variety of settings.</b>

#### Instructional

#### Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities,** skill building exercises and simulation.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory

Passing grade:

**Satisfactory Theory grade must be 75% overall; All practical components must be Satisfactory** ~~Satisfactory~~

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
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Type	Percentage	Brief description of assessment activity
<b>Exam</b> <del>Quizzes/Tests</del>	<del>10</del>	<b>2 exams</b> <del>Quiz #1 and #2 (75% minimum pass)</del>
<b>Final Exam</b> <del>Lab Work</del>	<del>20</del>	<b>comprehensive. Minimum 75% mark required on the theory component in order to be successful in the course</b> <del>Formative Skill Assessments</del>
Lab Work	<del>30</del>	<b>formative skills assessments</b> <del>Integrated Lab Assessment: case study assessment in lab, demo application of theory to practice + self reflection</del>
Final Exam	30	<del>Comprehensive Final Exam (75% minimum pass)</del>
<del>Field Experience</del>	<del>10</del>	<del>Instructor/Learner evaluation. NB. All components of this evaluation plan must be mastered to receive a grade of Satisfactory.</del>
<b>Lab Work</b>		<b>integrated lab assessment</b>
<b>Field Experience</b>		<b>instructor/student evaluation</b>
<b>Other</b>		<b>instructor/student lab evaluation</b>

## Hours by Learning Environment Type

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Lecture, Seminar, Online

**40**

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**140** ~~180~~

Practicum

Self Paced / Individual Learning

Course Topics

### Course Topics:

Comprehensive Health Assessment of older adult with chronic ~~illness: illness~~ **Physical assessment, Holistic Health Assessment (includes mental, spiritual and psychosocial assessment), Focused (priority) assessment, Pain assessment, Falls risk assessment, Nutritional assessment**

~~Physical assessment, Holistic Health Assessment: includes mental, spiritual and psychosocial assessment, Focused (priority) assessment, Pain assessment, Falls risk assessment, Nutritional assessment~~

**Course Topics:****Clinical Decision Making; Nursing interventions with older adults; Safety specific to the care of older adults**~~Clinical Decision Making~~

Using the nursing process to guide the care of the older adult, Incorporating clinical decision making tools, Lab (diagnostic) values, Evidence-informed practice, Clinical practice guidelines specific to care of the older adult

Safety specific to the care of the older adult, **Infection control**, Principles of asepsis, Sterile technique, Chronic wound management, Pain management, End of life care, Oral and nasal suctioning, Oxygen therapy

Medication **Administration; Medication routes: Administration-Oral, topical, subcutaneous, intramuscular and intradermal, inhalers, Inserting a percutaneous infusion device,**

**Decision making regarding PRN medication administration, Taking and transcribing physicians, Documentation of response to medication** ~~Medication routes: Oral, topical, subcutaneous, intramuscular and intradermal, inhalers, Inserting a percutaneous infusion device,~~

Narcotic administration, Enteral feedings and medications via nasogastric, jejunostomy and gastrostomy tubes, ~~Decision making regarding PRN medication administration, Taking and transcribing physicians~~

**Reporting and documentation in complex care settings; Leadership competencies in complex care settings.**

~~Nursing Interventions with the Older Adult~~

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:



Viewing: **NURS 2007 : Consolidated Practice 2**

Last approved: 01/26/19 3:43 am

Last edit: 01/23/19 2:06 pm

Programs  
referencing this  
course

[81: Practical Nursing Diploma](#)

**History**

1. Aug 2, 2018 by Nicole Degagne (ndegagne)
2. Jan 26, 2019 by Julie Gilbert (jgilbert)

Course Name: Consolidated Practice 2

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Name: Consolidated Practice 2

Subject Code: NURS - Nursing

Course Number: 2007

Year of Study: 1st Year Post-secondary

Credits: 4

**Course Description:**

This clinical experience provides learners with the opportunity to integrate theory from Level One and Two courses into practice. Learners will work with aging clients and/or those with chronic illness in residential care settings. Medication administration, nursing care, organization, comprehensive health assessment, wound care and leadership are emphasized in this course.

## Course Pre-Requisites (if applicable):

NURS 2001 - Professional Communication 2; NURS 2002 - Professional Practice 2; NURS 2003 - Health Promotion 2; NURS 2004 - Variations in Health 2; NURS 2005 - Pharmacology 2; NURS 2006 - Integrated Practice 2

## Course Co-requisites (if applicable):

## PLAR (Prior Learning Assessment &amp; Recognition)

No

## Course Learning

## Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Practice within relevant legislation, British Columbia College of Nursing Professionals (BCCNP) Standards of Practice Framework for LPNs: Scope of Practice Standards; Professional Standards; and Practice Standards (2014) as set out by the Health Professions Act of British Columbia and the BCCNP, and facility specific policy and procedures.
CLO #2	Apply the definition of consent in providing safe, competent, culturally safe and ethical care.
CLO #3	Demonstrate critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate care of older adults with assistance as required.
CLO #4	Apply the nursing process to a variety of health challenges in the complex care setting.
CLO #5	Demonstrate consistent client specific decision making that considers client acuity, complexity, variability, and available resources.
CLO #6	Demonstrate a collaborative approach with other members of the health care team to meet the collective needs of older adult clients.
CLO #7	Provide a caring environment for patients by connecting, sharing and exploring with them in a collaborative relationship.
CLO #8	Deliver person-centred care that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity.
CLO #9	Demonstrate various communication strategies in communicating with clients with cognitive, sensory and/or mental health disorders.

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

CLO #10	Collaborate with faculty to provide leadership, direction, assignment, and supervision of unregulated care providers in the complex care setting.
CLO #11	Advocate for change reflecting evidence-informed practice.
CLO #12	Identify own values, biases, and assumptions on interactions with clients and other members of the health care team.
CLO #13	Participate in continuous learning to maintain and enhance competence.

Instructional  
Strategies:

This is a hands-on direct patient care experience is supervised by faculty. The Level 2 competencies are practiced and mastered.

## Evaluation and Grading

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Grading System: Satisfactory/Unsatisfactory      Passing grade:

Students must achieve  
satisfactory in all components of  
the evaluation plan.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S or U	portfolio
Assignments	S or U	self-reflective journal
Other	S or U	student self evaluation
Assignments	S or U	teaching and learning assignment
Assignments	S or U	leadership assignment
Other	S or U	instructor evaluation

## Hours by Learning Environment Type

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Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum 120

Self Paced / Individual Learning

### Course Topics

#### Course Topics:

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

## Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

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Date Submitted: 12/14/18 5:54 pm

Viewing: **NURS 2101 : Professional****Communication A**

Last edit: 01/25/19 9:17 am

Changes proposed by: jgilbert

Programs  
referencing this  
course

[1: Access to Practical Nursing Diploma](#)

Course Name:

**Professional Communication A**

Effective Date: September 2019

School/Centre: Health Sciences

Department: Access to Practical Nursing(5017)

Contact(s)

**In Workflow**

1. **5017 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Banner

**Approval Path**

1. 12/15/18 7:54 am  
Julie Gilbert  
(jgilbert): Approved  
for 5017 Leader
2. 01/07/19 8:50 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:29 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair
4. 01/25/19 8:44 am  
Elle Ting (eting):  
Approved for EDCO  
Chair
5. 01/25/19 9:17 am  
Nicole Degagne  
(ndegagne):  
Rollback to EDCO  
Chair for Banner

Name	E-mail	Phone/Ext.
<b>Julie Gilbert</b>	<b>jgilbert@vcc.ca</b>	<b>5130</b>

Banner Course Name: Professional Communication A

Subject Code: NURS - Nursing

Course Number: 2101

Year of Study: 1st Year Post-secondary

Credits: 1.5

#### Course Description:

This course provides learners with the foundational knowledge for caring and professional communication in nursing. It uses an experiential and self-reflective approach to develop self-awareness and interpersonal communication skills in the context of safe, competent, and collaborative nursing practice. Communication theory, the nurse-client relationship, therapeutic communication, cross-cultural communication, and effective teamwork will be covered. The learner is provided with an opportunity to develop professional communication skills with the clients requiring end of life care.

~~Prerequisite: NURS 2102 - Professional Practice A; NURS 2103 - Health Promotion A; NURS 2104 - Variations in Health A; NURS 2105 - Pharmacology A; NURS 2106 - Integrated Nursing Practice A This class is part of the full-time Access to Practical Nursing Program.~~

#### Course Pre-Requisites (if applicable):

**Admission to the Access to Practical Nursing Program.**

#### Course Co-requisites (if applicable):

**NURS 2102 - Professional Practice A; NURS 2103 - Health Promotion A; NURS 2104 - Variations in Health A; NURS 2105 - Pharmacology A; NURS 2106 - Integrated Nursing Practice A**

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
<b>CLO #1</b>	Describe fundamental elements involved of the communication process.
<b>CLO #2</b>	Demonstrate awareness of self and understanding of self-concept.

Upon successful completion of this course, students will be able to:	
<b>CLO #3</b>	Identify concepts and nursing actions that promote <b>listening skills (restating, reflecting, clarifying, summarizing and empathy).</b> <del>the development of therapeutic relationships.</del>
<b>CLO #4</b>	<b>Identify and demonstrate therapeutic communication.</b> <del>Describe communication barriers to the development of therapeutic relationships.</del>
<b>CLO #5</b>	<b>Describe communication barriers to the development of therapeutic relationships.</b> <del>Identify differences in multi-cultural communication as they relate to the nurse-client relationship.</del>
<b>CLO #6</b>	<b>Identify characteristics of helping relationships including the family as a client.</b> <del>Identify effective and culturally safe communication strategies for First Nation, Inuit and Métis clients, their families and peers.</del>
<b>CLO #7</b>	<b>Identify differences in multicultural communication as they relate to the nurse-client relationship.</b> <del>Describe how information and communication technology is used to support effective client care in collaboration with other members of the healthcare team.</del>
<b>CLO #8</b>	<b>Identify effective and culturally sensitive and aware communication strategies for First Nation, Inuit and Métis clients, their families and peers.</b> <del>Communicate roles, knowledge, skills, and attitudes using appropriate language.</del>
<b>CLO #9</b>	<b>Explain the relationship of communication and culture.</b> <del>Demonstrate giving and receiving feedback effectively.</del>
<b>CLO #10</b>	Identify <b>challenges preventing effective communication across cultures.</b> <del>group behaviours and development.</del>
<b>CLO #11</b>	<b>Describe how information and communication technology is used to support effective client care in collaboration with other members of the health care team.</b> <del>Apply effective communication skills during critical incidents.</del>
<b>CLO #12</b>	<b>Participate effectively in groups.</b> <del>Describe how to effectively communicate with clients and team members in end-of-life care.</del>
<b>CLO #13</b>	<b>Identify effective group behaviours and development.</b> <del>Share information with clients and families in a respectful manner that is understandable, encourages discussion, and enhances participation in decision making.</del>
<b>CLO #14</b>	<b>Demonstrate giving feedback effectively to peers, instructors and team-members.</b> <del>Demonstrate use of various communication tools, i.e.SBAR.</del>
<b>CLO #15</b>	<b>Receive Give and receive</b> feedback effectively <b>from peers, instructors, preceptors,</b> <del>to other health team members, families and clients.</del> <b>members</b>
<b>CLO #16</b>	<b>Demonstrate principles of assertiveness to confidently express differences, using appropriate language (saying no).</b> <del>Identify your own leadership style and how that may impact relationships with other health team members and clients</del>

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

<b>CLO #17</b>	<b>Collaborate with team members to create trusting professional relationships. Demonstrate compassionate, culturally safe, relationship-centered care for all cultures with consideration for First Nation, Inuit and Métis clients, their families or communities.</b>
<b>CLO #18</b>	<b>Describe how to effectively communicate to coordinate actions of others during an emergency (critical incident).</b>
<b>CLO #19</b>	<b>Use role play to demonstrate effective strategies for conflict management and dealing with hostility.</b>
<b>CLO #20</b>	<b>Share information with clients and families in a respectful manner that is understandable, encourages discussion, and enhances participation in decision making.</b>
<b>CLO #21</b>	<b>Identify use of various communication tools (e.g. SBAR).</b>
<b>CLO #22</b>	<b>Direct unregulated care providers and students.</b>
<b>CLO #23</b>	<b>Discuss team leading communication skills and their application in collaboration with team members.</b>

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<b>25</b> <del>20</del>	<b>Communication Skills reflections</b> <del>Written analysis of a therapeutic Communication scenario(s)</del>
Assignments	<b>30</b> <del>20</del>	<b>Taped Dialogue analysis</b> <del>Record interactions between 2 learners; analyze the helper responses illustrating effective &amp; ineffective com</del>



Type	Percentage	Brief description of assessment activity
Assignments	15 <del>20</del>	Written analysis of a case scenario <del>involving conflict between: nurse-Client; nurse family member; nurse doc</del>
<b>Other</b> <del>Midterm Exam</del>	10 <del>20</del>	<b>Communication Integration Demonstration</b> <del>Mid-term exam</del>
Final Exam	20	Comprehensive final exam

## Hours by Learning Environment Type

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Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

### Course Topics:

Foundations of Professional Communication in Health Care: Communication theory; Self awareness; Attending and Listening; Caring; Clarifying by questioning and summarizing; Empathy; Assertiveness: seeking help and support; refusing a request; Giving and receiving feedback; Barriers to communication; Conflict resolution; Problem solving

Foundations of Relational Practice: Nurse client relationship; Helping relationships; Cross cultural communication; Caring and respect; Family as client; Developing trusting relationships with clients; Interviewing techniques

Interprofessional Communication: ~~Establishing teamwork communication principles; Effective group participation; Group growth and development; Developing trusting relationships with team members;~~ Communicating client information appropriately to health care team members; **using Utilizing**-effective communication tools ~~(e.g. (e.g., SBAR); Directing unregulated care providers with client care; Sharing knowledge with unregulated providers and learners; Conflict management-SBAR);~~ **Directing unregulated care providers with client care; sharing knowledge with unregulated providers and learners; managing conflict; managing change.**

## Rationale and Consultations

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Date Submitted: 12/14/18 5:55 pm

Viewing: **NURS 2102 : Professional Practice A**

Last edit: 01/25/19 9:17 am

Changes proposed by: jgilbert

Programs  
referencing this  
course

[1: Access to Practical Nursing Diploma](#)

Course Name:

**Professional Practice A**

Effective Date: September 2019

School/Centre: Health Sciences

Department: Access to Practical Nursing(5017)

Contact(s)

**In Workflow**

1. **5017 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Banner

**Approval Path**

1. 12/15/18 7:54 am  
Julie Gilbert  
(jgilbert): Approved  
for 5017 Leader
2. 01/07/19 8:50 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:29 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair
4. 01/25/19 8:44 am  
Elle Ting (eting):  
Approved for EDCO  
Chair
5. 01/25/19 9:17 am  
Nicole Degagne  
(ndegagne):  
Rollback to EDCO  
Chair for Banner

Name	E-mail	Phone/Ext.
<b>Julie Gilbert</b>	<b>jgilbert@vcc.ca</b>	<b>5130</b>

Banner Course Professional Practice A

Name:

Subject Code: NURS - Nursing

Course Number 2102

Year of Study 1st Year Post-secondary

Credits: 1.5

## Course Description:

This theory course **introduces** ~~provides an introduction to~~ the profession of **Practical Nursing and the BC legislation that informs the practice.** ~~practical nursing. Legislation that informs PN practice within British Columbia will be introduced.~~ The history of nursing and specifically, the evolution of Practical Nursing within the Canadian health care system will be discussed. The philosophy and foundational concepts of the Provincial Practical Nursing Program are explored.

**As well, the** ~~The~~ legislation influencing **Practical Nursing** ~~PN~~ practice with clients experiencing chronic illness and those in **complex residential** ~~care~~ settings is examined. Specific professional issues such as responsibility, accountability, ethical practice, and leadership relevant to the **Practical Nursing** ~~PN~~ role in **complex residential** ~~care~~ **are** ~~will be~~ explored. Critical thinking and decision making specific to the care of the chronically ill and inter-professional practice will also be addressed.

This class is part of the full-time Access to Practical Nursing Program.

Course Pre-Requisites (if applicable):

**Admission to the Access to Practical Nursing Program**

Course Co-requisites (if applicable):

**NURS 2101 - Professional Communication A; NURS 2103 - Health Promotion A; NURS 2104 - Variations in Health A; NURS 2105 - Pharmacology A; NURS 2106 - Integrated Nursing Practice A**

PLAR (Prior Learning Assessment &amp; Recognition)

No

Course Learning  
Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
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Upon successful completion of this course, students will be able to:	
<b>CLO #1</b>	<del>Explain how legislation, CLPNBC Standards of Practice Framework:</del> <b>Describe how legislation, professional standards, ethics</b> <del>Scope of Practice Standards; Professional Standards;</del> and <del>Practice Standards (2014) and</del> practice expectations inform nursing <b>practice.</b> <del>practice</del>
<b>CLO #2</b>	Identify and discuss professional self-regulation and the implication for individual responsibilities and accountabilities of the Practical Nurse.
<b>CLO #3</b>	Explain the role and responsibility of the <b>British Columbia</b> College of <b>Nursing Professionals Licensed</b> <del>Practical Nurses of British Columbia (CLPNBC).</del>
<b>CLO #4</b>	Describe how the philosophy of caring guides nursing practice.
<b>CLO #5</b>	Use self-reflection and reflective journal writing to enhance learning and nursing practice.
<b>CLO #6</b>	Cite some examples of self care strategies for the nurse.
<b>CLO #7</b>	Discuss the partnership of nursing (Registered Nursing, Registered Psychiatric Nursing, Licensed Practical Nursing).
<b>CLO #8</b>	Recognize and respect the diversity of other health care roles, responsibilities, and competencies.
<b>CLO #9</b>	Identify and explain the influence of collaborative and inter-professional relationships on quality practice environments.
<b>CLO #10</b>	Demonstrate the ability to access and assess current and relevant scholarly resources to prepare for nursing practice.
<b>CLO #11</b>	<b>Understand how cultural diversity, sensitivity and awareness influence professional practice</b> <del>Discuss culture and diversity within professional practice.</del>
<b>CLO #12</b>	<b>Apply</b> <del>Discuss</del> -ethical <b>decision-making</b> <del>decision-making</del> -principles <b>to</b> <del>through</del> -case studies.
<b>CLO #13</b>	Discuss theories of nursing leadership
<b>CLO #14</b>	Explain how legislation, professional standards, the code of ethics and practice expectations influences nursing practice in <b>complex residential</b> -care.
<b>CLO #15</b>	Discuss professional self-regulation and the implication for individual responsibilities and accountabilities of the Practical Nurse in <b>complex residential</b> -care.

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

<b>CLO #16</b>	Identify and apply leadership responsibilities of the Practical Nurse when working with unregulated health care providers.
<b>CLO #17</b>	Describe the influence of collaborative and inter-professional relationships on a quality practice environment in <b>complex residential</b> care.
<b>CLO #18</b>	Access others' skills and knowledge appropriately through consultation.
<b>CLO #19</b>	Demonstrate the ability to access and assess current, relevant, scholarly resources.
<b>CLO #20</b>	<b>Discuss and explain professional responsibility in terms of the cultural diversity and inclusivity of clients and colleagues in complex care.</b>
<b>CLO #21</b>	<b>Apply ethical decision making to determine actions for ethical dilemmas in nursing practice with clients experiencing chronic illness.</b>
<b>CLO #22</b>	<b>Demonstrate self-reflection and reflective journal writing to enhance learning and nursing practice.</b>
<b>CLO #23</b>	<b>Identify key competencies associated with effective leadership, management and followership.</b>

#### Instructional

#### Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

B-

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<b>10 20</b>	<b>Ethical paper / presentation</b> <del>Ethical Case study paper, group presentation or debate</del>

Type	Percentage	Brief description of assessment activity
Assignments	20	<b>Research Assignment</b> <del>Research Assignment—critique of a research article—use of APA format for paper</del>
<b>Exam Assignments</b>	<b>10</b> <del>20</del>	<b>Midterm exam</b> <del>Poster Presentation of the role of the LPNP; Leadership or Inter-professional practice</del>
<b>Project</b>	<b>20</b>	<b>Interprofessional practice project</b>
<b>Other</b>	<b>10</b>	<b>Poster presentation</b>
Final Exam	<b>20</b> <del>30</del>	<b>Final Comprehensive Exam</b> <del>Final Exam—application of the CLPNBC Standards of Practice and Code of Ethics</del>
Portfolio	10	<b>Professional Portfolio</b> <del>Professional Portfolio—start portfolio in level Access—completion by level 4</del>

## Hours by Learning Environment Type

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Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

### Course Topics:

Legislation that governs PN practice; Introduction to PN professional practice; History of Practical Nursing ; Philosophy of the PN Curriculum; Introduction to ethical practice; Introduction to leadership; Inter-professional practice; Diversity; **Cultural sensitivity and awareness; Awareness of own culture;** Academic writing

Self reflection (reflective writing); Self care; Stress management; Legislation influencing PN practice with chronic illness and **complex residential** care (Adult Guardianship; Control Drugs and Substance Act; Health Care (consent) and Care Facility (Admission) Act)

Professional practice; Ethical practice; **Leadership leadership** in PN practice; **Interprofessional Inter-professional** practice; Diversity in PN **practice; Cultural sensitivity and competency. practice**

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Access to Practical Nursing Program

### Additional Information

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Provide any additional information if necessary.

\*Provincial Curriculum reads "residential care", for cultural sensitivity "complex care" has been substituted wherever used.

Supporting  
documentation:

Reviewer

Comments

**Nicole Degagne (ndegagne) (01/25/19 9:17 am):** Rollback: -

Key: 6820

[Preview Bridge](#)

Date Submitted: 12/14/18 5:56 pm

Viewing: **NURS 2103 : Health Promotion A**

Last edit: 01/25/19 9:17 am

Changes proposed by: jgilbert

Programs  
referencing this  
course

[1: Access to Practical Nursing Diploma](#)

Course Name:

**Health Promotion A**

Effective Date: September 2019

School/Centre: Health Sciences

Department: Access to Practical Nursing(5017)

Contact(s)

## In Workflow

1. **5017 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Banner

## Approval Path

1. 12/15/18 7:56 am  
Julie Gilbert  
(jgilbert): Approved  
for 5017 Leader
2. 01/07/19 8:50 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:29 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair
4. 01/25/19 8:44 am  
Elle Ting (eting):  
Approved for EDCO  
Chair
5. 01/25/19 9:17 am  
Nicole Degagne  
(ndegagne):  
Rollback to EDCO  
Chair for Banner

Name	E-mail	Phone/Ext.
<b>Julie Gilbert</b>	<a href="mailto:jgilbert@vcc.ca">jgilbert@vcc.ca</a>	<b>5130</b>



Banner Course Name: Health Promotion A

Subject Code: NURS - Nursing

Course Number: 2103

Year of Study: 1st Year Post-secondary

Credits: 1

#### Course Description:

~~Health promotion by definition includes: health enhancement, health protection, disease prevention, health restoration/recovery, care, and support. Health promotion is the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behaviour towards a wide range of social and environmental interventions. (WHO, 2010).~~ This **introductory** course **will increase** ~~introduces~~ the **learners understanding learner to the concepts** of health **promotion within the Canadian context.** ~~promotion, discusses the determinants of health, health inequities and develops a beginning knowledge of normal growth and development.~~ **This includes health enhancement, health protection, disease prevention and prevention, health restoration (recovery, care and support).** Knowledge of growth and development, health inequities and determinants of health will support the Practical Nurse to **provide culturally appropriate and holistic care.** ~~restoration/recovery, care, and support.~~

~~Prerequisite: NURS 2101 – Professional Communication A; NURS 2102 – Professional Practice A; NURS 2104 – Variations in Health A; NURS 2105 – Pharmacology A; NURS 2106 – Integrated Nursing Practice A This class is part of the full-time Access to Practical Nursing Program.~~

Course Pre-Requisites (if applicable):

#### **Admission to the Access to Practical Nursing Program**

Course Co-requisites (if applicable):

**NURS 2101 - Professional Communication A; NURS 2102 - Professional Practice A; NURS 2104 - Variations in Health A; NURS 2105 - Pharmacology A; NURS 2106 - Integrated Nursing Practice A**

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

	Upon successful completion of this course, students will be able to:
<b>CLO #1</b>	Explain definitions and concepts related to health <b>promotion.</b> <del>promotion</del>
<b>CLO #2</b>	Identify and explain epidemiology related to health <b>promotion.</b> <del>promotion</del>
<b>CLO #3</b>	Explain the difference between primary, secondary, and tertiary <b>prevention.</b> <del>prevention</del>
<b>CLO #4</b>	Provide examples that explain the difference between health promotion and disease <b>prevention.</b> <del>prevention</del>
<b>CLO #5</b>	Discuss the major components of Canada's health care <b>system.</b> <del>system</del>
<b>CLO #6</b>	Explain how the determinants of health impact individual health and <b>wellness.</b> <del>wellness</del>
<b>CLO #7</b>	Identify health disparities between <b>Indigenous</b> <del>Aboriginal</del> people and <b>non-Indigenous</b> <del>non-Aboriginal</del> people in <b>Canada.</b> <del>Canada</del>
<b>CLO #8</b>	Identify the determinants of health of <b>Indigenous populations.</b> <del>Aboriginal populations</del>
<b>CLO #9</b>	Define cultural competence in health <b>promotion.</b> <del>promotion</del>
<b>CLO #10</b>	Explain the principles of chronic disease <b>management.</b> <del>management</del>
<b>CLO #11</b>	Describe teaching and learning principles to health promotion across the <b>lifespan.</b> <del>lifespan</del>
<b>CLO #12</b>	Describe the steps of communicable disease <b>reporting.</b> <del>reporting</del>
<b>CLO #13</b>	Describe common normal growth and development theories across the <b>lifespan.</b> <del>lifespan</del>
<b>CLO #14</b>	Explain the concept of harm <b>reduction.</b> <del>reduction</del>
<b>CLO #15</b>	<b>Define trauma-informed practice.</b>
<b>CLO #16</b>	<b>Define health promotion principles in LGBTQ2 care.</b>

## Instructional

## Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Letter Grade (A-F) Passing grade:  
B-

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	<b>Determinants of Health Assignment</b> <del>Presentation on Course Topic</del>
Midterm Exam	<b>20</b> <del>30</del>	<del>Content from beginning to midterm will be tested</del>
Final Exam	<b>25</b> <del>35</del>	Comprehensive Final Exam
<b>Other</b>	<b>20</b>	<b>Case study</b>

## Hours by Learning Environment Type

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Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

## Course Topics

Course Topics:
Canada's health care system; Holistic health; Wellness and health; Determinants of health; Maslow's hierarchy of needs;

**Course Topics:**

Health promotion in Canada; Normal growth and development across the lifespan; Chronic disease management; Understanding health disparities; Diversity in health beliefs: inclusive of **Indigenous** ~~Aboriginal~~ and increasing multicultural populations; **Cultural sensitivity and awareness in health promotion.**

Introduction to health statistics and epidemiology; Teaching and learning in health promotion; Communicable diseases and epidemiology; ~~Harm reduction~~

**Harm reduction; Trauma-informed practice; health literacy.**

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Access to Practical Nursing Program

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

**Nicole Degagne (ndegagne) (01/25/19 9:17 am):** Rollback: -

Key: 6821

[Preview Bridge](#)

Date Submitted: 12/14/18 5:58 pm

Viewing: **NURS 2104 : Variations in Health A**

Last edit: 01/25/19 9:18 am

Changes proposed by: jgilbert

Programs  
referencing this  
course

[1: Access to Practical Nursing Diploma](#)

Course Name:

**Variations in Health A**

Effective Date: September 2019

School/Centre: Health Sciences

Department: Access to Practical Nursing(5017)

Contact(s)

**In Workflow**

1. **5017 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Banner

**Approval Path**

1. 12/15/18 7:56 am  
Julie Gilbert  
(jgilbert): Approved  
for 5017 Leader
2. 01/07/19 8:50 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:29 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair
4. 01/25/19 8:44 am  
Elle Ting (eting):  
Approved for EDCO  
Chair
5. 01/25/19 9:18 am  
Nicole Degagne  
(ndegagne):  
Rollback to EDCO  
Chair for Banner

Name	E-mail	Phone/Ext.
<b>Julie Gilbert</b>	<b>jgilbert@vcc.ca</b>	<b>5130</b>

Banner Course Variations in Health A

Name:

Subject Code: NURS - Nursing

Course Number 2104

Year of Study 1st Year Post-secondary

Credits: 2

**Course Description:**

This course provides the learner with the foundations of disease and illness across the lifespan. Learners will gain an understanding of pathophysiological alterations of body systems. Nursing management of disease and illness across the lifespan with an emphasis on interventions and treatment is also discussed. The learners understanding of pathophysiology as it relates to the **aging ageing**-process and selected chronic illness will increase. A major focus of this course is on the care of the older adult experiencing a health challenge. Cultural diversity in healing practices will be explored as well as evidence informed research and practice.

~~This class is part of the full-time Access to Practical Nursing Program.~~

Course Pre-Requisites (if applicable):

**Admission to the Access to Practical Nursing Program**

Course Co-requisites (if applicable):

**NURS 2101 Professional Communication A; NURS 2102 Professional Practice A; NURS 2103 Health Promotion A; NURS 2105 Pharmacology A; NURS 2106 Integrated Nursing Practice A**

PLAR (Prior Learning Assessment &amp; Recognition)

No

Course Learning

Outcomes (CLO):

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

**CLO #1** Describe pathophysiology as it relates to common presentations of illness;

**CLO #2** Give examples of cellular alterations

Upon successful completion of this course, students will be able to:	
<b>CLO #3</b>	Describe the inflammatory and reparative processes;
<b>CLO #4</b>	Explain physical and psychosocial stressors
<b>CLO #5</b>	Explain the following terms contributing to alterations in body function: inflammation, infection, obstruction/occlusion, genetics, congenital, cancer, traumatic injury, degeneration
<b>CLO #6</b>	Explain compensatory and decompensatory <b>mechanisms</b> <del>mechanisms</del> ;
<b>CLO #7</b>	Describe chronic versus acute disease <b>illness in the context of (health-continuum);-disease (health continuum and disease versus illness) illness</b>
<b>CLO #8</b>	Identify the nursing management of disease and illness for body systems across the lifespan
<b>CLO #9</b>	Identify <b>holistic and</b> traditional healing practices associated with common <b>illness</b> <del>illness</del> ;
<b>CLO #10</b>	<b>Define</b> <del>Describe</del> the influence of <b>culture</b> <del>cultural diversity</del> in health and <b>healing</b> <del>healing</del> ;
<b>CLO #11</b>	Identify appropriate <b>evidence-informed</b> <del>evidence-informed</del> research and practice resources
<b>CLO #12</b>	Explain the pathophysiology of common chronic illness related to the <b>aging</b> <del>ageing</del> process;
<b>CLO #13</b>	Describe the nursing management of illness associated with <b>aging</b> <del>ageing</del> ;
<b>CLO #14</b>	Identify altered presentations of illnesses in the older adult client
<b>CLO #15</b>	Identify common mental health challenges or mental illness experienced by older adults (e.g., differences between normal aging and symptoms of a mental illness in older adults)
<b>CLO #16</b>	Give examples of diversity in traditional healing practices in management of chronic illness
<b>CLO #17</b>	<b>Explain the influence of culture and cultural competency in health and healing</b> <del>Describe how evidence informed practice impacts nursing care of the older adult</del>

## Instructional

## Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

B-

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	<del>50</del> 20	<del>Quiz #1 and #2 – 10% each</del>
Assignments	15	Class Presentation <del>on selected topics</del>
<del>Assignments</del>	<del>15</del>	<del>Case studies on illness: pathophysiology, nursing management, treatment, pharmacology</del>
<del>Midterm Exam</del>	<del>20</del>	<del>Content from beginning to midterm will be tested</del>
Final Exam	<del>35</del> 30	Comprehensive Final <del>Exam</del> <b>Exam</b> <del>Questions based on case scenarios</del>

## Hours by Learning Environment Type

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Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

## Course Topics

<b>Course Topics:</b>
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**Course Topics:**

Introduction to pathophysiology; Maintaining homeostasis; Compensatory and decompensatory mechanisms

Cell alteration – types of cell injury and repair, cell aging/degeneration, irregular cell growth

Alterations to all body systems (e.g., inflammation, infection, obstruction/occlusion, genetics, familial, cancer, trauma)

Physical and psychosocial stressors; Chronic versus acute disease (health continuum); illness versus disease

Nursing management of disease and illness across the lifespan (Nursing management includes: assessment (holistic assessment, data collection including lab values and diagnostics); pharmacology; identification of real/potential problems –nursing diagnoses; planning of specific nursing interventions; implementing culturally safe care; evaluation of care; collaborating with other members of the Health Care Team; health promotion; client teaching.)

Therapeutic interventions and treatments including pharmacology; Traditional healing **practices (acupuncture, smudging, sweat lodge, reiki);** ~~practices;~~ Introduction to diagnostics

Cultural diversity in health and healing;

**Introduction to evidence-informed** ~~Evidenced-informed~~ research and practice; Physiological changes in the older adult contributing **to** ~~to~~ disease and illness;

Recognition and presentation of common disease and illness in the older **adult; Nursing management of disease and illness for the older** adult **according to body systems.**

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Access to Practical Nursing Curriculum Revisions

### Additional Information

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Provide any additional information if necessary.

Date Submitted: 12/14/18 5:59 pm

Viewing: **NURS 2105 : Pharmacology A**

Last edit: 01/25/19 9:18 am

Changes proposed by: jgilbert

Programs  
referencing this  
course

[1: Access to Practical Nursing Diploma](#)

Course Name:

**Pharmacology A**

Effective Date: September 2019

School/Centre: Health Sciences

Department: Access to Practical Nursing(5017)

Contact(s)

## In Workflow

1. **5017 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Banner

## Approval Path

1. 12/15/18 7:56 am  
Julie Gilbert  
(jgilbert): Approved  
for 5017 Leader
2. 01/07/19 8:50 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:29 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair
4. 01/25/19 8:44 am  
Elle Ting (eting):  
Approved for EDCO  
Chair
5. 01/25/19 9:18 am  
Nicole Degagne  
(ndegagne):  
Rollback to EDCO  
Chair for Banner

Name	E-mail	Phone/Ext.
<b>Julie Gilbert</b>	<b>jgilbert@vcc.ca</b>	<b>5130</b>

Banner Course Name: Pharmacology A

Subject Code: NURS - Nursing

Course Number: 2105

Year of Study: 1st Year Post-secondary

Credits: 2

#### Course Description:

This course examines the principles of pharmacology required to administer medications in a safe and professional manner. Medication administration requires the application of the nursing process for clinical decision-making. ~~The various Various~~ routes of medication administration are **introduced.** ~~introduced and complementary, Indigenous, alternative remedies, and polypharmacy across the lifespan are also explored.~~ **Complementary, Indigenous, alternative remedies, and polypharmacy across the lifespan are explored.** The learners will gain an understanding of **pharmacology and medication administration** ~~pharmacotherapeutics prescribed for illness~~ across the lifespan. **Also included are the topics of substance abuse and addiction.** ~~Prerequisite:NURS 2101—Professional Communication A; NURS 2102—Professional Practice A; NURS 2103—Heath Promotion A; NURS 2104—Variations in Health A:NURS 2106—Integrated Nursing Practice A This class is part of the full-time Access to Practical Nursing Program.~~

#### Course Pre-Requisites (if applicable):

**Admission to the Access to Practical Nursing Program**

#### Course Co-requisites (if applicable):

**NURS 2101 - Professional Communication A; NURS 2102 - Professional Practice A; NURS 2103 - Health Promotion A; NURS 2104 - Variations in Health A; NURS 2106 - Integrated Nursing Practice A**

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

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

<b>CLO #1</b>	Describe the responsibility of the <b>Practical Nurse (PN)</b> <del>LPN</del> in administration of <b>medication.</b> <del>medication</del>
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<b>Upon successful completion of this course, students will be able to:</b>	
<b>CLO #2</b>	Explain how drug standards and the drug legislation affect drug regulation in <b>Canada.</b> <del>Canada</del>
<b>CLO #3</b>	Explain the purpose of the Canadian <b>drug laws</b> <del>Drug Acts</del> and their application to nursing <b>practice.</b> <del>practice</del>
<b>CLO #4</b>	Describe the concepts of pharmacodynamics and <b>pharmacokinetics.</b> <del>pharmacokinetics</del>
<b>CLO #5</b>	Identify basic terminology used in <b>pharmacology.</b> <del>pharmacology</del>
<b>CLO #6</b>	Describe the principles of pharmacology as related to common drug actions and <b>interactions.</b> <del>interactions</del>
<b>CLO #7</b>	Demonstrate competency with basic mathematical drug <b>calculations.</b> <del>calculations</del>
<b>CLO #8</b>	Identify commonly used drug classification <del>distribution</del> systems in <b>Canada.</b> <del>Canada</del>
<b>CLO #9</b>	Explain the principles of medication <b>administration.</b> <del>administration</del>
<b>CLO #10</b>	Describe the routes of medication <b>administration.</b> <del>administration</del>
<b>CLO #11</b>	Apply the nursing process as it relates to medication <b>administration.</b> <del>administration</del>
<b>CLO #12</b>	Identify classes <b>of</b> medications used to treat specific <b>disorders/illness.</b> <del>disorders</del>
<b>CLO #13</b>	Identify complementary, Indigenous and alternative <b>therapies.</b> <del>therapies</del>
<b>CLO #14</b>	Describe medication classifications, actions, interactions and nursing implications relative to body systems including: endocrine, neurological, cardiovascular, respiratory, gastrointestinal, genitourinary, musculoskeletal systems, and miscellaneous drug <b>classifications.</b> <del>classification</del>
<b>CLO #15</b>	<b>Describe the effects, uses and indications for antimicrobials, and the relationship to drug resistance.</b>
<b>CLO #16</b>	<b>Relate drug interactions, polypharmacy, and food/drug affects to medication used across the lifespan, particularly the older adult.</b>

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

<b>CLO #17</b>	<b>Relate theoretical understanding of narcotic side effects, indications for use and legal responsibilities.</b>
<b>CLO #18</b>	<b>Describe the potential interaction of complementary, Indigenous and herbal preparations with prescription medications.</b>
<b>CLO #19</b>	<b>Consider the roles of other health care providers in determining one's own professional and interprofessional roles related to complementary and prescription medication ordering, processing, dispensing, administration and monitoring.</b>

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Satisfactory/Unsatisfactory      Passing grade:

**Satisfactory Math S=100%**

**Theory S=80% Satisfactory**

~~Math S=100% Theory S=80%~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	<del>65</del> 20	Quizzes x <del>3</del> 4
Exam	<del>30</del>	Math <b>skills assessment- Exam</b> -100% required, 3 attempts given, different exam each attempt
<del>Assignments</del>	<del>15</del>	<del>Group Presentation</del>
Final Exam	35	<del>All components of the evaluation plan must be mastered to achieve Satisfactory grade</del>

## Hours by Learning Environment Type

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Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

#### Course Topics:

Introduction to Pharmacology: The **PN** ~~LPN~~ role and legal responsibilities of medication administration; Pharmacodynamics; Pharmacokinetics; Drug actions and interactions; Drug classifications according to body systems; Principles of medication administration; Drug distribution systems; Basic terminology used in pharmacology

Nursing Process and Pharmacology

Routes of Medication Administration: Oral; Rectal; Topical; Parenteral; Percutaneous

Introduction to complementary, Indigenous and traditional healing alternatives: Vitamin Supplements; Herbal Preparations; **Homeopathy**; ~~Homeopathy~~

Basic medication dosage calculations

Polypharmacy across the lifespan

Drug Classifications according to body **systems: ~~systems~~ Endocrine, Nervous, Cardiovascular, Respiratory, Gastrointestinal, Genitourinary, Musculoskeletal and Sensory systems**

**Miscellaneous drug classifications (antineoplastics); Antimicrobial agents; drug resistance**

Interactions of complementary and alternative healing remedies with prescription medications

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Date Submitted: 12/14/18 5:59 pm

Viewing: **NURS 2106 : Integrated Nursing Practice****A**

Last edit: 01/25/19 9:18 am

Changes proposed by: jgilbert

Programs  
referencing this  
course

[1: Access to Practical Nursing Diploma](#)

Course Name:

**Integrated Nursing Practice A**

Effective Date: September 2019

School/Centre: Health Sciences

Department: Access to Practical Nursing(5017)

Contact(s)

**In Workflow**

1. **5017 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Banner

**Approval Path**

1. 12/15/18 7:56 am  
Julie Gilbert  
(jgilbert): Approved  
for 5017 Leader
2. 01/07/19 8:50 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:29 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair
4. 01/25/19 8:45 am  
Elle Ting (eting):  
Approved for EDCO  
Chair
5. 01/25/19 9:18 am  
Nicole Degagne  
(ndegagne):  
Rollback to EDCO  
Chair for Banner

Name	E-mail	Phone/Ext.
<b>Julie Gilbert</b>	<b>jgilbert@vcc.ca</b>	<b>5130</b>

Banner Course Integrated Nursing Practice A

Name:

Subject Code: NURS - Nursing

Course Number 2106

Year of Study 1st Year Post-secondary

Credits: 6

## Course Description:

This course emphasizes the art and science of nursing, focusing on the development of nursing care and assessment. Learners will apply nursing knowledge through the practice of clinical decision making, nursing assessments, and nursing interventions aimed at **promoting the promotion of** health, independence, and comfort. Classroom, laboratory, simulation, and other practice experiences will assist learners to integrate theory from other Access courses to provide **safe, sage,** competent, and ethical nursing care with clients.

~~Prerequisite: NURS 2101 – Professional Communication A; NURS 2102 – Professional Practice A; NURS 2103 – Health Promotion A; NURS 2104 – Variations in Health A; NURS 2105 – Pharmacology A This class is part of the full-time Access to Practical Nursing Program.~~

Course Pre-Requisites (if applicable):

**Admission to the Access to Practical Nursing Program**

Course Co-requisites (if applicable):

**NURS 2101 - Professional Communication A; NURS 2102 - Professional Practice A; NURS 2103 - Health Promotion A; NURS 2104 - Variations in Health A; NURS 2105 - Pharmacology A**

PLAR (Prior Learning Assessment &amp; Recognition)

No

Course Learning

Outcomes (CLO):

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

<b>CLO #1</b>	Demonstrate understanding of the <b>British Columbia College CLPNBC Standards of Nursing Professionals (BCCNP) Standards of Practice Framework for LPNs: Framework: Scope of Practice Standards; Professional Standards; Practice Standards (Current Editions), (2014),</b> and Entry to Practice Competencies for LPNs <b>(CCPNR, 2013) (2013)</b> and how these guide the practice of LPNs in complex care <b>settings. settings</b>
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Upon successful completion of this course, students will be able to:	
<b>CLO #2</b>	Safely and competently perform comprehensive nursing assessment and interventions with older <b>adults</b> . <del>adults</del>
<b>CLO #3</b>	Demonstrate safe disposal of sharps (e.g. needles, scalpels, intravenous <b>starters</b> ). <del>starters, etc.</del>
<b>CLO #4</b>	Demonstrate critical thinking, clinical judgment and knowledge of assessment to plan, implement and evaluate care of clients in simulated situations and with older <b>adults</b> . <del>adults</del>
<b>CLO #5</b>	Practice in collaboration with older adult clients, the interprofessional healthcare team, peers and <b>faculty</b> . <del>faculty</del>
<b>CLO #6</b>	Provide a caring environment for older adult clients by connecting, sharing and exploring with them in a collaborative relationship.
<b>CLO #7</b>	Identify potential sources of violence in <b>complex</b> , <del>residential</del> , and home and community <b>care</b> . <del>care</del>
<b>CLO #8</b>	Provide <b>culturally competent</b> , person-centred care that recognizes and respects the uniqueness of each individual and is sensitive to culture and <b>diversity</b> . <del>diversity</del>
<b>CLO #9</b>	Identify own values, biases, and assumptions as a self-reflective, responsible and accountable practitioner.
<b>CLO #10</b>	Identify own learning needs to enhance <b>competence</b> . <del>competence</del>
<b>CLO #11</b>	<b>Compare and contrast leadership and management roles and responsibilities in a variety of settings.</b>
<b>CLO #12</b>	Practice safe medication <b>administration</b> . <del>administration</del>

### Instructional

#### Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Satisfactory/Unsatisfactory

Passing grade:

**Satisfactory - must achieve 75% overall in theory portion and S in all lab/clinical evaluative components** ~~Satisfactory~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	<del>10</del>	Quiz #1and #2 ( <del>75% minimum pass</del> )
Lab Work	<del>20</del>	Formative Skill Assessments
Lab Work	<del>30</del>	Integrated Lab <b>Assessment and Evaluation</b> <del>Assessment: case study assessment in lab, demo application of theory to practice+self</del>
Exam	<del>30</del>	Comprehensive Final Exam (75% <b>overall theory grade required for</b> <del>minimum</del> pass)
Field Experience	<del>10</del>	Instructor/Learner evaluation.

## Hours by Learning Environment Type

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Lecture, Seminar, Online

**40**

Lab, Clinical, Shop, Kitchen, Studio, Simulation

**140** ~~180~~

Practicum

Self Paced / Individual Learning

Course Topics

### Course Topics:

Comprehensive Health Assessment of healthy adult and older adult with chronic illness

Clinical Decision Making

Basic Nursing Interventions ( Safety; Principles of asepsis; Universal precautions; Musculoskeletal Injury Prevention (MSIP); **Chronic Simple**-wound management (clean technique); Introduction to pain **management**). ~~management (non-pharmaceutical))~~

**Course Topics:**

~~Nursing Interventions with the older adult:~~ Safety specific to the care of the older adult; Infection control; Sterile technique; Chronic wound management; Pain management(non- pharmaceutical); End of life care; Oral and nasal suctioning; Oxygen therapy; Care of established ostomies; Specimen collection (sputum, urine and stool); Blood glucose monitoring; Quality practice environments; Individualizing nursing care plans

Medication **Administration; Medication routes: Administration-Oral, percutaneous, subcutaneous, intramuscular and intradermal;**

**End-of-life care; Oral and nasal suctioning; oxygen therapy.**

**Inserting a subcutaneous infusion device**

**Narcotic administration; Decision making on medication administration (e.g. "as needed"); documentation of response to medication. Narcotic administration**

**Enteral feedings and medications via nasogastric, jejunostomy and gastrostomy tubes**

**Care of Established ostomies; specimen collection (sputum, urine and stool); Blood glucose monitoring**

**Quality practice environments; Individualizing nursing care plans**

**Taking and transcribing physicians orders; Reporting and documentation in complex care settings.**

**Leadership competencies**

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Access to Practical Nursing Program

### Additional Information

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Provide any additional information if necessary.

Date Submitted: 12/14/18 6:00 pm

Viewing: **NURS 2107 : Consolidated Practice A**

Last edit: 01/23/19 2:26 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[1: Access to Practical Nursing Diploma](#)

Course Name:

**Consolidated Practice Experience A**

Effective Date: September 2019

School/Centre: Health Sciences

Department: Access to Practical Nursing(5017)

Contact(s)

## In Workflow

1. **5017 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Banner

## Approval Path

1. 12/15/18 7:57 am  
Julie Gilbert  
(jgilbert): Approved  
for 5017 Leader
2. 01/07/19 8:50 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:29 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Julie Gilbert</b>	<b>jgilbert@vcc.ca</b>	<b>604-871-7000 (5130)</b>

Banner Course Name: Consolidated Practice A

Subject Code: NURS - Nursing

Course Number: 2107

Year of Study: 1st Year Post-secondary

Credits: 4

Course Description:

This clinical experience provides learners with the opportunity to integrate theory from the Access level into practice. Learners will practice with **aging ageing**-clients and/or those with chronic illness in **complex residential**-care settings. Medication administration, nursing care, organization, comprehensive health assessment, wound care and introduction to leadership are emphasized in this course. **Prerequisite:NURS 2101–Professional Communication A; NURS 2102–Professional Practice A; NURS 2103–Heath Promotion A; NURS 2104–Variations in Health A; NURS 2105–Pharmacology A; and NURS 2106–Integrated Nursing Practice A This class is part of the full-time Access to Practical Nursing Program.**

Course Pre-Requisites (if applicable):

**NURS 2101 - Professional Communication A; NURS 2102 - Professional Practice A; NURS 2103 - Heath Promotion A; NURS 2104 - Variations in Health A; NURS 2105 - Pharmacology A; NURS 2106 - Integrated Nursing Practice A**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
<b>CLO #1</b>	Practice within relevant legislation, Entry to Practice Competencies <b>for LPNs (CCPNR 2013), British Columbia College (2013), Standards of Nursing Professionals (BCCNP) Standards of Practice Framework for LPN's (current editions): (2014):</b> Scope of Practice Standards; Professional Standards and Practice Standards; and <b>Standards as set out by the Nurses (Licensed Practical) Regulation (2015) CLPNBC, the Health Professions Act of BC, and facility specific policy and facility specific policy and procedures.</b>
<b>CLO #2</b>	Apply the definition of consent in providing safe, competent, culturally <b>competent safe</b> -and ethical <b>care. care</b>
<b>CLO #3</b>	Demonstrate critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate care of older adults with assistance as <b>required. required</b>
<b>CLO #4</b>	Apply the nursing process to a variety of health challenges in the <b>complex residential-care setting. setting</b>
<b>CLO #5</b>	Demonstrate consistent client specific decision making that considers client acuity, complexity, variability, and available <b>resources. resources</b>

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

<b>CLO #6</b>	Demonstrate a collaborative approach with other members of the health care team to meet the collective needs of older adult <b>clients.</b> <del>clients</del>
<b>CLO #7</b>	Provide a caring environment for patients by connecting, sharing and exploring with them in a collaborative <b>relationship.</b> <del>relationship</del>
<b>CLO #8</b>	Deliver person-centred care that recognizes and respects the uniqueness of each individual and is sensitive to culture and <b>diversity, and applies principles of trauma-informed practice.</b> <del>diversity</del>
<b>CLO #9</b>	Demonstrate various communication strategies in communicating with clients with cognitive, sensory and/or mental health <b>disorders.</b> <del>disorders</del>
<b>CLO #10</b>	Collaborate with faculty to provide leadership, direction, assignment, and supervision of unregulated care providers in the complex care <b>setting.</b> <del>setting</del>
<b>CLO #11</b>	Advocate for change reflecting evidence-informed <b>practice.</b> <del>practice</del>
<b>CLO #12</b>	<b>Identify own values, biases and assumptions on interactions with clients and other members of the health care team.</b>
<b>CLO #13</b>	<b>Participate in continuous learning to maintain and enhance competence.</b>

Instructional

Strategies:

This is a hands-on direct patient care experience supervised by faculty. The Level A competencies are practiced and mastered.

## Evaluation and Grading

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Grading System: Satisfactory/Unsatisfactory

Passing grade:

**Students must achieve satisfactory in all components of the evaluation plan** ~~Satisfactory~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<del>15</del>	<b>Self-reflective journal</b> <del>Journal—have learners reflect on their learning about their client by preparing a journal</del>

Type	Percentage	Brief description of assessment activity
Assignments	15	<b>Midterm and Final Self-Evaluation - student</b> <del>Self-Evaluation—have learners reflect on their progression meeting each of the learning outcomes</del>
Other	30	<b>Midterm and Final evaluation-instructor</b> <del>Instructor evaluation—feedback based on each learning outcome</del>
Assignments	30	<b>Client portfolio</b> <del>Nursing Care Plan—learners prepare a written nursing care plan for each client</del>
Assignments	10	<b>Leadership assignment</b> <del>Leadership—have learners develop a teaching plan about a care issue.Learners deliver plan and lead post</del>

## Hours by Learning Environment Type

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Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum 120

Self Paced / Individual Learning

Course Topics

### Course Topics:

~~Legislation specific to the older adult~~

Professional communication

Communication with the older adult with cognitive challenges

**Nurse-Client relationship**

**Comprehensive assessments** ~~Comprehensive assessment of the older adult~~

Medication administration

**Interprofessional** ~~Inter-professional~~ approach to **care practice**

**Ethical Practice**

**Wellness and health promotion**

**Course Topics:**

**Nursing care including assessment, personal care, basic wound care, medication administration and documentation.**

**Legislation specific to the older adult** ~~Chronic wound care~~

Leadership

**Chronic wound care**

Self-reflective approach to practice

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Access to Practical Nursing Curriculum Revisions

### Additional Information

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Provide any additional information if necessary.

Supporting

documentation:

Reviewer

Comments

Key: 6825

[Preview Bridge](#)



Date Submitted: 12/14/18 5:45 pm

Viewing: **NURS 3001 : Professional****Communication 3**

Last approved: 08/02/18 4:49 am

Last edit: 01/23/19 2:15 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

- [1: Access to Practical Nursing Diploma](#)  
[81: Practical Nursing Diploma](#)

Course Name:

Professional Communication 3

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

## In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Banner

## Approval Path

1. 12/15/18 8:15 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:50 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:29 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Professional Communication 3

Name:

Subject Code: NURS - Nursing

Course Number 3001

Year of Study 1st Year Post-secondary

Credits: 1

#### Course Description:

This course focuses on specific professional communication skills used with clients and care providers across the lifespan requiring care in the community.

#### Course Pre-Requisites (if applicable):

**NURS 2007** - ~~Successful completion of Term 2 Theory courses &~~ Consolidated Practice Experience 2 or **NURS 2107** - ~~successful completion of all level Access courses and~~ Consolidated Practice Experience **A A-**

#### Course Co-requisites (if applicable):

NURS 3002 - Professional Practice 3; NURS 3003 - Health Promotion 3; NURS 3004 - Variations in Health 3; NURS 3005 - Integrated Nursing Practice **3 3-**

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<b>Explain approaches to communicate</b> <del>Communicate</del> with the interprofessional team <del>to to</del> ensure the continuity of <b>care.</b> <del>care</del>
CLO #2	Effectively facilitate discussion and interactions among team members <b>in a simulated environment.</b>
CLO #3	Facilitate <del>a</del> collaborative problem-solving and <b>decision making.</b> <del>decision-making process</del>
CLO #4	Participate and be respectful of all members' participation in collaborative decision <b>making.</b> <del>making</del>
CLO #5	Describe strategies for managing interprofessional <b>conflict.</b> <del>conflict</del>
CLO #6	Discuss specific communication strategies and approaches relative to clients with mental <b>illnesses.</b> <del>illnesses</del>

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

CLO #7	Identify <b>communication indicators that</b> <del>when an individual</del> may <b>indicate when an individual may</b> be at risk for <b>self-harm</b> <del>self-harm</del> or harm to <b>others.</b> <del>others</del>
CLO #8	Identify communication strategies to de-escalate a volatile <b>situation.</b> <del>situation</del>
CLO #9	Discuss the communication skills required for effective collaboration with both <b>Indigenous</b> <del>Aboriginal</del> and non- <b>Indigenous</b> <del>Aboriginal</del> health care professionals, traditional medicine peoples/healers in the provision of effective health care for First Nation, Inuit, and Métis clients, families, and <b>communities.</b> <del>communities</del>
CLO #10	<b>Compare communication practices for health beliefs among different Indigenous peoples.</b> <del>Describe specific communication strategies and approaches relative to clients with developmental disabilities</del>
CLO #11	<b>Identify components that demonstrate a commitment to engage in dialogue and relationship building with different cultures, including cultural safety.</b> <del>Describe communication strategies to build positive relationships with children</del>
<b>CLO #12</b>	<b>Describe specific communication strategies and approaches relative to clients with developmental disabilities.</b>
<b>CLO #13</b>	<b>Describe communication strategies to build positive relationships with children.</b>

### Instructional

#### Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

B-

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	<b>Skills analysis</b> <del>Learners role-play or interview a client with mental illness/developmental disability and analyze responses</del>

Type	Percentage	Brief description of assessment activity
Assignments	20 <del>30</del>	<b>Communication assessment</b> <del>Have learners role-play or interview a a child and analyze the response</del>
Final Exam	35	Comprehensive final exam based on case scenarios
<b>Participation</b>	<b>10</b>	<b>Self-assessment</b>

## Hours by Learning Environment Type

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Lecture, Seminar, Online

**21** ~~20~~

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

### Course Topics:

~~Integration of communication skills:~~**Integration of communication skills;** Ensuring continuity **of care;** ~~of care;~~ Problem solving and decision **making;** ~~making;~~ Conflict **resolution;** ~~resolution;~~ Age appropriate **communications;** ~~communications;~~ Adaptation **of communication** ~~of communication~~ skills appropriate to the client

~~Integration of Relational Practice:~~**Integration of Relational Practice,** Working with groups, Encouraging responsibility for own health, Communicating effectively with the child client, Communicating effectively with clients who have mental **illness;** ~~illness;~~ Communicating effectively with clients who have developmental **disabilities;** ~~disabilities;~~ Honouring **diversity;** ~~diversity;~~ Caring and respect

~~Integration of Interprofessional Communication:~~**Integration of Interprofessional Communication;** **Interprofessional** conflict **resolution;** ~~resolution;~~ Guidelines for addressing **disagreements;** ~~disagreements;~~ Establishing a safe environment to express **opinions;** ~~opinions;~~ Reaching a **consensus;** ~~consensus;~~ Coordinating actions **of** ~~of~~ others during an emergency

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Date Submitted: 12/14/18 5:46 pm

Viewing: **NURS 3002 : Professional Practice 3**

Last approved: 08/02/18 4:47 am

Last edit: 01/23/19 2:15 pm

Changes proposed by: jgilbert

Programs referencing this course

- 1: [Access to Practical Nursing Diploma](#)
- 81: [Practical Nursing Diploma](#)

Course Name:  
Professional Practice 3

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Banner

Approval Path

1. 12/15/18 8:15 am  
Julie Gilbert (jgilbert): Approved for 5004 Leader
2. 01/07/19 8:50 am  
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 01/23/19 2:29 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Aug 2, 2018 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Professional Practice 3

Name:

Subject Code: NURS - Nursing

Course Number 3002

Year of Study 1st Year Post-secondary

Credits: 1

#### Course Description:

This course integrates the concepts from previous professional practice courses and introduces the learner to practice in the community. The role of the practical nurse as leader is emphasized in interactions with clients, families and other health disciplines.

#### Course Pre-Requisites (if applicable):

**NURS 2007** - ~~Successful completion of all Level 2 courses and Level 2~~ Consolidated Practice Experience **2** or  
**NURS 2107** - ~~successful completion of all level Access courses and~~ Consolidated Practice Experience **A A-**

#### Course Co-requisites (if applicable):

NURS 3001 - Professional Communication; NURS 3003 - Health Promotion 3; NURS 3004 - Variations in Health 3; NURS 3005 - Integrated Nursing Practice 3

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Compare and contrast how <b>British Columbia College legislation, CLPNBC Standards of Nursing Professionals (BCCNP) Professional Standards for LPN's, legislation Practice,</b> and practice expectations <del>influences</del> the continuum of care in community <b>mental health care services. Mental Health</b>
CLO #2	Identify and explain professional self-regulation and the implication for individual responsibilities and accountability of the Practical Nurse in the continuum of <del>care. care</del>
CLO #3	Explain and evaluate the influence of <b>interprofessional</b> collaborative <del>and inter-professional</del> relationships on a quality practice environment.
CLO #4	Consider the roles of others in determining one's own professional and interprofessional <del>roles. roles</del>
CLO #5	Demonstrate the ability to access and assess current, relevant professional practice resources to prepare for nursing practice in <del>the</del> community <b>settings.</b>

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

CLO #6	Explain the professional and legal responsibility of <b>fostering</b> <del>respecting cultural safety, diversity and inclusivity in the</del> community <b>partnerships, ensuring cultural safety and inclusivity.</b> <del>setting</del>
CLO #7	Apply and evaluate <del>an</del> ethical decision making <del>process</del> to ethical dilemmas in nursing practice of clients from across the lifespan in community <b>settings.</b> <del>settings</del>
CLO #8	Demonstrate self-reflection and reflective journal writing to enhance learning and nursing <b>practice.</b> <del>practice</del>
CLO #9	Explain the importance of <b>self-care</b> <del>self-care</del> strategies for <b>nurses.</b> <del>nurses</del>

Instructional Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)  
B-

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	<b>30</b> <del>20</del>	<b>Group Presentation: ethical case study</b> <del>Group Presentation on the shadowing experience</del>
Other	<b>30</b> <del>20</del>	<b>individual presentation on leadership</b> <del>Group Presentation of ethical case study</del>
<b>Assignments</b> <del>Other</del>	<b>30</b> <del>20</del>	<b>leadership or interprofessional practice paper</b> <del>Paper on Leadership or Inter-professional practice—APA format</del>
<b>Exam</b>	<b>30</b>	<del>Application of the CLPNBC Standards of Practice and Code of Ethics related to nursing practice in community care.</del>
Portfolio	10	<del>Level 3</del> Portfolio submission

## Hours by Learning Environment Type

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Lecture, Seminar, Online

21 20

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

### Course Topics

#### Course Topics:

Legislation influencing PN practice in the context of community care

PN Professional Practice

PN Ethical Practice

Leadership in PN Practice

**Interprofessional** ~~Inter-professional~~ practice

Diversity in PN **practice**; ~~practice~~ Self care

**Cultural safety**

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

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Provide any additional information if necessary.



Viewing: **NURS 3003 : Health Promotion 3**

Last approved: 01/24/19 3:44 am

Last edit: 01/23/19 2:16 pm

Programs  
referencing this  
course

[1: Access to Practical Nursing Diploma](#)

[R1: Practical Nursing Diploma](#)

**History**

1. Aug 2, 2018 by Nicole Degagne (ndegagne)
2. Jan 24, 2019 by Julie Gilbert (jgilbert)

Course Name: Health Promotion 3

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Name: Health Promotion 3

Subject Code: NURS - Nursing

Course Number: 3003

Year of Study: 1st Year Post-secondary

Credits: 1

**Course Description:**

This course is focused on health promotion as it relates to the continuum of care across the lifespan. Health promotion in the context of mental illness, physical and developmental disabilities, and Maternal/Child health is highlighted. Normal growth and development from conception to middle adult is addressed.

## Course Pre-Requisites (if applicable):

NURS 2007 - Consolidated Practice Experience 2 or NURS 2107 - Consolidated Practice Experience A

## Course Co-requisites (if applicable):

NURS 3001 - Professional Communication 3; NURS 3002 - Professional Practice 3; NURS 3004 - Variations in Health 3; NURS 3005 - Integrated Nursing Practice 3

## PLAR (Prior Learning Assessment &amp; Recognition)

No

## Course Learning

## Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Identify normal patterns of growth and development from conception to middle adulthood
CLO #2	Provide examples of public health services available to pregnant women in the community
CLO #3	Describe health promoting strategies for the postpartum client and newborn
CLO #4	Provide examples of mental health/illness services available to clients in the community
CLO #5	Describe how culture may impact utilisation of mental health resources
CLO #6	Compare the level of mental health services from urban to rural areas
CLO #7	Cite examples of harm reduction activities
CLO #8	Discuss disparities in the delivery of community health services in BC including LGBTQ2 care.
CLO #9	Identify and describe health promotion activities for clients living with mental illness and those with disabilities
CLO #10	Analyze the impact of cultural safety and trauma-informed practice to support mental health.
CLO #11	Give examples of teaching and learning strategies for care in the community
CLO #12	Discuss the impact of immunization in health promotion

Instructional  
Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Letter Grade (A-F) Passing grade:  
B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	community meeting reflective assignment
Assignments	20	case study
Midterm Exam	20	
Final Exam	25	Comprehensive final exam

## Hours by Learning Environment Type

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Lecture, Seminar, Online

36

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

### Course Topics:

Normal growth and development: conception to middle adulthood.

Self care of the nurse

Continuum of care for maternal child health; normal physiological changes related to pregnancy

Continuum of care for clients experiencing mental illness

**Course Topics:**

Substance Abuse

Access to health care services and community supports for clients with mental illness or developmental disabilities

Promotion of safety for clients experiencing mental illness

Families experiencing violence

Public health services (including immunizations)

Resource allocation/inequities

Illness prevention: Immunization

Teaching and learning

Health promotion strategies for clients with mental illness and physical or developmental disabilities

Harm reduction; principles of trauma-informed practice; cultural safety across the continuum of care

LGBTQ2 care

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

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Provide any additional information if necessary.

Supporting

documentation:

Reviewer

Comments

Viewing: **NURS 3004 : Variations in Health 3**

Last approved: 01/24/19 3:44 am

Last edit: 01/23/19 2:16 pm

Programs  
referencing this  
course

[1: Access to Practical Nursing Diploma](#)

[R1: Practical Nursing Diploma](#)

**History**

1. Aug 2, 2018 by Nicole Degagne (ndegagne)
2. Jan 24, 2019 by Julie Gilbert (jgilbert)

Course Name: Variations in Health 3

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Name: Variations in Health 3

Subject Code: NURS - Nursing

Course Number: 3004

Year of Study: 1st Year Post-secondary

Credits: 1.5

**Course Description:**

This course focuses on the continuum of care and the development of knowledge related to health challenges managed in the community setting. Pathophysiology and nursing management of clients requiring home health care, rehabilitation, and supportive services such as community living and disabilities will be explored. Cultural diversity in healing approaches will be explored as well as the incorporation of evidence informed research and practice.

## Course Pre-Requisites (if applicable):

NURS 2007 - Consolidated Practice Experience 2 or NURS 2107 - Consolidated Practice Experience A

## Course Co-requisites (if applicable):

NURS 3001 - Professional Communication 3; NURS 3002 - Professional Practice 3; NURS 3003 - Health Promotion 3; NURS 3005 - Integrated Nursing Practice

## PLAR (Prior Learning Assessment &amp; Recognition)

No

## Course Learning

## Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe the use of the Diagnostic and Statistical Manual (DSM) IV in classification of mental illness.
CLO #2	Explain several models of psychosocial rehabilitation and recovery.
CLO #3	Describe physiologic alterations expected in the post partum client.
CLO #4	Describe the pathophysiology and nursing management of selected childhood illnesses and disabilities.
CLO #5	Describe the pathophysiology and nursing management of clients with selected mental illness across the lifespan.
CLO #6	Analyze how culture and cultural safety impact health and healing.
CLO #7	Identify holistic healing practices associated with chronic illness.
CLO #8	Describe resources for evidence-informed research and practice in delivering care in the context of clients accessing care in community settings.
CLO #9	Discuss the stigma associated with living with mental illness or physical and /or developmental disability.
CLO #10	Describe the continuity of care for clients experiencing addictions and/or concurrent disorders.

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

CLO #11 Discuss interprofessional collaboration roles when working with mental health teams.

**Instructional****Strategies:**

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

**Evaluation and Grading**

Grading System: Letter Grade (A-F)  
B-

Passing grade:

**Evaluation Plan:**

Type	Percentage	Brief description of assessment activity
Exam	65	Two midterm exams
Final Exam	35	Final exam

**Hours by Learning Environment Type**

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

**Course Topics****Course Topics:**

Physiological changes associated with Mental Illness

**Course Topics:**

Recognition and presentation of common acute/chronic behaviours associate with mental illness

Nursing management of common acute/chronic Mental Illness (Nursing management includes: assessment (holistic assessment, data collection including lab values and diagnostics); pharmacology; identification of real/potential problems –nursing diagnoses; planning of specific nursing interventions; implementing culturally safe care; evaluation of care; interprofessional collaboration; health promotion; client teaching.)

Physiological changes related to Maternal/Child disease and illness; Physiologic alterations of pregnancy; disabilities in the paediatric population

Recognition and presentation of common acute and chronic disease and illness of maternal and child clients.

Nursing management of common acute and chronic disease and illness of maternal child clients, including end of life care.

Traditional healing practices associated with mental illness and maternal and child health

Cultural diversity in health and healing

Evidence informed research and practice-best practice guidelines

Cycle of addiction; Psychosocial rehabilitation

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:



Date Submitted: 12/14/18 5:50 pm

Viewing: **NURS 3005 : Integrated Nursing Practice****3**

Last approved: 08/02/18 4:48 am

Last edit: 01/23/19 2:17 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

- [1: Access to Practical Nursing Diploma](#)  
[81: Practical Nursing Diploma](#)

Course Name:

Integrated Nursing Practice 3

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

**In Workflow**

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Banner

**Approval Path**

1. 12/15/18 8:15 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:50 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:29 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

**History**

1. Aug 2, 2018 by Todd  
Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Name: Integrated Nursing Practice 3

Subject Code: NURS - Nursing

Course Number: 3005

Year of Study            3rd Year Post-secondary

Credits:                    4

**Course Description:**

This practical course builds on the theory and practice from Levels One and Two or Access. Through classroom, laboratory, simulation, and other practice experiences, learners will continue to develop and practice comprehensive nursing assessment, planning and developing knowledge and interventions for clients experiencing multiple health challenges.

**Course Pre-Requisites (if applicable):**

**NURS 2007** - ~~Successful completion of Level 2 theory courses and~~ Consolidated Practice Experience 2 or

**NURS 2107** - ~~successful completion of all Level Access courses and~~ Consolidated Practice Experience A

**Course Co-requisites (if applicable):**

NURS 3001 - Professional Communication 3; NURS 3002 - Professional Practice 3; NURS 3003 - Health Promotion 3; NURS 3004 - Variations in Health 3

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

<b>Upon successful completion of this course, students will be able to:</b>	
CLO #1	Demonstrate understanding of the <b>BCCNP</b> <del>CLPNBC</del> Standards of Practice <b>Framework for LPN's: Framework</b> ; Scope of Practice Standards; Professional Standards; Practice Standards (2014), and Entry to Practice Competencies for LPNs ( <b>CCPNR, 2013</b> ) <del>(2013)</del> and how these guide <b>practice</b> . <del>practice</del>
CLO #2	Safely and competently perform comprehensive nursing assessment and interventions <b>including medication administration</b> with clients experiencing mental <b>illness</b> . <del>illness</del>
CLO #3	Safely and competently perform comprehensive nursing assessment and interventions <b>including medication administration</b> with maternal/ <b>pediatric clients</b> . <del>child clients</del>
CLO #4	Safely and competently complete a point of care risk assessment related to infectious <b>diseases</b> . <del>diseases</del>
CLO #5	Incorporate practice guidelines into decision <b>making</b> . <del>making</del>

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

CLO #6	Demonstrate critical thinking, clinical judgment and knowledge of assessment to plan, implement and evaluate care of clients across the <b>lifespan.</b> <del>lifespan</del>
CLO #7	Practice in collaboration with clients, the interprofessional healthcare team, peers and <b>faculty.</b> <del>faculty</del>
CLO #8	Provide a caring environment for clients by connecting, sharing and exploring with them in a collaborative <b>relationship.</b> <del>relationship</del>
CLO #9	Provide <b>culturally safe,</b> person-centred care that recognizes and respects the uniqueness of each individual and is sensitive to culture and <b>diversity.</b> <del>diversity</del>
CLO #10	Identify own values, biases, and assumptions as a self-reflective, responsible and accountable <b>practitioner.</b> <del>practitioner</del>
CLO #11	Identify own learning needs to enhance <b>competence.</b> <del>competence</del>
<b>CLO #12</b>	<b>Demonstrate competency with mathematical drug calculations in the pediatric client.</b>
<b>CLO #13</b>	<b>Analyze leadership and followership roles and responsibilities in a variety of settings.</b>

#### Instructional

#### Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities,** skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Satisfactory/Unsatisfactory

Passing grade:

Satisfactory in lab; 75% in theory

for overall grade of **S.** ~~S~~-**Must**

**achieve S in all practical components.**

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
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Type	Percentage	Brief description of assessment activity
Exam	30	2 midterm exams Quiz #1
Final Exam Exam	35	Comprehensive. Minimum 75% mark required on the theory component in order to be successful in the course Quiz #2
Lab Work		<del>Integrated Lab Assessment: case study, demonstrate application of theory to practice + self reflection (S/U)</del>
Lab Work Final Exam	35	Formative skills assessments Comprehensive Final Exam (Minimum pass 75% overall in theory)
Lab Work	10	Formative skills assessment (S/U as per rubrics)
Lab Work		<del>INP lab evaluation (S/U as per rubric);</del>  Final grade of S=all of the above evaluation plan must be achieved
Lab Work		Integrated lab assessment
Other		Instructor/student evaluation

## Hours by Learning Environment Type

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Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

90

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

**Course Topics:**

**Comprehensive Health Assessment: Assessment and care of the mental health client, Assessment and care of the postpartum client, Assessment and care of the newborn.**

- ~~Comprehensive Health Assessment~~

~~Physical assessment across the lifespan, Assessing clients in all stages of growth and development, Mental health assessment, (including risk for self-harm and/or harm to others), Post partum assessment, Newborn assessment, Nutritional assessment, Focussed (priority) assessment~~

- ~~Clinical Decision Making~~

~~Applying the nursing process with clients across the lifespan, Applying clinical decision making tools to clients across the lifespan, Lab (diagnostic) values, Incorporating evidence-informed practice, Incorporating clinical practice guidelines, Analyzing and interpreting data~~

- ~~Nursing Interventions~~

~~Risk management, Surgical wound management (assessment cleansing and irrigation), Assessment of insertion sites ( including PIC and CVC lines), • Infusion therapy 1, Blood and blood products, Catheterization Could this be in level 2, Assessment and care of the mental health client, Assessment and care of the post partum client, Assessment and care of the newborn~~

- ~~Medication Administration~~

~~Medication administration related to mental illness, Medication administration during pregnancy, Medication administration in children, Pain Management (addiction) • Reporting and Documentation~~

**Clinical Decision Making:**

**Applying the nursing process with clients across the lifespan, Applying clinical decision making tools to clients across the lifespan, Lab (diagnostic) values, Incorporating evidence-informed practice, Incorporating clinical practice guidelines, Analyzing and interpreting data, Individualizing nursing care plans across the lifespan**

**Nursing Interventions: Risk management, Surgical wound management (assessment cleansing and irrigation), Assessment of insertion sites ( including PIC and CVC lines), Infusion therapy 1, Blood and blood products (checking client identification, monitoring infusion, responding to blood reactions), Catheterization**

**Medication administration: Mental health medications across the lifespan, Pediatric/maternal medications, Pain management of: the mental health client, The maternity client, the Pediatric client  
Immunizations across the lifespan**

**Context-specific reporting and documentation**

**Leadership competencies**

## **Rationale and Consultations**

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Viewing: **NURS 3006 : Consolidated Practice 3**

Last approved: 01/24/19 3:44 am

Last edit: 01/23/19 2:25 pm

Programs  
referencing this  
course

[1: Access to Practical Nursing Diploma](#)

[R1: Practical Nursing Diploma](#)

**History**

1. May 12, 2018 by Todd Rowlatt (trowlatt)
2. Aug 2, 2018 by Nicole Degagne (ndegagne)
3. Jan 24, 2019 by Julie Gilbert (jgilbert)

Course Name: Consolidated Practice Experience 3

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course Name: Consolidated Practice 3

Subject Code: NURS - Nursing

Course Number: 3006

Year of Study: 1st Year Post-secondary

Credits: 2

**Course Description:**

This clinical experience will introduce learners to community practice and an opportunity to apply and adapt knowledge gained in Levels One, Two, or Access, and Level Two, within a continuum of care for clients across the lifespan. Learners may gain experience through simulation and in a variety of community and residential care agencies and settings. These hours may be offered as CPE 3 or integrated into the Integrated Nursing Practice 3 course as practice hours.

## Course Pre-Requisites (if applicable):

NURS 3001 - Professional Communication 3; NURS 3002 - Professional Practice 3; NURS 3003 - Health Promotion 3; NURS 3004 - Variations in Health 3; NURS 3005 - Integrated Nursing Practice 3

## Course Co-requisites (if applicable):

## PLAR (Prior Learning Assessment &amp; Recognition)

No

## Course Learning

## Outcomes (CLO):

<b>Upon successful completion of this course, students will be able to:</b>	
CLO #1	Practice within relevant legislation, British Columbia College of Nursing Professionals (BCCNP) , Standards of Practice Framework for LPNs (2014): Scope of Practice Standards; Professional Standards and Practice Standards, Entry to Practice Competencies (CCPNR, 2013) the Health Professions Act of BC, and facility specific policy and procedures.
CLO #2	Incorporate health promoting strategies to provide safe, competent, culturally safe and ethical care to clients in community.
CLO #3	Apply critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate care in providing a continuum of care for predictable situations.
CLO #4	Participate in collaborative practice decisions that are client specific and consider client acuity, complexity, variability, and available resources in a supervised practice setting.
CLO #5	Facilitate and participate in interprofessional problem solving and decision making.
CLO #6	Describe an interprofessional approach to supporting a client in community.
CLO #7	Participate with the health care team to meet the collective needs of clients.
CLO #8	Connect, share and explore in collaborative relationships with clients in a caring community environment.
CLO #9	Provide culturally safe, trauma-informed, relational care that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity as appropriate.

<b>Upon successful completion of this course, students will be able to:</b>	
CLO #10	Provide leadership, direction, assignment, and supervision of unregulated care providers within the context of community care with direction as appropriate.
CLO #11	Identify how evidence informed decision making can advocate change in the community setting.
CLO #12	Identify how interactions with clients and other members of the health care team in community are influenced by own biases, values and assumptions.
CLO #13	Participate in continuous learning opportunities to maintain and enhance competence.
CLO #14	Recognize and respect the roles and ability of other members of the health care team in the community setting.
CLO #15	Recognize changes in client status and collaborate with other members of the health care team to develop a plan of care.

#### Instructional

#### Strategies:

Students may gain experience through simulation and experience in a variety of community and residential care agencies and settings. This is a faculty supervised or monitored experience. The Level 3 competencies are practiced and mastered.

## Evaluation and Grading

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Grading System:      Satisfactory/Unsatisfactory      Passing grade:

Satisfactory = S on all evaluation components

#### Evaluation Plan:

<b>Type</b>	<b>Percentage</b>	<b>Brief description of assessment activity</b>
Assignments		Journal
Portfolio		Client/Agency Portfolio Poster Presentation
Assignments		Self-Evaluation Assignment
Other		Instructor-Evaluation



Type	Percentage	Brief description of assessment activity
Assignments		Community project  Student must demonstrate mastery of all course learning outcomes to receive Satisfactory grade

## Hours by Learning Environment Type

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Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

65

Practicum

Self Paced / Individual Learning

Course Topics

### Course Topics:

- Professional communication
- Nurse-client relationship
- Comprehensive assessments (mental health, newborn, maternal)
- Interprofessional approach to care
- Ethical practice
- Wellness and health promotion
- Nursing care and documentation
- Self-reflective approach to practice

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Date Submitted: 12/14/18 5:51 pm

Viewing: **NURS 4001 : Professional****Communication 4**

Last edit: 01/23/19 2:19 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

- [1: Access to Practical Nursing Diploma](#)  
[81: Practical Nursing Diploma](#)

Course Name:

**Professional Communication 4**

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

## In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Banner

## Approval Path

1. 12/15/18 8:15 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:50 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:29 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Julie Gilbert</b>	<b>jgilbert@vcc.ca</b>	<b>5130</b>

Banner Course Name: Professional Communication 4

Subject Code: NURS - Nursing

Course Number: 4001

Year of Study: 1st Year Post-secondary

Credits: **1 0-1**

Course Description:

The focus of this course will be on the advancement of professional communication within the acute care setting with clients across the lifespan. The practice of collaboration with health care team members, and clients will be further developed. ~~Prerequisite: Successful completion of level 3 theory courses and consolidate Practice Experience 3. This course is part of the full-time Practical Nursing and Access to Practical Nursing Programs.~~

Course Pre-Requisites (if applicable):

**NURS 3006 - Consolidated Practice Experience 3**

Course Co-requisites (if applicable):

**NURS 4002 - Professional Practice 4; NURS 4003 - Health Promotion 4; NURS 4004 - Variations in Health 4; NURS 4005 - Integrated Nursing Practice 4**

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning  
Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
<b>CLO #1</b>	Identify and articulate when collaboration is required in a changing <b>client situation.</b> <del>situation</del>
<b>CLO #2</b>	<b>Describe approaches to co-create</b> <del>Co-create</del> a climate for shared leadership and <b>interprofessional collaborative practice.</b> <del>practice</del>
<b>CLO #3</b>	<b>Identify elements of respecting</b> <del>Respect</del> team ethics, including confidentiality, resource <b>allocation allocation,</b> and <b>professionalism.</b> <del>professionalism</del>
<b>CLO #4</b>	<b>Explain how to promote</b> <del>Promote</del> and facilitate group cohesiveness by contributing <b>to</b> <del>to</del> the purposes and goals of the <b>team.</b> <del>team</del>
<b>CLO #5</b>	<b>Describe how</b> <del>Reinforce information given</del> to <b>reinforce information given to</b> clients by other health-care <b>professionals.</b> <del>professionals</del>
<b>CLO #6</b>	<b>Describe how to establish</b> <del>Establish</del> therapeutic relationships within the acute care <b>setting.</b> <del>setting</del>
<b>CLO #7</b>	<b>Identify components that demonstrate</b> <del>Demonstrate</del> a commitment to engage in dialogue and relationship building <b>in cultural humility</b> with First Nation, <b>Inuit,</b> <del>Inuit</del> and <b>Metis</b> <del>Métis</del> peoples, cultures and health <b>practices.</b> <del>practices</del>

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

<b>CLO #8</b>	Identify <b>components that demonstrate a commitment how to engage in dialogue effectively provide client and relationship building family with different cultures. emotional support in acute care setting</b>
<b>CLO #9</b>	<b>Identify how to effectively provide client and family with emotional support in the acute care setting. Identify and use appropriate conflict resolution / mediation strategies</b>
<b>CLO #10</b>	Identify <del>opportunities</del> and <b>use appropriate conflict resolution/mediation strategies through simulation. for teaching and learning / sharing knowledge and providing constructive feedback to unregulated care providers, novices, and learners</b>
<b>CLO #11</b>	<b>Identify opportunities and strategies for teaching and learning / sharing knowledge and providing constructive feedback to unregulated care providers, novices, and other learners.</b>

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Assignments</b> <del>Quizzes/Tests</del>	<b>35</b> <del>40</del>	<b>Self-assessment and reflection simulation recording</b> <del>4 x 10% Analyze scenarios where communication was ineffective. Identify barriers to effective communication.</del>
<b>Assignments</b> <del>Other</del>	30	<b>Written interprofessional assignment</b> <del>Written analysis of a communication scenario(s) with families</del>
<b>Final Exam</b> <del>Quizzes/Tests</del>	<b>35</b> <del>30</del>	Comprehensive exam

## Hours by Learning Environment Type

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Lecture, Seminar, Online

21 20

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

#### Course Topics:

Professional Communication **in acute care settings:** ~~during Acute Illness:~~ Communicating within the role of the PN during an emergency , Collaborating with other team members in providing nursing care to implement and evaluate care, Problem solving and decision making, Conflict resolution, **Adapting** ~~Adaptation of~~ communication skills appropriate to the client

**Relational Practice with clients experiencing an acute illness:** ~~Relational Practice during Acute Illness:~~ Role of **the LPN PN** in providing family members with emotional support, Honouring diversity, **Cultural humility, Cultural advocacy**, Caring and respect

Interprofessional Communication **in** ~~during Acute~~ **Care settings:** ~~Illness:~~ Supporting colleagues to practice effectively, Sharing knowledge with unregulated providers, novices and **learners** ~~students~~

## Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

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Provide any additional information if necessary.

Date Submitted: 12/14/18 5:51 pm

Viewing: **NURS 4002 : Professional Practice 4**

Last edit: 01/23/19 2:19 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[1: Access to Practical Nursing Diploma](#)

[81: Practical Nursing Diploma](#)

Course Name:

**Professional Practice 4**

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

## In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Banner

## Approval Path

1. 12/15/18 8:15 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:51 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:30 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Julie Gilbert</b>	<b>jgilbert@vcc.ca</b>	<b>5130</b>

Banner Course Name: Professional Practice 4

Subject Code: NURS - Nursing

Course Number: 4002

Year of Study: 1st Year Post-secondary

Credits: 0-1

Course Description:

This course is intended to prepare the learner for the role of the practical nurse (**PN**) in managing clients with acute presentation of illness. Legislation influencing PN practice, specific professional practice issues and ethical practice pertinent to PN practice in acute care environments will be explored. Practice issues that occur across the lifespan will be considered. Collaborative practice with other health care team members and specifically the working partnership with RN's in the acute care setting will be explored.

~~Prerequisite: Successful completion of all Level 3 courses and Level 3 Consolidated Practice Experience. This course is part of the full-time Practical Nursing and Access to Practical Nursing Programs.~~

Course Pre-Requisites (if applicable):

**NURS 3006 - Consolidated Practice Experience 3**

Course Co-requisites (if applicable):

**NURS 4001 - Professional Communication 4; NURS 4003 - Health Promotion 4; NURS 4004 - Variations in Health 4; NURS 4005 - Integrated Nursing Practice 4**

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
<b>CLO #1</b>	Discuss professional self-regulation and the implication for individual responsibilities and accountabilities of the Practical Nurse in the acute care <b>practice settings.</b> <del>setting</del>
<b>CLO #2</b>	Demonstrate knowledge of the legislation – including scope of practice, <b>professional standards</b> <del>Standards of Practice</del> and practice <b>expectations-</b> <del>expectations—</del> as <b>it relates</b> <del>they relate</del> to practice in <del>the</del> acute care <b>practice settings.</b> <del>setting</del>
<b>CLO #3</b>	Identify and <b>advocate for</b> <del>justify</del> the influence of <b>interprofessional</b> collaborative <del>and inter-professional</del> relationships on a quality practice environment in the acute care <b>setting.</b> <del>setting especially as it relates to the clients in this environment</del>
<b>CLO #4</b>	Demonstrate the ability to access and assess current, relevant, scholarly resources to prepare for <b>caring for</b> <del>management of</del> clients with acute <b>illness.</b> <del>illness</del>
<b>CLO #5</b>	<b>Formulate</b> <del>Discuss the importance of respecting cultural diversity</del> and <b>articulate a professional practice perspective about cultural humility and cultural advocacy.</b> <del>inclusivity</del>
<b>CLO #6</b>	<b>Discuss the importance of respecting cultural diversity and inclusivity.</b> <del>Apply and analyze an ethical decision-making process to determine strategies for solutions for ethical dilemmas in nursing practice in the acute care setting</del>

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

<b>CLO #7</b>	<b>Apply and analyze ethical decision making to determine strategies for solving ethical dilemmas in nursing practice in acute care practice settings.</b> <del>Demonstrate self-reflection and reflective journal writing to enhance learning and nursing practice</del>
<b>CLO #8</b>	<b>Demonstrate self-reflection and reflective journal writing to enhance learning and nursing practice.</b>

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<del>30</del> 20	<b>ethical decision making case study paper</b> <del>Group Presentations re interview of practising LPN's</del>
Assignments	<del>30</del> 20	<b>professional misconduct presentation</b> <del>Group Presentation of an ethical case study Level 4 Professional Portfolio Submission</del>
<del>Assignments</del>	<del>20</del>	<del>Paper on Leadership or Inter-professional practice in acute care — APA format</del>
Final Exam	30	<b>comprehensive</b> <del>Application of the CLPNBC Standards of Practice &amp; Code of Ethics to nursing practice in Acute Care</del>
Portfolio	10	Professional Portfolio submission

## Hours by Learning Environment Type

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Lecture, Seminar, Online

**21** ~~20~~



Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

Legislation influencing PN Practice in Acute Care **Environments**

PN Professional Practice

PN Ethical Practice

Leadership in PN practice

Inter-professional practice

Diversity in PN practice

**Cultural humility and cultural advocacy**

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

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Provide any additional information if necessary.

Supporting

documentation:

Date Submitted: 12/14/18 5:52 pm

Viewing: **NURS 4003 : Health Promotion 4**

Last edit: 01/23/19 2:20 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[1: Access to Practical Nursing Diploma](#)

[81: Practical Nursing Diploma](#)

Course Name:

**Health Promotion 4**

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

## In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Banner

## Approval Path

1. 12/15/18 8:15 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:51 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:30 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Julie Gilbert</b>	<b>jgilbert@vcc.ca</b>	<b>5130</b>

Banner Course Name: Health Promotion 4

Subject Code: NURS - Nursing

Course Number: 4003

Year of Study: 1st Year Post-secondary

Credits: 0-1

Course Description:

This course focuses on health promotion in the context of caring for clients experiencing an acute exacerbation of chronic illness or an acute episode of illness. Examination of health promoting strategies during hospitalization to improve or help maintain clients' health status after discharge occur. Topics also include how to preparing clients for discharge from care through teaching and learning of health promoting strategies. ~~Prerequisite: NURS 4001 – Professional Communication 4; NURS 4002 – Professional Practice 4; NURS 4004 – Variations in Health 4; NURS 4005 – Integrated Nursing Practice 4. This course is part of the full-time Practical Nursing and Access to Practical Nursing Programs.~~

Course Pre-Requisites (if applicable):

**NURS 3006 - Consolidated Practice Experience 3**

Course Co-requisites (if applicable):

**NURS 4001 - Professional Communication 4; NURS 4002 - Professional Practice 4; NURS 4004 - Variations in Health 4; NURS 4005 - Integrated Nursing Practice 4**

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning  
Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
<b>CLO #1</b>	Formulate teaching strategies to manage or improve client <del>health.</del> <b>health</b>
<b>CLO #2</b>	Discuss health promotion in the acute care context and in relation to discharge <del>planning.</del> <b>planning</b>
<b>CLO #3</b>	Explain utilization of screening tools for early detection of <del>illness.</del> <b>illness</b>
<b>CLO #4</b>	Identify and explain which immunizations are important for clients experiencing acute <del>illness.</del> <b>illness</b>
<b>CLO #5</b>	Identify culturally <del>safe, culturally informed sensitive-</del> and appropriate health promotion <del>materials.</del> <b>materials.</b>
<b>CLO #6</b>	Explain the continuum of <del>care.</del> <b>care</b>
<b>CLO #7</b>	Explain the discharge planning <del>process.</del> <b>process</b>
<b>CLO #8</b>	<del>Examine Demonstrate-</del> appropriate teaching and learning strategies to prepare clients for <del>discharge.</del> <b>discharge.</b>
<b>CLO #9</b>	Explain harm reduction strategies for acute care clients at <del>risk.</del> <b>risk</b>
<b>CLO #10</b>	<b>Evaluate trauma-informed practice within acute care settings.</b>

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

**CLO #11** Evaluate LGBTQ2 needs for discharge teaching.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30 35	Simulation recording and analysis <del>Scholarly Paper:re-discharge planning</del>
Assignments Midterm Exam	35 30	Written paper <del>Content from beginning to midterm will be tested</del>
Final Exam	35	Final Comprehensive Exam

## Hours by Learning Environment Type

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Lecture, Seminar, Online

24

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

Introduction to epidemiology

**Risk-management strategies:** ~~Harm reduction~~:smoking cessation, obesity, drug **use**  
**Harm reduction use**

Nutrition

Risk management strategies

Early detection of illness through screening

Client teaching and learning

Culturally appropriate and relevant learning strategies

Continuum of Care (pre-admission and discharge planning)

**Cultural safety and cultural humility in acute care** ~~Self care of the nurse~~

**Trauma-informed practice in acute care settings**

**LGBTQ2 care in acute care settings**

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

Date Submitted: 12/14/18 5:52 pm

Viewing: **NURS 4004 : Variations in Health 4**

Last edit: 01/23/19 2:21 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[1: Access to Practical Nursing Diploma](#)

[81: Practical Nursing Diploma](#)

Course Name:

**Variations in Health 4**

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

## In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Banner

## Approval Path

1. 12/15/18 8:15 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:51 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:30 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Julie Gilbert</b>	<b>jgilbert@vcc.ca</b>	<b>5130</b>

Banner Course Name: Variations in Health 4

Subject Code: NURS - Nursing

Course Number: 4004

Year of Study: 1st Year Post-secondary

Credits: 0-2

Course Description:

This course focuses on pathophysiology as it relates to acute disease and illness of clients across the lifespan, specifically the care of the client experiencing acute illness including nursing interventions and treatment options. Implications of the acute exacerbation of chronic illness will be addressed. Cultural diversity in healing practices will be explored as well as evidenced informed research and practice.

~~Prerequisite: Successful completion of Level 3 courses and Consolidated Practice Experience 3. This course is part of the full-time Practical Nursing and Access to Practical Nursing Programs.~~

Course Pre-Requisites (if applicable):

**NURS 3006 - Consolidated Practice Experience 3**

Course Co-requisites (if applicable):

**NURS 4001 - Professional Communication 4; NURS 4002 - Professional Practice 4; NURS 4003 - Health Promotion 4; NURS 4005 - Integrated Nursing Practice 4**

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
<b>CLO #1</b>	Explain pathophysiology as it relates to selected common acute illness of clients across the <b>lifespan.</b> <del>lifespan</del>
<b>CLO #2</b>	Explain the pathophysiology and nursing management of shock (cardiogenic, hypovolemic, neurogenic, anaphylactic, <b>septic).</b> <del>septic)</del>
<b>CLO #3</b>	<b>Recognize</b> <del>Recognise</del> and explain the pathophysiology and nursing management of fluid and electrolyte <b>imbalances.</b> <del>imbalances</del>
<b>CLO #4</b>	Explain nursing management of common acute disease and acute exacerbations of acute illness of clients across the <b>lifespan.</b> <del>lifespan</del>
<b>CLO #5</b>	Identify <b>holistic and</b> traditional healing practices related to the acute illness <b>experience.</b> <del>experience</del>
<b>CLO #6</b>	Describe the impact of cultural diversity <b>and cultural humility</b> in health <b>and healing.</b> <del>and healing</del>
<b>CLO #7</b>	<b>Compare and contrast how different cultural practices impact health and healing.</b> <del>Access relevant best practice information to support learning</del>

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

**CLO #8** Access relevant best practice information to support learning.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	75 20	Quiz #1 and Quiz #2 (10% each)
Assignments	25	Presentation of course topic
Midterm Exam	25	Content from beginning to midterm will be tested
Final Exam	30	Comprehensive Final Exam
<b>Final Exam</b>	<b>25</b>	<b>Comprehensive Final Exam</b>

## Hours by Learning Environment Type

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Lecture, Seminar, Online

51 50

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning



## Course Topics

**Course Topics:**

Physiological changes contributing to acute disease and illness across the lifespan

Recognition and presentation of common acute disease and illness across the lifespan

Nursing management of acute disease and illness according to body system: Integumentary, Cardiovascular, Respiratory, Musculoskeletal, Endocrine, Gastrointestinal, Genitourinary, Neurological, Sensory, Haematology

**Nursing management, including assessment (holistic assessment, data collection including lab values and diagnostics); pharmacology; identification of real/potential problems; nursing diagnoses; planning of specific nursing interventions; implementing culturally safe and culturally informed care; evaluation of care; collaborating with other members of the health care team; health promotion; client teaching.**

Therapeutic interventions and treatments including pharmacology

Emergency pharmacology

Traditional healing practices

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

Date Submitted: 12/14/18 5:52 pm

Viewing: **NURS 4005 : Integrated Nursing Practice****4**

Last approved: 08/02/18 4:47 am

Last edit: 01/23/19 2:22 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

- [1: Access to Practical Nursing Diploma](#)  
[81: Practical Nursing Diploma](#)

Course Name:

Integrated Nursing Practice 4

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

**In Workflow**

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Banner

**Approval Path**

1. 12/15/18 8:16 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:51 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:30 pm  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

**History**

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course      Integrated Nursing Practice 4  
Name:

Subject Code:      NURS - Nursing

Course Number 4005

Year of Study 1st Year Post-secondary

Credits: 3,6

#### Course Description:

This practical course emphasizes the development of nursing skills aimed at promoting health and healing with individuals experiencing acute health challenges across the lifespan. Classroom, laboratory, simulation, and integrated practice experiences will help students build on theory and practice from Levels One, Two or Access, and Level Three, to integrate new knowledge and skills relevant to the acute care setting.

#### Course Pre-Requisites (if applicable):

**NURS 3006** - ~~Successful completion of level 3 courses and~~ Consolidated Practice Experience **3 3-**

#### Course Co-requisites (if applicable):

NURS 4001 - Professional Communication 4; NURS 4002 - Professional Practice **4**; **NURS 4003 -Health Promotion 4**; **NURS 4004 - Variations in Health 4** ~~4: NURS 5003—Health Promotion 4; NURS 4004—Variations in Health 4-~~

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate understanding of the <b>BCCNP</b> <del>CLPNBC</del> Standards of Practice <b>for LPNs: Framework:</b> Scope of Practice Standards; Professional Standards; Practice Standards (2014), and Entry to Practice Competencies for LPNs ( <b>CCPNR, 2013</b> ) <del>(2013) and how these guide the practice of LPNs</del> in acute care <b>settings. settings</b>
CLO #2	Perform comprehensive nursing assessment and interventions with clients experiencing acute <b>illness. illness</b>
CLO #3	Apply critical thinking, clinical judgment and knowledge of assessment to plan, implement and evaluate care of clients experiencing acute <b>illness. illness</b>
CLO #4	Practice in collaboration with clients, the interprofessional healthcare team, peers and <b>faculty. faculty</b>
CLO #5	Provide a caring environment for clients by connecting, sharing and exploring with them in a collaborative <b>relationship. relationship</b>

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

CLO #6	Provide <b>culturally safe</b> , person-centred care that recognizes and respects the uniqueness of each individual and is sensitive to culture and <b>diversity</b> . <del>diversity</del>
CLO #7	Identify own values, biases, and assumptions as a self-reflective, responsible and accountable <b>practitioner</b> . <del>practitioner</del>
CLO #8	Identify own learning needs to enhance <b>competence</b> . <del>competence</del>
<b>CLO #9</b>	<b>Demonstrate competency with mathematical drug calculations in client in the acute care setting.</b>
<b>CLO #10</b>	<b>Examine practical applications associated with leadership, management and followership.</b>

#### Instructional

#### Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:

**75% in theory for overall grade of S. S Must achieve S in all practical components.**

**Satisfactory**

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Exam</b> <del>Quizzes/Tests</del>	<del>10</del>	<b>2 exams</b> <del>Quizzes #1 and #2 (75% minimum pass)</del>
<b>Final Exam</b> <del>Lab Work</del>	<del>20</del>	<b>Comprehensive.</b> <del>Formative skill assessments</del>
Lab Work	<del>30</del>	<b>Formative skills assessments</b> <del>Integrated Lab Assessment: case study assessment in lab, demo application of theory to practice + self reflection</del>

Type	Percentage	Brief description of assessment activity
Final Exam	30	Comprehensive Final Exam (75% minimum pass)
Field Experience	10	Instructor/Learner evaluation. NB. All components of this course must be mastered to receive a grade of Satisfactory.
Lab Work		Integration lab assessment
Field Experience		Instructor and Self evaluation
Other		Instructor/student evaluation from lab

## Hours by Learning Environment Type

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Lecture, Seminar, Online

**40**

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**140** ~~180~~

Practicum

Self Paced / Individual Learning

Course Topics

### Course Topics:

Comprehensive Health Assessment: Physical assessment across the lifespan, Mental Health Assessment, Acute pain assessment, Nutritional assessment (including fluid intake and output and clients receiving total parenteral nutrition), **Focused** ~~Focussed~~ (priority) assessment, Infusion Therapy 2

Clinical Decision Making: Using the nursing process in the acute care **setting; setting**, ~~Applying clinical decision making tools to clients across the **lifespan; lifespan**, Lab (diagnostic) **values; values**, Evidence-informed **practice; practice**, Clinical practice guidelines specific to acute care **setting; setting**, ~~Nursing Interventions with Clients Experiencing Acute Illness, Catheterization and CBI, Risk management, Principles of infection control, Remove sutures, staples and drains, insert and remove packing, IV insertion (converting IV to an intermittent infusion device, flushing an intermittent infusion device, discontinuing a peripheral infusion device), Inserting (knowledge and lab practice only) maintaining and removing nasogastric tubes, Management of chest tubes, epidural catheter, drainage tubes, suprapubic catheter, tracheostomy, ostomy, Care of the medical/ surgical client, Individualizing nursing care plans in acute care setting~~~~

**Course Topics:**

**Nursing Interventions with Clients Experiencing Acute Illness: Catheterization and Continuous bladder irrigation, Risk management, Principles of infection control, Remove sutures, staples and drains, insert and remove packing, IV insertion (converting IV to an intermittent infusion device, flushing an intermittent infusion device, discontinuing a peripheral infusion device), Inserting (knowledge and lab practice only) maintaining and removing nasogastric tubes, management of chest tubes, epidural catheter, drainage tubes, suprapubic catheter, tracheostomy, ostomy,**

**Care of the medical/ surgical client; Individualizing nursing care plans in acute care setting**

~~Reporting and Documentation: Reporting and Documentation Charting~~ in acute care setting, Communication tools in acute care **setting, electronic setting (electronic health records record)**

Medication **administration: Administration: Client in the acute care setting**

**Pain management: Client in the acute care setting**

**IV medication administration—theory/ knowledge only**

~~Medication administration in acute care setting how is this different?, Acute pain management , IV drug administration~~

**Leadership Competencies**

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Date Submitted: 12/14/18 5:53 pm

Viewing: **NURS 4006 : Consolidated Practice 4**

Last approved: 11/14/18 4:53 am

Last edit: 01/23/19 2:22 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

- [1: Access to Practical Nursing Diploma](#)  
[81: Practical Nursing Diploma](#)

Course Name:

Consolidated Practice 4

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

## In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Banner

## Approval Path

1. 12/15/18 8:16 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:51 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:30 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)
2. Nov 14, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course      Consolidated Practice 4  
Name:

Subject Code: NURS - Nursing  
 Course Number 4006  
 Year of Study 1st Year Post-secondary  
 Credits: 6.5

#### Course Description:

This clinical experience provides learners with the opportunity to integrate theory from all Levels into the role of the practical nurse in the acute medical and surgical setting. Learners will focus on clients with exacerbations of chronic illness and/or acute illness across the lifespan and will consolidate knowledge and skills such as: post operative care, surgical wound management, IV therapy, focused assessment, and clinical decision-making in acute care settings.

#### Course Pre-Requisites (if applicable):

NURS 4001 - Professional Communication 4; NURS 4002 - Professional Practice 4; NURS 4003 - Health Promotion 4; NURS 4004 - Variations in Health 4; NURS 4005 - Integrated Nursing Practice 4

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

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

CLO #1	Practice within relevant legislation, <b>British Columbia College Entry to Practice Competencies (2013), Standards of Nursing Professionals (BCCNP) Standards of Practice Practice-Framework for LPNs: (2014):</b> Scope of Practice Standards; Professional <b>Standards; Practice Standards (2014), Standards and Entry to Practice Competencies for LPNs (CCPNR, 2013) Practice Standards as set out by the CLPNBC, the Health Professions Act of BC,</b> and facility specific policy and <b>procedures.</b> <del>procedures.</del>
CLO #2	Provide <b>culturally informed</b> safe, competent, and ethical care to clients experiencing medical or surgical challenges.
CLO #3	Independently apply critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate the agreed upon plan of care for stable post operative or medical clients across the lifespan.



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

CLO #4	Independently implement nursing interventions and make practice decisions that are client specific and consider client acuity, complexity, variability, and available resources.
CLO #5	Recognize and respect the roles and ability of other members of the health care team in the acute care setting.
CLO #6	Recognize changes in client status and collaborate with other members of the health care team to develop a plan of care.
CLO #7	Provide a caring environment for clients and families by connecting, sharing and exploring with them in a collaborative relationship.
CLO #8	Deliver person-centered care that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity.
CLO #9	Demonstrate teaching and learning through a continuum of care and discharge planning.
CLO #10	Provide leadership, direction, assignment, and supervision of unregulated care providers in the acute care setting.
CLO #11	Advocate for and lead change reflective of evidence-informed practice.
CLO #12	Identify own values, biases, and assumptions on interactions with clients and other members of the health care <del>team.</del> <del>team</del>
CLO #13	Seek out and engage in continuous learning to maintain and enhance competence.

#### Instructional

#### Strategies:

This is a hands-on direct patient care experience is supervised by faculty. The Level 4 competencies are practiced and mastered.

## Evaluation and Grading

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Grading System: Satisfactory/Unsatisfactory

Passing grade:

**Satisfactory - Students must attain a S grade in all evaluative components** ~~Satisfactory~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	<b>Self-reflective Journal</b> <del>Journal—students reflect on learning about their client by preparing a journal</del>
<b>Other Assignments</b>	20	<b>Instructor/student evaluation Midterm and Final Self-Evaluation</b> <del>—students reflect on their progress in meeting each of the learning outcomes</del>
<b>Practicum</b>	20	<del>Instructor Evaluation/Feedback related to each learning outcome</del>
Assignments	20	<b>Portfolio/ Nursing Care Plans</b> <del>Nursing Care Plan—students prepare a written nursing care plan for each client</del>
Assignments	20	<b>Leadership assignment</b> <del>Leadership—learners develop a teaching plan in collaboration with other health care team members.</del>
<b>Assignments</b>		<b>Teaching and learning assignment</b>

## Hours by Learning Environment Type

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Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum 200

Self Paced / Individual Learning

Course Topics

### Course Topics:

Leadership
Professional communication
Clinical decision making
Inter-professional approach to practice
Comprehensive and focused assessments
Medication administration
Surgical wound care

**Course Topics:**

Discharge planning

Self-reflective approach to practice

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

---

Provide any additional information if necessary.

Supporting

documentation:

Reviewer

Comments

Key: 6870

[Preview Bridge](#)

Date Submitted: 12/14/18 5:53 pm

Viewing: **NURS 4007 : Transition to Preceptorship**

Last approved: 08/02/18 4:48 am

Last edit: 01/23/19 2:23 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[1: Access to Practical Nursing Diploma](#)

[81: Practical Nursing Diploma](#)

Course Name:

Transition to Preceptorship

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

## In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Banner

## Approval Path

1. 12/15/18 8:16 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:51 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:30 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course: Transition to Preceptorship

Name:

Subject Code: NURS - Nursing

Course Number 4007

Year of Study 1st Year Post-secondary

Credits: 1

Course Description:

Transition to Preceptorship will prepare the learner for the final practice experience. A combination of instructor led simulation experiences and self directed learning will provide the learner with increased competence and confidence to practice in their final practice experience.

Course Pre-Requisites (if applicable):

**NURS 4006 - Consolidated Practice 4** ~~Successful completion of Levels 1,2,3 and 4 or Access, 3 and 4~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Develop a learning plan to be shared with mentors in final practice <b>experience.</b> <del>experience</del>
CLO #2	Competently apply knowledge and skills relevant to the final practice <b>experience.</b> <del>experience</del>
CLO #3	Initiate, support, and develop respectful, supportive collaborative relationships in the practice <b>environment.</b> <del>environment</del>
CLO #4	Be familiar with the established policies and procedures of agency where practice education will <b>occur.</b> <del>occur</del>
CLO #5	Describe the leadership role within the <b>role and</b> scope <del>of practice</del> for Practical <b>Nurses.</b> <del>Nurses</del>

Instructional Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, **online activities**, skill building exercises and simulation.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:

**Must achieve Satisfactory in all evaluative components**

**Satisfactory**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Lab Work	<del>50</del>	<b>Self/peer/instructor assessments</b> <del>Self/peer/instructor assessments of knowledge and skills specific to learner</del>
Assignments	<del>20</del>	Learning <b>plan &amp; research Plan</b> for <b>preceptorship Preceptorship</b>
Assignments	<del>10</del>	Research <b>binder Binder</b>
<b>Portfolio Assignments</b>	<del>10</del>	Professional <b>portfolio Portfolio</b>
Participation	<del>10</del>	Participation
<b>Lab Work</b>		<b>Formative Skills Assessments</b>

## Hours by Learning Environment Type

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Lecture, Seminar, Online

**15** ~~20~~

Lab, Clinical, Shop, Kitchen, Studio, Simulation

**15** ~~10~~

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

Student self evaluation of learning needs

Preparation of learning plan appropriate to placement

Review and practice of relevant **knowledge, skills and abilities**

Simulated scenarios appropriate to selected area of practice

**Self-reflective practice and leadership; Review of interprofessional competencies**

**Review of appropriate clinical practice guidelines and decision support tools; Agency orientation and introduction to practice education model**

**Simulated scenarios appropriate to selected area of practice**

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

Key: 6871

[Preview Bridge](#)

Date Submitted: 12/14/18 5:54 pm

Viewing: **NURS 4008 : Preceptorship**

Last approved: 08/02/18 4:48 am

Last edit: 01/23/19 2:31 pm

Changes proposed by: jgilbert

Programs  
referencing this  
course

[1: Access to Practical Nursing Diploma](#)

[81: Practical Nursing Diploma](#)

Course Name:  
Preceptorship

Effective Date: September 2019

School/Centre: Health Sciences

Department: Practical Nursing(5004)

Contact(s)

## In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Banner

## Approval Path

1. 12/15/18 8:16 am  
Julie Gilbert  
(jgilbert): Approved  
for 5004 Leader
2. 01/07/19 8:51 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/23/19 2:30 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

1. Aug 2, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Banner Course      Preceptorship  
Name:

Subject Code:      NURS - Nursing



Course Number 4008

Year of Study 1st Year Post-secondary

Credits: 6

#### Course Description:

This final practice experience provides an opportunity for the learner to demonstrate integration and consolidation of knowledge, skills and abilities within the realities of the workplace, and become practice ready.

**Note:** This ~~faculty-monitored~~ experience may occur through a variety of practice experience models, including the preceptorship model, under the immediate supervision of a single, fully qualified and experienced LPN or RN or RPN and/or within the context of a collaborative learning environment as a participating team member.

#### Course Pre-Requisites (if applicable):

**NURS 4006 - Consolidated Practice 4 and NURS 4007 - Transition to Preceptorship** ~~Successful completion of all courses in Levels 1,2 or Access and Levels 3 and 4; NURS 4007~~

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply the Entry to Practice Competencies for Licensed Practical Nurses <b>(BCCNP, 2013)</b> <del>(2013)</del> to provide safe, competent, culturally safe and ethical care
CLO #2	Practice within relevant legislation, <b>British Columbia College Standards of Nursing Professionals (BCCNP) Standards of Practice Framework for LPNs: Framework:</b> <del>Scope of Practice Standards; Professional Standards; and Practice Standards (2014) as set out by the Health Professions Act of BC and the College of Licensed Practical Nurses (Licensed Practical) Regulation (2015) and the BCCNP. of British Columbia</del>
CLO #3	Value and engage in continuous learning to maintain and enhance <b>competence.</b> <del>competence</del>
CLO #4	Practice in collaboration with other members of the health care team to meet the collective needs of their <b>clients.</b> <del>clients</del>

Upon successful completion of this course, students will be able to:	
CLO #5	Participate in interprofessional problem solving and decision-making <b>processes.</b> <del>processes</del>
CLO #6	Advocate for and facilitate change reflecting evidence-informed <b>practice.</b> <del>practice</del>
CLO #7	Make practice decisions that are client specific and consider client acuity, complexity, variability, and available <b>resources.</b> <del>resources</del>
CLO #8	Use critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate the agreed upon plan of <b>care.</b> <del>care</del>
CLO #9	Develop <del>a</del> -collaborative <b>relationships</b> <del>relationship</del> -with clients by connecting, sharing and exploring with them in a caring <b>environment.</b> <del>environment</del>
CLO #10	Provide <b>culturally informed, trauma-informed, relational</b> <del>person-centered</del> -care across the lifespan that recognizes and respects the uniqueness of each individual and is sensitive to cultural safety and <b>diversity.</b> <del>diversity</del>
CLO #11	Provide leadership, direction, assignment, and supervision of unregulated care providers as <b>appropriate.</b> <del>appropriate</del>
CLO #12	Identify one's own values, biases, and assumptions on interactions with clients and other members of the health care <b>team.</b> <del>team</del>
Instructional Strategies: -	

## Evaluation and Grading

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Grading System: Satisfactory/Unsatisfactory      Passing grade:

**Satisfactory - Must achieve  
satisfactory in all evaluative  
components** ~~Satisfactory~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<del>Assignments</del>	<del>20</del>	<del>Complete a journal to track progress in final practice experience</del>
Assignments	20	Midterm self evaluation
Practicum	20	Midterm preceptor or faculty evaluation

Type	Percentage	Brief description of assessment activity
Assignments	20	Final self evaluation
Practicum	20	Final preceptor or faculty evaluation

## Hours by Learning Environment Type

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Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum                      180

Self Paced / Individual Learning

### Course Topics

#### Course Topics:

The purpose of preceptorship is to provide a transition from the student role to the graduate practical nurse. During the preceptorship, the student and preceptor work closely together. The preceptor guides and supports the student in gaining further insights, awareness and knowledge through the realities of the work setting. The student is oriented into their new role as a graduate practical nurse and health care team member. Faculty advisors collaborate with the preceptor and student to help facilitate the preceptorship experience.

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Practical Nursing Diploma

### Additional Information

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## **GUIDELINES FOR CURRICULUM DEVELOPMENT FUNDS 2019-2020**

### **A. PURPOSE**

The Curriculum Development (CD) Fund supports projects that advance and expand the College's educational programming. In line with the College's planning process, proposals that are identified in the Integrated College Plan and Academic Plan will be given priority along with recommendations and action plans resulting from Program Reviews, Program Renewal and external Accreditations.

The CD budget is set each year and communicated once the Board of Governors has approved the overall College budget. A call for proposals is communicated to the College in January each year. The Program Review and Renewal Standing Committee (PRRC) of Education Council meets in March to review proposals and recommend the allocation of funds to the Vice President Academic, Students, and Research.

### **B. ELIGIBILITY FOR CD FUNDING**

The CD Fund supports the development/revision of programs and courses up to the program and course mapping stage (referred to as Curriculum Materials in the Definitions section). It is not meant to support the development of teaching and learning material. Proposals spanning 2-3 years will be considered. Multi-year funding commitment is contingent on satisfactory progress reports and changes to the CD Fund budget.

#### **CD Activities Eligible for Funding:**

1. Curriculum revisions arising as a result of external Accreditation or Program Renewal recommendations, which can include the development of curriculum materials, such as program content guides and course outlines;
2. Previously funded CD projects currently in-progress eligible for additional funds for completion.
3. New program development;
4. Curriculum revisions to existing program/course arising from annual Program Reviews;
5. Transitioning of courses to online delivery up to the program/course mapping stage;
6. Curriculum initiatives identified in Departmental plans and the 5-year Academic Plan (2017-2022)

#### **Program Renewals**

Programs undergoing renewal indicated in the approved Program Renewal schedule are automatically awarded \$5000 of Curriculum Development Funds for that fiscal year. Departments can use this funding for department release time to participate in the Program Renewal process and curriculum

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development activities arising from recommendations and action plans. CD funding can support the Department to:

- Attend Steering Committee meetings
- Collect and analyze data
- Write the self-study report
- Hold departmental planning sessions
- Prepare for the external site visit
- Create an action plan

### CD Activities Not Eligible For Funding

1. Development of teaching and learning materials such as lectures, videos, lesson plans, learning activities (class, shops, labs), learning resources, assessment tools, PowerPoint, etc. Such activities would be part of classroom preparation/ assigned duty.
2. Start-up costs related to new program such as salary of a Department Leader or faculty salary to develop teaching and learning materials should be built into the new program implementation budget.
3. Accreditation-related expenses such as faculty salary to develop reports, conduct research, hosting expenses and accreditation fees. Accreditation costs are built into department budgets. Discuss with your Dean for further information.

### Factors to Consider

How much time a curriculum development project will take is always an estimate, and the CD Fund budget will rarely have enough funds to support all the time required to complete the CD activities. Here are some factors to consider in your request:

1. Complexity, nature and scope of the CD project;
2. Length and complexity of the program or course content (i.e. programs that need to meet accreditation standards and/or where there are industry/regulatory required entry level competencies that students are required to meet would be considered complex);
3. Level and type of program/course (stand-alone course, certificate, diploma, degree);
4. Mode of course and/or program delivery (online or blended courses)
5. Expertise of the curriculum developer(s);
6. Type and amount of curriculum materials needed to be produced;
7. Current state of program/course documents;
8. Amount of support available from Department Leader, Dean, CTRL, and/or other faculty;
9. Faculty release, PD, and/or assigned duty time available.

### C. APPLICATION PROCESS

The following documents must be fully completed and submitted to the Project Coordinator Vice President Academic, Students, and Research on or prior to the due date:

- a. Curriculum Development Funding Proposal
- b. Salary and operating costing sheet

While the CD Fund Committee acknowledges that Departments may have a process for identifying curriculum development projects that require CD funding, the PRRC supports and encourages the following processes:

1. Dean holds department meetings within their Schools to determine curriculum development needs and identify projects requiring CD funds
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2. Department Leader, with input from the project lead, prepares the CD Funding Proposal, costing sheet, and checklist, as well as manages all aspects of the project. The Dean could also prepare a CD Fund proposal.
3. Proposals are sent to the Dean for approval at least one week prior to the due date for submission. The checklist should be included in the proposal documents sent to the Dean to assist in their decision making process.
4. The Dean vets all proposals from the departments within their School and prioritizes them based on the CD Fund requirements. Use the checklist to indicate prioritization.
5. The Dean sends all required documentation to Project Coordinator VP Academic, Students, and Research by the due date.
6. Deans attends CD Fund allocation meeting to present on the Schools proposals.

#### **D. ALLOCATION OF FUNDS**

The Program Review and Renewal Committee will meet after the call for proposals is concluded. The Committee recommends the allocation of funds to the Vice President Academic, Students, and Research. Decisions are reached by consensus, but if consensus can not be reached, the final decision is made by the Vice President Academic, Students, and Research. Awarded funds must be expended within the fiscal year ending March 31st. The Committee might decide to hold back a portion of funds to support a second call for proposals. The second call for proposals will be communicated in September and adjudicated by October 31<sup>st</sup>.

#### **Procedure**

- Project Coordinator and Chair of Program Review and Renewal Committee provide the documents for all proposals to the Committee;
- Deans present their proposals at the CD Fund Adjudication meeting; Committee members assess the proposals using the PRRC checklist. In order to avoid conflict of interest, Committee members will recuse themselves from decisions pertaining to their own Department or School;
- The Committee deliberates the proposals and try to reach a consensus on funding allocation. When possible, decisions will be reached by consensus. If consensus can not be reached, the final deliberation would be made by the Vice President Academic, Students, and Research;
- The Committee provides final recommendations for funding allocation to the Vice President Academic, Students, and Research;
- The Vice President Academic, Students, and Research approves the Committee's recommendations and communicates final allocations to Deans and Project Leads
- The Project Coordinator for the Vice President Academic, Students and Research will provide final decisions and budget codes to the Departments

#### **Roles and Responsibilities**

- Vice President Academic: approves the Committee's recommendations for funding allocation, communicates final allocations to Deans and Project Leads, and provides updates on the projects to Education Council.
  - Chair of Program Review and Renewal Committee: facilitates the adjudication process and discussion.
  - Program Review and Renewal Committee Members: review all proposals against the CD Fund general criteria. When required more information is requested from the Project Leads.
  - Deans, or delegate: present their School proposals at the CD Funds Allocation meeting;
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- Project Coordinator to the Vice President Academic: communicates with Project Leads, monitors project expenses, and provides reports to the Program Review and Renewal Committee

## E. REPORTING

The Project Lead will be required to submit project updates to the VP Academic Office on the following dates:

- September 30, 2019
- December 20, 2019
- March 31, 2020

Project Leads might be requested to provide a verbal update on the status of their project to the Program Review and Renewal Committee. If the project is unable to proceed as planned, the VP Academic could require the department to relinquish funds or transfer funds to other areas. Departments that portray a regular pattern of not completing approved projects might be ineligible for funds in future.

## F. FAQs

*Q: Are funds generally granted across schools equitably?*

A: Funds are allocated based on responses to the general criteria noted in Section B, not on school. Priority is given to proposals referenced in the Integrated College Plan, Academic Plan and recommendations/action plans resulting from Program Reviews, Program Renewal and external Accreditations.

*Q: Does the committee evaluate base-funded programs/courses differently than cost-recovery programs/ courses?*

A: No, the committee evaluates all proposals equally.

*Q: Is there an expectation that faculty will devote PD to curriculum development projects?*

A: Departments are encouraged to use Professional Development and Assigned Duty to the project.

*Q: What is the process for new programs?*

A: Refer to the Policy C.3.14 Curriculum Development and Approval Process. A new program should have completed Stage 1 "Approval to Develop" before significant time and resources are spent developing the full program proposal.

## G. DEFINITIONS

**Accreditation:** The process whereby the College demonstrates to an external regulatory body that a set of professional competencies (knowledge, skills, and values) have been taught and evaluated within the program.

**Curriculum Materials** refers to concept paper, implementation plan, business case, program/course maps (that align program learning objectives, course learning objectives, assessment and instructional strategies), Program Content Guide (PCG), and course outlines.

**New Program:** A new credential or significant and extensive changes to a program, where these changes impact the nature or overall direction of a program. Education Council makes the final determination whether proposed changes to an existing program are substantial enough to qualify as a new program.

**Program Map:** is a graphical representation of the relationship between the courses and the program outcomes. The program map indicates where and how each program learning outcome is addressed in each course across the program.

**Program Renewal** is a reflective, in-depth formative assessment of a program, with input from internal and external reviewers, for the purpose of improving the educational quality and the student experience.

**Program Review and Renewal Committee (PRRC):** A standing committee of Education Council tasked with supporting the educational quality of the College by ensuring that College programs are regularly reviewed

**Program Review** is an annual assessment of select key performance indicators that assist a program in monitoring the state of teaching and learning, and addressing issues and opportunities in a continual and timely manner.

**Project Lead:** Department Leader or faculty member who initiates the curriculum development; manages project budget, people, contracts, deadlines and risks; review course components or deliverables.

**Teaching and Learning Materials** are types of materials that will be used by the faculty and the students to engage with the course content. These materials include lectures, videos, lesson plans, learning activities (class, shops, labs), learning resources, assessment tools, PowerPoint, etc.

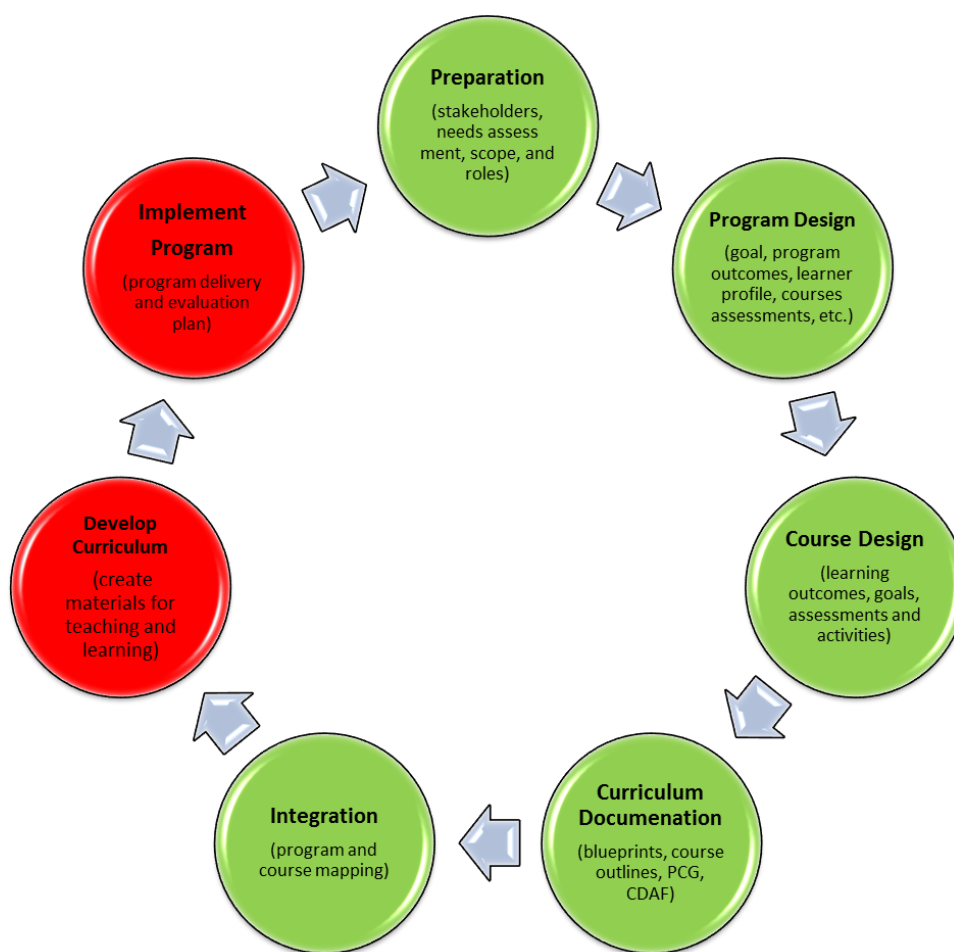
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## H. PROGRAM DESIGN PROCESS

The program design process is an iterative activity involving stages commonly used to (re)develop programs at VCC. This chart is intended to help you identify the stages and some related activities and documentation that the PRRC may approve for funding. The stages in green typically represent the types of activities and documentation that will be considered for CD funding. The activities and documentation in each stage are not meant to be all inclusive or mutually exclusive.

If you are proposing a curriculum development project that spans multiple years, you may refer to the process to help guide you in writing your proposal and identifying specific activities involved in each year of your project. If you require assistance in using this chart to help you write your CD fund proposal, please contact [iasupport@vcc.ca](mailto:iasupport@vcc.ca).



**Checklist**  
**Dept. Leader and Dean**  
**2019 – 2020**

	<b>Check All That Apply</b>
<ul style="list-style-type: none"> <li>• <b>Meet CD Funds eligibility requirements as stated in the Guidelines:</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Program Renewal*</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Curriculum Revisions from Accreditation</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Curriculum Revisions from Program Review</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Previously Funded Curriculum Development Project</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>New Program</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Online Development of Curriculum Material</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Identified in Academic Plan</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Reference to the Integrated College Plan, Academic Plan, and/or Department plans</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Where appropriate, reference to recommendations/action plans resulting from Program Reviews, Program Renewal and external Accreditations</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Clear description of the deliverables, plan for implementation, curriculum materials to be developed, and required resources (including faculty, staff and administrative support)</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Deliverables are appropriate for the timelines proposed</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>For long-term proposals, a three-year projected plan has been provided</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Supported by the department and school with a commitment to inclusion in the ongoing programming (within its current instructional capacity)</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Clear timeline for implementation including activities dependent on the timing of others</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Realistic budget and logistical feasibility</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Demonstrate creativity and innovation in some aspect.</b></li> </ul>	<input type="checkbox"/>

\* Program Renewals on the approved Program Renewal schedule are automatically awarded \$5000 in Curriculum Development Funds for the fiscal year.

**Checklist  
Program Review and Renewal Committee  
2019 – 2020**

	<b>Check All That Apply</b>
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<ul style="list-style-type: none"> <li>• <b>Previously Funded Curriculum Development Project</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>New Program</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Online Development of Curriculum Material</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Identified in Academic Plan</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Reference to the Integrated College Plan, Academic Plan, and/or Department plans</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Where appropriate, reference to recommendations/action plans resulting from Program Reviews, Program Renewal and external Accreditations</b></li> </ul>	<input type="checkbox"/>
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