



EFFECTIVE: SEPTEMBER, 2008 CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **September 2008**

B. Department / Program Area: **Health Sciences** Revision New Course

If Revision, Section(s) Revised: **H**

Date of Previous Revision: **June 2004**

Date of Current Revision: **May 2007**

C: NURS 2110 **D: Healing I: Episodic Health Challenges** **E: 4.0**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p>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.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture/Seminar Laboratory</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture/Seminar 3.0/wk Laboratory 3.0/wk</p> <p>Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites:</p> <p>NURS 1300 OR NURS 1290 + English Elective (UT)</p>							
	<p>I: Course Corequisites:</p> <p>NURS 2140 (recommended)</p>							
	<p>J: Course for which this Course is a Prerequisite</p> <p>NURS 2200 + NURS 2210</p>							
	<p>K: Maximum Class Size:</p> <p>Lecture 36 Laboratory 24</p>							
<p>L: PLEASE INDICATE:</p> <table border="1" style="border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="width: 20px; height: 20px; text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="width: 20px; height: 20px; text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
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M: Course Objectives / Learning Outcomes

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:

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/hardiness

Anxiety/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)

Control

- empowerment
- altered mobility
- loss of reality, consciousness

Vulnerability

- invasion (acute infection, allergy, invasive procedures)

Trust

Energy/Fatigue

Technology

- the impact on caring

In the laboratory portion of the course, a variety of nursing practice skills commonly used in caring for clients with episodic health challenges are addressed.

O: Methods of Instruction

Using an interactive format for simulations, paradigm cases, and other learning experiences participants gain an experiential knowledge of the course concepts in reference to episodic health challenges. Students integrate knowledge from clients' (individual and family) lived experiences, nursing theory, nurses' role, pathophysiology, and pharmacology in coming to understand these challenges. Through personal experience, participants have opportunities to develop nursing practice skills including critical thinking, clinical decision-making, organizational, interpersonal, and psychomotor skills.

P: Textbooks and Materials to be Purchased by Students

1. Planned Praxis Experience
 - Personal experience
 - Resource family
 - Generative family
 - Family experiencing episodic health challenge
 - Nursing practice 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