



CURRICULUM GUIDELINES

A: Division: **Instructional** Date: **December 20, 2000**
 B: Department/ Program Area: **Health Sciences** New Course Revision
 If Revision, Section(s) Revised: **Sections K, L, M, N, O, P, Q**
 Date Last Revised: **October 15, 1996**

C: **NURS 209** D: **Healing Workshop I: Episodic Health Challenges** E: **4.0**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: The focus of this course is people's experience with healing with particular reference to episodic health challenges. Students integrate theory and concepts of health as they relate to healing. Students learn to promote healing through development of a repertoire of nursing practise skills including critical thinking, decision-making, interpersonal, organizational and psychomotor skills.		
G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Seminar Laboratory Number of Contact Hours: (per week / semester for each descriptor) Lecture/Seminar 3.0/wk Laboratory 3.0/wk Number of Weeks per Semester: 15	H: Course Prerequisites: NURS 128 or NURS 196	
	I. Course Corequisites: NURS 207 (recommended)	
	J. Course for which this Course is a Prerequisite: NURS 218 + NURS 219	
	K. Maximum Class Size: Lecture 36 Laboratory 24	

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)
 Direct transfer to Collaborative Nursing Program in B.C. partnerships.

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

This course is intended to foster the students' understanding of clients' personal meaning of varying episodic health challenges. Students have opportunities to:

- explore nurses' work in relation to clients' experiences with health and healing
- utilize theoretical knowledge within a caring context
- further develop nursing practise skills including critical thinking, decision-making, organizational, interpersonal and psychomotor skills

N: Course Content [Overview]

This course consists of a seminar component and a laboratory component. In the seminar component, clients' experiences with episodic health challenges and the nurses' role in promoting health and healing is 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, and culture/context) integrating the metaconcepts, health promotion and caring. Content related to the foundational concepts varies depending on the interests, choices and experiences of course participants. Course concepts are addressed through learning activities that are intended to assist students in integrating nursing practise skills.

Healing

- restorative, physical, psychological and spiritual - following surgery, accident, childbirth, psychological trauma
- relief
- freedom
- culture
- resilience

Anxiety/Fear

- fear related to the unknown, hospitalization, separation, disfigurement and death

Acute Pain

- physical, psychological and spiritual
- pre- and post-operative
- labour and postpartum
- ischemic

Transition/Change

- inflammation (injury, arthritis)
- obstruction (renal, biliary, bowel, respiratory, vascular)
- degeneration (muscular-skeletal)
- balance/imbalance (fluid and electrolyte, hormonal)
- perinatal
- neonatal

Unpredictability

- ambiguity, unfamiliarity, instability, unknown, technology
- complications of illness, surgery and childbearing
- unpredictable behaviour (aggression)
- response to therapy
- violation

Control

- empowerment
- altered mobility
- loss of reality, consciousness, function, self-worth, loved one

Vulnerability

- determinants of vulnerability (fatigue, stress, social condition)
- invasion (acute infection, allergy, invasive procedures)

Course Content [Overview] continued**Trust****Context**

- family/cultural
- hospital

Energy/Fatigue

- energy as a resource

Technology

- the impact on caring

In the nursing laboratory component of the course, learning activities address a variety of nursing practise skills that are organized under the following categories:

- asepsis
- mobility/immobility
- therapeutic modalities
- assessments
- irrigation/drainage

O: Methods of Instruction [Learning Process]

In the seminar component of this course, a variety of interactive learning activities are used in exploring course concepts. A problem-based learning approach will foster students' ability to explore existing knowledge, raise questions and to examine the nurse's role in enhancing healing and promoting health in client's experiencing episodic health challenges.

In the laboratory component of this course, students have opportunities to practise nursing skills. Through a variety of interactive learning activities, students engage in simulations derived from nursing practise. These are intended to foster critical thinking, clinical decision-making, interpersonal, organizational and psychomotor skills. There is an emphasis on problem-based learning approaches.

P: Textbooks and Materials to be Purchased by Students [and other Learning Resources]**1. Planned Praxis Experience**

- Personal experience
- Resource family
- Generative family
- Family experiencing episodic health challenge
- Nursing practise experience

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

3. Other Resources

- Selected readings
- Selected audio-visual and computer resources
- Nursing laboratory equipment and supplies

Q: Means of Assessment

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.

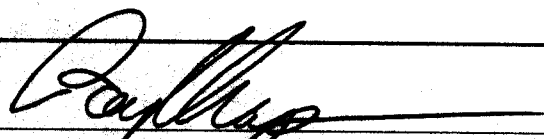
This is a graded course.

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

No.



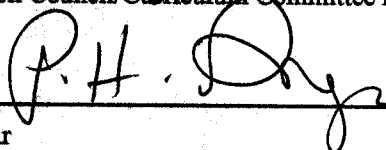
Course Designer(s)



Education Council/Curriculum Committee Representative



Dean/Director



Registrar