
Subject and Course Number

N. LEARNING RESOURCES

1. Praxis Experience

- Personal Experience
- Previous Nursing Practise Experience
- Resource Family
- Family experiencing a chronic health challenge

2. Textbooks and Materials to be purchased by the student

A list of recommended textbooks and materials will be presented to students at the beginning of the course.

3. Other Resources

- A variety of nursing practise textbooks
- Selected journal articles, and professional and government documents
- Selected audio-visual and computer software
- Nursing laboratory

O. ENDS-IN-VIEW

In this course, students have opportunities to:

- reflect upon the role of the professional nurse
- develop an awareness of the philosophy, beliefs and values that form the basis of the nursing program
- explore their own self-concept in relation to learning, health, nursing, and communication
- examine different theoretical perspectives of the family and nurses' work in relation to family
- examine the principles and practices of health promotion both for the individual and the family
- gain insight into people's experiences with chronic health challenges and concepts of caring in this context
- develop skill in health and family assessment and in interpersonal communication

P. OVERVIEW OF COURSE CONTENT

In this course, concepts associated with the Health, Professional Growth and Self and Others courses of the first year of the nursing program are discussed. A list of course concepts and essential content is presented below. Concepts are addressed in relation to the four foundational concepts (ways of knowing, personal meaning, time/transitions, culture/context), integrating the metaconcepts, health promotion and caring. The content related to the foundational concepts varies depending on the interests, choices and experiences of course participants.

Program Philosophy

Philosophy

- Phenomenology
- Humanism
- Feminism
- Critical Social Theory

Caring

Health Promotion

Foundational concepts

- ways of knowing
- personal meaning
- time/transitions
- culture/context

Professional Growth: Self as Learner

Learning

- learning styles
- experiences with learning
- program assumptions and expectations
- skills, i.e. critical thinking; analysis; critique; writing, including reflective writing; time management; group work; library research; orientation to College computer and library resources, student services and nursing program learning resources

Lifestyle

- healthy lifestyle
- change theory; change process
- lifestyle change
- health maintenance

Professional Growth - Self as Nurse

Nursing

- a guide for decision-making

Social construction of nursing

- historical perspective
- personal perception
- societal views and expectations
- current trends and issues
- socialization (role transition)

Professionalism

- responsibility/accountability
- professional bodies
- ethical codes
- standards of practise
- laws
- legal issues
- commitment

Self and Others

Relationship

- self as a group member

Personal meaning

- perception
- feelings
- self awareness

Techniques of communication

- support (presencing, attending, listening)
- respect (acceptance, empathy)
- clarifying
- non-verbal communication
- paraphrasing
- self-disclosure
- questioning (open, closed, circular)
- perception checking
- interviewing

Self-concept

- self-esteem

Caring

- balancing of caring for self and caring for others

Advocacy

Facilitating Health in Families

Family

- theory
- family patterns, roles and role change

Health Promotion

- beliefs, values, perception
- determinants of health
- individual and family
- family's experience with chronic health challenge

Chronicity

- care vs. cure
- theory

Loss/grieving

- death and dying

Hope

- courage, spirituality
- persistence

Empowerment

- coping
- teaching/learning
- dependence/independence, autonomy, control

Self-image

- self-concept, self-esteem, body image
- role/role change

Personal Meaning: Perception

- experience and interpretation of health challenge

Personal Meaning: Resources

- relationship with, accessing, internal and external resource (eg. health care system, support systems)
- hardiness

Loneliness

- isolation

Pain/Suffering

- chronic pain
- physical and psychological pain
- psychological, emotion, physical and spiritual suffering

Environment/context

- situatedness

Time/Transitions

- change
- personal growth
- adjustment to chronic health challenge

Psychomotor Skills

Psychomotor skills are organized around the following themes:

Asepsis

Mobility

Therapeutic agents/Modalities

Irrigation/Drainage

Health Assessment

- health promotion framework
- the computer as a tool to manage information

Q. LEARNING PROCESS

It is the faculty's intent to collaborate with students in identifying individual learning needs and to facilitate the optimal use of resources to meet these needs. This includes opportunities for skill review and assessment. It is also intended that a caring relationship develops between course participants, modeling the type of relationship that nurses are to develop with their clients. An understanding that caring involves challenge, criticism, and nurturing is promoted.

Course concepts are addressed through learning activities designed to actively engage students in achieving understanding. Learning activities involve interactions with a resource family and a family experiencing a chronic health challenge and may involve observation of nurses' work. Students are to have beginning experience with using the computer as a tool to manage information.

Students are encouraged to engage in active dialogue with others and to develop their ability to communicate their ideas and feelings in a nonthreatening, confident manner. Respect for different points of view is emphasized. Students are to reflect on and analyze personal and nursing practice experience as they relate to course concepts. Critical and independent thinking are emphasized.

R. COURSE EVALUATION

Course evaluation is consistent with Douglas College course evaluation policy. Respect for individual choices and on openness to negotiation guide decisions about methods of evaluation.

Evaluation is based on the following required elements: a written paper, skill assessment, a written reflective journal and group participation. The final mark may be based on other methods of evaluation.

This is a graded course. A passing grade (65%) is required in order to progress to the regular nursing program.

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