

DOUGLAS COLLEGE

A: Division: **INSTRUCTIONAL** Date: **April 19, 1996**
 B: Department: **HEALTH SCIENCES** New Course: **Yes**
 Revision of Course: **No**
 C: **NURS 296** D: **NURSING ACCESS II: Bridge-in** E: **3.5**

Subject & Course No.

Descriptive Title

Semester Credit

F: Calendar Description:

This course is for Registered Psychiatric Nurses who have graduated from Douglas College and who choose to enter the nursing program in semester four. Students are introduced, through individual study and laboratory activities to the process of critical reflection and to the concepts associated with the Health and Professional Growth courses in the first year of the nursing program, and the Healing Workshop I course in the second year.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F

G: Type of instruction: Hrs / per semester

Lecture:	Hrs.
Laboratory:	16 Hrs.
Seminar:	Hrs.
Clinical Experience:	Hrs.
Field Experience:	Hrs.
Practicum:	Hrs.
Shop:	Hrs.
Studio:	Hrs.
Student Directed Learning:	80 Hrs.
Other (Specify):	Hrs.
Total:	96 Hrs.

H: Course Prerequisites:
NIL

I: Course Corequisites:
NIL

J: Course for which this Course is a Prerequisite:
NURS 217 & NURS 218 & NURS 219 & NURS 224

K: Maximum Class Size:
25

L: College Credit Transfer	<input type="checkbox"/>
College Credit Non-Transfer	<input type="checkbox"/>

M: Transfer Credit:	Requested:	<input type="checkbox"/>
	Granted:	<input type="checkbox"/>

Specify Course Equivalents or Unassigned Credit as appropriate:

U.B.C.
 S.F.U.
 U. Vic. **Direct transfer to Collaborative Nursing Program in BC partner sites. Part of block transfer to degree completion programs at U.Vic., U.B.C. and U.N.B.C.**
 U.N.B.C.
 Other:

Norma Sedie

Course Designer(s)

[Signature]
Vice President - Instruction

[Signature]

Dean

[Signature]
Registrar

Subject and Course Number

N. LEARNING RESOURCES

1. Praxis Experience

- Personal Experience
- Previous Nursing Practise Experience

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 AV 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-concepts in relation to learning, health, and nursing
- examine the principles and practise of health promotion
- examine different theoretical perspectives of the family and nurses' work in relation to family
- gain insights into families' experiences with chronic and episodic health challenges and the concepts of caring and health promotion in these contexts
- develop skill in health and family assessment including obstetrical and newborn assessment

P. OVERVIEW OF COURSE CONTENT

In this course, concepts associated with the Health and Professional Growth courses in the first year of the program and the Healing Workshop I course in the second year 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
- program assumptions and expectations
- skills, i.e. critical thinking; analysis; critique; writing, including reflective writing; time management

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

Professionalism

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

Facilitating Health in Families

Family

- theory
- family patterns, roles and role change

Health promotion

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

Episodic Health Challenge

Healing

- restorative and spiritual - following surgery, accident, childbirth, psychological trauma

Anxiety/fear

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

Acute Pain

- labour and postpartum
- ischemic

Transition/Change

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

Unpredictability

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

Control

- empowerment
- altered mobility
- invasion

Vulnerability

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

Trust

Context

- family/cultural
- hospital

Energy/Fatigue

- energy as a resource
- fatigue experience

Psychomotor Skills

Psychomotor skills are organized around the following themes:

Assessment

- health promotion framework

Hygiene and Comfort

Therapeutic Agents/Modalities

Asepsis

Mobility

Irrigation/Drainage

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. In this course concepts are addressed through learning activities designed to actively engage students in achieving understanding. Students are to reflect on and analyze personal and nursing practise experience as they relate to course concepts. Critical and independent thinking are emphasized. Students are to have beginning experience with using the computer as a tool to manage information.

R. COURSE EVALUATION

Course evaluation is consistent with Douglas College course evaluation policy. Respect for individual choices and an 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. 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.

© Douglas College. All Rights Reserved.