Program Information

As a student nurse in the DEC program, you will acquire a set of competencies within the program-specific and general education courses that are designed to foster personal and professional development. You will develop the ability to:

- communicate and interact effectively with clients, their families and health professionals
- analyze and interpret data, based on scientific and disciplinary foundations
- solve problems and make decisions leading to relevant and effective actions
- deliver quality nursing care, based on knowledge, skills and professional attitudes
- demonstrate professionalism and personal growth through attitude and conduct

Graduates of the three-year CEGEP Nursing program may practice nursing in Quebec after passing the Order of Nurses of Quebec licensing exam. College nursing graduates are strongly encouraged to continue their nursing education by obtaining a Baccalaureate degree in Nursing.

In Quebec, partnerships have been established between nursing programs in CEGEP and universities to coordinate learning at these two levels. Dawson College has developed an articulated (integrated) DEC-BAC program in partnership with McGill University’s School of Nursing.

Career Opportunities

The need for nurses now and in the future has been identified. You will find many employment opportunities in all clinical areas. Hospitals remain a major employer. University studies in nursing will increase the scope of your career opportunities.

Admissions

Diploma of Secondary Studies (DES), including:

Secondary V Language of Instruction
Secondary V Second Language
Secondary IV Science
Secondary IV Mathematics
Secondary IV History
or academic background judged equivalent to the DES.

(Students with a DES missing any of the above subjects may be admitted, space permitting, but may be required to complete remedial courses.)

Note

For general, non-program specific requirements, please consult the following page: Admission Requirements

Additional Admission Requirements

- Science 558-404 or 558-402 or Physical Science 436
- Chemistry 551-504 or Chemistry 534
- Must be eligible to take College English 603-101 (Testing may be required)
- Letter of Intent

All candidates must:
have completed the science pre-requisites within the last five years
▪ write a letter of 200-300 words, handwritten, outlining reasons for wishing to study nursing and how this idea may have developed; cite personal or work experience including volunteerism, interests and activities which may be pertinent.
▪ submit a health certificate and immunization record following admission
▪ complete the Order of Nurses of Quebec (O.I.I.Q.) nursing student registration application, following admission

The Order of Nurses may require applicants educated outside the province to obtain evaluation of their educational documents from the Ministère de l’Éducation. By calling (514) 864-9191, you may be told where to send relevant documents, when required, depending on the area of the city in which you live.

Before obtaining a permit from the Order of Nurses to practice in Quebec, graduates must meet a French language requirement. Students who graduated from a Quebec secondary school prior to 1986, or who graduated outside Quebec will need to obtain a certificate from the Office de la langue française before qualifying to receive a license to practice nursing.

Once admitted to the Nursing Program, students MUST:
▪ Submit a health certificate and immunization record
▪ Complete the Order of Nurses of Quebec (OIIQ) nursing registration application. The cost varies annually and can cost up to $200.00.

Application Deadline
▪ March 1 (for Fall semester)
The program begins in the Fall semester; it does not admit new students in the Winter term.
# LESSON PLAN
## INTRODUCTION TO NURSING

<table>
<thead>
<tr>
<th>Activity Title:</th>
<th>Introduction to Nursing</th>
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</table>
| **Overview:**   | The skills and abilities of nurses will be presented.  
|                 | Students will explore one aspect of the profession of a nurse.  
|                 | They will watch an introductory video which explains the action of taking a pulse. They will compare the pulse of a patient while sitting and after a physical activity. |
| **Duration:**   | 60 minutes total |
| **Materials:**  | Computers, LCD projector, Smart Board, internet access  
|                 | Stopwatch or a clock or watch with a second hand.  
|                 | Website: [http://www.youtube.com/watch?v=W5K_HR6hxMY](http://www.youtube.com/watch?v=W5K_HR6hxMY)  
|                 | Teacher’s Aid  
|                 | Watch 2nd video, “A Day in the Life of an ICU Nurse” [http://www.youtube.com/watch?v=hGiLZ_thNdA](http://www.youtube.com/watch?v=hGiLZ_thNdA) |
| **Grouping:**   | Individual / Pairs / Small Groups / Whole Class |
| **Artifacts:**  | Activity 1 |

### Links with the POP Program

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Competency I</th>
<th>Carries out a process of career Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key features</td>
<td>Uses documentary resources in academic and career information</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency II</th>
<th>Contemplates his/her learning and work possibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key features</td>
<td>Considers possible career paths in a time frame.</td>
</tr>
</tbody>
</table>

## Process

### Role of the Student(s)

<table>
<thead>
<tr>
<th>PART I</th>
<th>Taking the pulse of a patient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td>Prepare the YouTube video; <a href="http://www.youtube.com/watch?v=W5K_HR6hxMY">http://www.youtube.com/watch?v=W5K_HR6hxMY</a></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Identify your own pulse point on their wrist or neck. Sitting at your desk and using the stop watch, count your pulse over a period of one minute.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Watch the video.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Find a partner. Using the stop watch, count your partner’s pulse over a period of one minute. Record the ‘baseline’ pulse on Activity 1 sheet. Share your process and findings with a peer, a teacher or a parent.</td>
</tr>
</tbody>
</table>

### Notes

Nov. 2013
<table>
<thead>
<tr>
<th>Follow-up</th>
<th>Review your answers. Is the pulse rate you measured in the normal range?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART 2</strong></td>
<td><strong>Activity-based changes in pulse</strong></td>
</tr>
<tr>
<td>1</td>
<td>Using the same “patient”, ask them to jog in place for 45 seconds.</td>
</tr>
<tr>
<td>2</td>
<td>As the ‘nurse’, immediately find the pulse on your active ‘patient’s’ wrist. Using the stopwatch or clock, begin to count the pulse for one minute.</td>
</tr>
<tr>
<td>3</td>
<td>Record the pulse based on the number of heartbeats per minute on Activity 1 sheet.</td>
</tr>
<tr>
<td>Follow-up</td>
<td>Switch roles if time permits.</td>
</tr>
<tr>
<td></td>
<td>Using the Teacher’s aid sheet, review what a nurse does.</td>
</tr>
<tr>
<td></td>
<td>Watch video, “A Day in the Life of an ICU Nurse” <a href="http://www.youtube.com/watch?v=hGiLZ_thNdA">http://www.youtube.com/watch?v=hGiLZ_thNdA</a></td>
</tr>
<tr>
<td></td>
<td>If interested in further information, visit our page on the Dawson site for various information: <a href="http://www.dawsoncollege.qc.ca/programs/science-medical-studies-and-engineering/nursing/program-home-page">http://www.dawsoncollege.qc.ca/programs/science-medical-studies-and-engineering/nursing/program-home-page</a></td>
</tr>
</tbody>
</table>
The Profession of Nursing

Activity 1

Nurse’s name: ________________________________________________

Patient’s name: _______________________________________________

Patient’s Baseline Pulse          heartbeats per minute

Patient’s Pulse after Physical Activity        heartbeats per minute

Patient’s Change in Pulse   _______ heartbeats per minute

Teacher’s Aid

On a daily basis, nurses:

- communicate and interact effectively with clients and their families
- communicate with other health professionals
- analyze and interpret data, based on scientific and disciplinary foundations
- understand the use of state–of-the-art technology
- solve immediate problems as they arise
- prioritize and organize multiple nursing tasks (multi-task)
- carefully make decisions leading to relevant and effective actions
- deliver quality nursing care based on knowledge and skills
- deliver quality nursing with empathy and professional attitudes
- demonstrate professionalism