

CURRICULUM GUIDELINES

A: Division: **Instructional**

Date: **May 7, 2001**

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

New Course

Revision

If Revision, Section(s) Revised: **Sections N, O**

Date Last Revised: **December 20, 2000**

C: **NURS 115**

D: **Health II: Facilitating Health & Healing in Families**

E: **2.0**

Subject & Course No.	Descriptive Title	Semester Credits												
<p>F: Calendar Description: This course focuses on family theory, and families' experiences with chronic health challenges. Learners engage with individuals and families to understand families' personal meaning of health, healing and health promotion in relation to chronic health challenges.</p>														
<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture/Seminar</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture/Seminar 3.0/wk</p> <p>Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites: NURS 105</p> <hr/> <p>I: Course Corequisites: BIOL 203 (recommended)</p> <hr/> <p>J: Course for which this Course is a Prerequisite: NURS 128</p> <hr/> <p>K: Maximum Class Size: 36</p>													
<p>L: PLEASE INDICATE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;"><input type="checkbox"/></td> <td style="width: 80%;">Non-Credit</td> <td style="width: 10%;"></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> <td></td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Requested <input type="checkbox"/></td> <td style="text-align: center;">Granted <input checked="" type="checkbox"/></td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca) Direct transfer to Collaborative Nursing Program in B.C. partner sites.</p>			<input type="checkbox"/>	Non-Credit		<input type="checkbox"/>	College Credit Non-Transfer		<input checked="" type="checkbox"/>	College Credit Transfer:			Requested <input type="checkbox"/>	Granted <input checked="" type="checkbox"/>
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M: Course Objectives/Learning Outcomes [Ends-in-view]

In this course students have opportunities to:

- examine the principles and practises of health promotion in relation to families' experiencing chronic health challenges
- examine different theoretical perspectives of the family
- explore the nurse's role in working with families, generally and in relation to families experiencing chronic health challenges, including family assessment
- explore concepts relevant to, and gain insight into, people's experiences with chronic health challenges including rehabilitation

N: Course Content [Overview]

In this course, family theory and families' experiences with chronic health challenges are the focus of discussion. An outline of concepts and essential content is presented below. Course concepts are addressed in relation to the four foundational concepts (ways of knowing, personal meaning, time/transitions and culture/context) integrating the metaconcepts, health promotion and caring. This content varies depending on the experiences, interests and choices of the course participants.

Chronicity

Hope

- spirituality

Empowerment

- dependence/independence, autonomy, control
- critique of compliance

Self-image in relation to chronicity

- self concept, body image, sexuality
- role change

Personal meaning

- experience and interpretation of health challenge, e.g. frustration, anger, suffering, courage, resilience

Personal resources and resourcefulness

- accessing resources, financial resources, knowledge, barriers, support systems

Community as context and resource

Loneliness

- isolation

Loss/grieving

- death and dying

Family Theory

- meaning of family in society (introduction)
- assessment (introduction)
- families' experience of chronic health challenge

Health Promotion

- related to family's experiences of chronic health challenges

Healing Process (individual and family experiences)

Context /Cultural influences (diversity)

Chronic Pain/suffering

- chronic pain management
- physical pain
- psychological pain

N: Course Content [Overview] continued

Time/transitions

- effects of chronic health challenge on growth and development
- personal growth
- normal aging process
- change
- family constellation transitions
- trajectory of chronic illness

Vulnerability/stress related to chronicity

- potential for violence
- abuse of clients
- abuse of caregivers (informal)

Tertiary prevention (rehabilitation)

- principles (introduction)

O: Methods of Instruction [Learning Process]

Course concepts are addressed through learning activities designed to actively engage students in achieving an understanding of the concepts and theories of this course. Understanding is enhanced by drawing on students' experiences of families with chronic health challenges. Critical thinking and decision-making are emphasized.

It is intended that a caring relationship between course participants develops that reflects the caring relationship that is to develop between the nurse and the health care client. An understanding that caring involves challenge, criticism and nurturing is promoted. Students are supported through initial visits with families to establish caring relationships.

P: Textbooks and Materials to be Purchased by Students [and other Learning Resources]

1. Planned Praxis Experience

- C Resource family
- C Family experiencing chronic health challenge
- C Community resource visits

2. A list of recommended textbooks and materials is provided for students at the beginning of each semester.

3. Other Resources

- Selected readings
- Medical-surgical textbook
- Pharmacology in nursing textbook
- Selected audiovisual and computer resources

Q: Means of Assessment

The 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 choice and an openness to negotiation guides decisions about methods of evaluation.

This is a graded course.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar