



A: Division: **Instructional**

Date:

**December 20, 2000**

B: Department/  
Program Area: **Health Sciences**

New Course

Revision

If Revision, Section(s) Revised: **Sections C, E, F, G, I, J, K, L, M, N, O, P, Q**

Date Last Revised:

**October 15, 1996**

C: **NURS 105**

D:

**Health I: Health Styles**

E: **2.0**

Subject & Course No.

Descriptive Title

Semester Credits

**F: Calendar Description:**  
The major emphasis of this course is the personal meaning of health, related health assessment, health maintenance and prevention. Students examine significant theoretical and conceptual frameworks of health in relation to self. By reflecting on personal experiences, participants have opportunities to identify personal resources and challenges that impact health, and to recognize the complexity of the change process as related to health promoting behaviour.

**G: Allocation of Contact Hours to Types of Instruction/Learning Settings**

Primary Methods of Instructional Delivery and/or Learning Settings:

**Lecture/Seminar**

Number of Contact Hours: (per week / semester for each descriptor)

**Lecture/Seminar 3.0/wk**

Number of Weeks per Semester: **15**

**H: Course Prerequisites:**

None

**I. Course Corequisites:**

**BIOL 103 + NURS 106 (both recommended)**

**J. Course for which this Course is a Prerequisite:**

**NURS 118 + NURS 115**

**K. Maximum Class Size:**

**Lecture/Seminar 36**

**L: PLEASE INDICATE:**

Non-Credit

College Credit Non-Transfer

College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

Direct transfer to Collaborative Nursing Program in B.C. partner sites.

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

In this course students have opportunities to:

- develop a heightened awareness of their own personal concepts of health, healthy living and prevention
- become aware of differences in individuals's context/culture i.e. beliefs, values and perceptions about health held by self and others.
- examine how those differences influence the way people behave throughout the lifespan in relation to health
- explore the complexities of the change process in relation to transitions/time in the life cycle and in healthful living practices for individual and family
- learn health assessment skills

**N: Course Content [Overview]**

People's experiences of health, health maintenance, health promotion and prevention are the focus of discussion. An outline of concepts and essential content is presented below. Concepts are addressed in relation to four foundational concepts (ways of knowing, personal meaning, time/transitions, culture/context) integrating the metaconcepts, health promotion and caring. Content related to the foundational concepts varies depending on the interests, choices and experiences of participants.

**Person (phenomenological perspective)**

- the lived experience of the person
- differing realities
- self esteem, self concept, personal resources, body image, sexuality, spirituality

**Perception**

- personal meaning
- personal construct theory
- beliefs and values

**Culture/context**

- family
- community
- situatedness

**Family theory**

- introduction

**Time/transitions**

- developmental and situational change
- normal growth and development through the life span
- change theory, change process
- lifestyle change

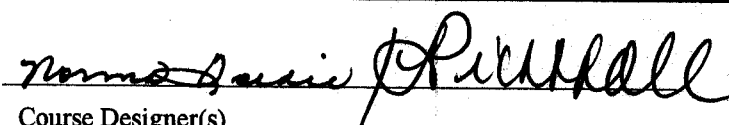
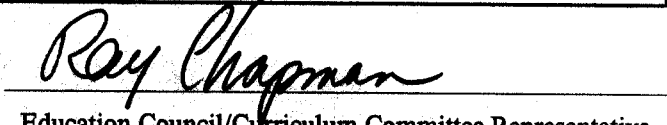
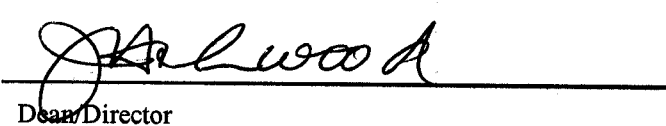
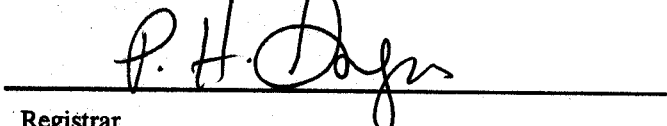
**Health**

- theories & models
- wellness
- wholism
- health maintenance
- determinants

**Health Promotion**

- theories
- choice
- responsibility
- personal empowerment

<p><b>N:</b> Course Content [Overview] continued</p> <p>Prevention</p> <ul style="list-style-type: none"> <li>• levels (introduction)</li> <li>• examples</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• health profile, personal health and health risk</li> <li>• individual and family assessment process</li> <li>• assessment in the decision-making process</li> </ul>
<p><b>O:</b> Methods of Instruction [Learning Process]</p> <p>Learning activities in this course are designed to engage students actively in achieving an understanding of the concepts, theories and skills of this course. Students engage in critical thinking about their own health, and about caring and health promotion, health maintenance, and healing. Students are encouraged to participate in active dialogue about health with others including the resource family, and to share experiences arising out of the learning activities. These activities provide opportunities to consider people's experiences of health from a praxis point - of - view.</p>
<p><b>P:</b> Textbooks and Materials to be Purchased by Students [and other Learning Resources]</p> <ol style="list-style-type: none"> <li>1. Planned Praxis Experience             <ul style="list-style-type: none"> <li>• Personal experience with own health assessment and health risk assessment</li> <li>• Resource family</li> </ul> </li> <li>2. A list of recommended textbooks and materials is provided for students at the beginning of each semester.</li> <li>3. Other Resources             <ul style="list-style-type: none"> <li>• Selected readings - health assessment, health promotion, growth and development</li> <li>• Health assessment tools</li> <li>• Selected audiovisual and computer resources</li> </ul> </li> </ol>
<p><b>Q:</b> Means of Assessment</p> <p>Course evaluation is consistent with Douglas College Curriculum Development and Approval policy. There will be a minimum of three assessments which will typically include exams, quizzes, papers and/or student presentations. An evaluation schedule is presented at the beginning of the course. Respect for individual choices and an openness to negotiation guide decisions about methods of evaluation.</p> <p>This is a <u>graded</u> course</p>
<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No.</p>

 _____ Course Designer(s)	 _____ Education Council/Curriculum Committee Representative
 _____ Dean/Director	 _____ Registrar