PPNP-116 – Integrated Nursing Practice 2

Health and Human Services

Effective Term & Year: Fall 2027
Course Outline Review Date: 2032-03-01

Program Area: Health

Description:

Learners build on the foundation of Level 1 and continue to develop clinical judgment and decision-making skills, critical thinking, nursing assessments, and interventions to promote the health of older adults, including those with chronic illnesses and/or mental health conditions. Cultural safety, cultural humility, and anti-racism are all woven through the learning with a focus on Indigenous-specific anti-racism. A variety of approaches (such as simulation) will help learners to integrate theory from Level 1 and 2 courses to provide safe, competent, and ethical nursing care.

Program Information:

This course is one of seven courses required in Level 2 of the Practical Nursing program. Satisfactory completion of this course is required to progress to the next level.

Delivery Methods: On-campus (Face-to-Face)

Credit Type: College of the Rockies Credits

Credits: 5

Instructional Activity and Hours:

Activity	Hours
Classroom, Directed Studies or Online Instruction	
Seminar/Tutorials	

Laboratory/Studio	180
Practicum/Field Experience	
Co-op/Work Experience	
Other	
Total	180

Course Requisites:

- Complete all of the following
  - Successful completion of all Level 1 courses.
  - Completed the following:
    - PPNP108 – Consolidated Practice Experience 1 (2)
  - Completed or concurrently enrolled in:
    - PPNP111 – Professional Practice 2 (1)
    - PPNP112 – Professional Communication 2 (2)
    - PPNP113 – Variations in Health 2 (3)
    - PPNP114 – Health Promotion 2 (2)
    - PPNP115 – Pharmacology 2 (2)

Prior Learning and Recognition: Yes

Students are able to request formal recognition of their prior learning or experience outside the classroom. Challenge examination, portfolio-assisted assessment, work-based assessment or a combination of assessments that is appropriate to identify, assess, and recognize prior skills, competencies, and knowledge to achieve course credit. Tuition fees apply, refer to Policy 2.5.5 Prior Learning Assessment and Recognition (PLAR) or contact an education advisor for more information.

Course Transfer Credit:

For information about receiving transfer credit for courses taken at either British Columbia or Alberta institutions, please see https://www.bctransferguide.ca/ or https://transferalberta.alberta.ca . For more transfer credit information, please visit https://www.cotr.bc.ca/Transfer

All requests for course transfer credit from institutions in British Columba or elsewhere should go to the College of the Rockies Enrolment Services office.

Textbook Resources:

Textbook selection varies by instructor and may change from year to year. At the Course

Outline Effective Date the following textbooks were in use:

BCCNM: Current British Columbia College of Nurses and Midwives (BCCNM) documents.

Astle, B. J., & Duggleby, W. (2024). *Potter and Perry's Canadian fundamentals of nursing* (7th ed.). Elsevier.

Jarvis, C., Eckhardt, A., Browne, A. J., MacDonald-Jenkins, J., Luctkar-Flude, M., & Thomas, P. (Eds.). (2024). *Physical examination & health assessment* (4th Canadian ed.). Elsevier.

Stromberg, H. K. (2026). *Medical-surgical nursing: Concepts and practice* (6th ed.). Elsevier.

Vallerand, A. H., & Sanoski, C. A. (2026). *Davis's Canadian drug guide for nurses* (20th ed.). F.A. Davis Company.

Willihnganz, M. J., Gurevitz, S. L., & Clayton, B. D. (2026). *Basic pharmacology for nurses* (20th ed.). Elsevier.

Please see the instructor's syllabus or check COTR's online text calculator https://textbook.cotr.bc.ca/ *for a complete list of the currently required textbooks.*

Learning Outcomes:

Upon successful completion of this course, in the simulated learning environment the learner will be able to:

1. Use the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies to guide practice in complex care settings.

- 1.1 Perform comprehensive holistic nursing assessments and interventions with older adults, including those with chronic illness and/or mental health conditions, in a competent and safe manner.
- 1.2 Demonstrate a trauma-informed, culturally humble, and person-centred approach with clients.
- 1.3 Document assessments and care provided using objective and non-stigmatizing language.
- 1.4 Use appropriate practice standards and clinical guidelines to support the implementation of specific clinical skills used in complex care settings.
- 1.5 Use critical thinking and clinical judgment to assess clinical situations where select medications can be given without an order (asthma, anaphylaxis, and hypoglycemia medications).
- 1.6 Discuss the legal implications of restraint use in complex care settings.

- 1.7 Identify personal learning needs to enhance competence and take actions to remediate.

2. Use clinical skills and assessments competently and safely in complex care settings.

- 2.1 Demonstrate personal safety practices when providing care (e.g., safe disposal of sharps, ergonomics and body mechanics).
- 2.2 Use critical thinking, clinical judgment, and knowledge of assessment to autonomously plan, implement, and evaluate care.
- 2.3 Use decision support tools to assist with decision making and implementation of care.
- 2.4 Demonstrate safe medication administration.

3. Collaborate with older adults, including those with chronic illnesses and/or mental health conditions, as well as the interprofessional health care team, peers, and faculty.

- 3.1 Provide a caring environment for older adults, including those with chronic illnesses and/or mental health conditions, by connecting, sharing, and exploring with them in a collaborative relationship.
- 3.2 Initiate, maintain, and conclude a therapeutic relationship when caring for older adults, including those with chronic illnesses and/or mental health conditions.

4. Analyze potential sources of violence de-escalation and safety strategies in complex care and home and community care settings.

- 4.1 Describe a quality practice environment.
- 4.2 Describe factors that put individuals at risk for injury in complex care and home and community settings.
- 4.3 Describe fall risk-management tools and related assessments.
- 4.4 Demonstrate nursing management of clients at risk for unintended injury.
- 4.5 Complete incident reports and other documentation related to quality practice environments.

5. Provide person?centred care that recognizes and respects the uniqueness of each individual and demonstrates cultural safety, cultural humility, and anti-racism, particularly Indigenous-specific anti-racism.

- 5.1 Identify one’s own values, biases, and assumptions as a self?reflective, responsible, and accountable practitioner.
- 5.2 Demonstrate appropriate and required actions in a simulated environment when observing racist or discriminatory behaviour.

Course Topics:

Course outcomes will be met through examination and exploration of the following:

- Comprehensive health assessment of older adults, including those with chronic illness

and/or mental health conditions
- Reporting and documentation in complex care settings
- Establishing therapeutic relationships
- Cultural safety, cultural humility, and anti-racism—particularly Indigenous-specific anti-racism
- Diversity, equity, and inclusion
- Clinical decision making
- Nursing interventions
- Safety specific to the care of older adults
- Infection control
- Chronic wound management
- Foot assessment and care
- Pain management
- End-of-life care
- Oral and nasal suctioning
- Oxygen therapy, continuous positive airway pressure (CPAP) and bilevel positive airway pressure (BIPAP)
- Care of established ostomies
- Specimen collection (sputum, urine, and stool)
- Blood glucose monitoring
- Enteral feedings and medications via nasogastric, jejunostomy and gastrostomy tubes
- Quality practice environments
- Individualizing nursing care plans
- Medication administration
- Medication routes: oral, subcutaneous, intramuscular, and intradermal, percutaneous
- Inserting a subcutaneous infusion device
- Opioid administration
- Decision making and autonomy in administering medications (e.g., medications “as needed” for asthma, anaphylaxis, and hypoglycemia)
- Taking and transcribing physician orders
- Documentation of response to medication
- Safety: Needlestick injury and prevention

See instructor syllabus for the detailed outline of weekly readings, activities and assignments.

Evaluation and Assessments

Assessment Type: On-Campus (face-to-face)

Assessment Type	% of Total Grade
Test 1	30%
Test 2	30%
Skills testing(s)	Pass/Fail
Test 3	40%

Integrated Lab Assessment	Pass/Fail
Total	100%

Grade Scheme

COM	NCG
Completed to the defined standard – 65% and higher	No credit granted – less than 65%

Pass requirements:

An overall average of B- (70%) or higher and a PASS on simulation demonstration(s) are required to pass this course.

Evaluation Notes: If a student fails a simulation demonstration, they will have one opportunity to retest.

Evaluation Notes Comments:

See course syllabus for simulation retest process.

Additional Evaluation Information:

No rewrites will be granted for any assignments or exams within this course.

Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments and use of electronic aids.

Student Attendance/Absence

- As adult learners, students are expected to attend all classes. Attendance is taken as a means of monitoring student success. In the event of illness or other unavoidable cause of absence, the student should notify the appropriate instructor as soon as possible.
- Students must attend all clinical/preceptorship experiences. If illness or other unavoidable absence occurs, the student must notify the appropriate instructor prior to the time s/he is expected.
- Unexcused/excessive absences from clinical/preceptorship may mean students must withdraw from the program.

Written Assignments

- Assignments about clients must be written using the clients' INITIALS ONLY.
- A 15% penalty will be applied for each day past due date for late assignment submissions. If any assignment is more than three days late, it will be assigned a grade of "0".

Exam Attendance:

Students must attend all scheduled exams at the appointed time and place. Instructors may

approve an alternate exam to accommodate an illness or personal crisis. Department heads will consider other written requests. Any student who misses a scheduled exam without prior approval will receive a “0” on the exam.

Academic Policies:

College of the Rockies policies related to courses can be found at https://cotr.bc.ca/about-us/college-policies/ and include the following:

- Policy 2.1.4 Course Audit
- Policy 2.4.1 Credential Framework
- Policy 2.4.3 Students with Documented Disabilities
- Policy 2.4.4 Student Rights, Responsibilities and Conduct
- Policy 2.4.8 Academic Performance
- Policy 2.4.9 Student Feedback and Concerns
- Policy 2.4.11 Storage of Academic Works
- Policy 2.5.3 Student Appeal
- Policy 2.5.5 Prior Learning Assessment and Recognition (PLAR)

Equivalent Course(s) and Course Code Changes

Prior Course Code: PNUR 206

Date changed: September 2012

Course Changes:

The College of the Rockies updates course outlines regularly to meet changing educational, employment and marketing needs. The instructor will notify students in writing of any updates to this outline during the semester. The instructor reserves the right to revise, add or delete material while meeting the learning outcomes of this course outline.