



EFFECTIVE: JANUARY 2003

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **October 15, 2002**
B: Department/ **HEALTH SCIENCES** New Course N Revision Y
 Program Area: If Revision, Section(s) Revised: **F,G,J,L,M,N,O,Q**
 Date Last Revised: **April 19, 1996**

C: **NURS 296** **D:** **NURSING ACCESS II: Bridge-In** **E:** **3.5**
 Subject & Course No. Descriptive Title Semester Credits

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 laboratory, and on-line learning activities to the process of critical reflection and to concepts associated with the Health courses in the first year of the nursing program, the Professional Growth courses in Semesters One and Three, and the Healing course in Semester Three.

G: Allocation of Contact Hours to Types of Instruction/Learning Settings
 Primary Methods of Instructional Delivery and/or Learning Settings:
Lecture/Seminar
Laboratory
Distributed (on-line) Learning
 Number of Contact Hours: (per semester for each descriptor)
Lecture/Seminar 2 hrs.
(7 hrs. optional)
Laboratory 22 hrs.
Distributed (on-line) Learning 80 hrs.
 Number of Weeks per Semester: 10

H: Course Prerequisites:
NIL

I: Course Corequisites:
NIL

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

K: Maximum Class Size:
16

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 BC partner sites.

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

In this course, students have opportunities to:

- reflect upon the role of the professional nurse especially in relation to professional standards and the role of the nurse as educator and advocate
- 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

N: Course Content

In this course, concepts associated with the Health courses in the first year of the nursing program, and the Professional Growth courses in Semesters One and Three, and the Healing I course in Semester Three 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 (in-depth discussion)
 - gender issues (introduction)
- 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

Course Content (cont'd)

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 - including feminist perspectives on the gendered history of nursing
- personal perception
- societal views and expectations
- current trends and issues

Professionalism

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

Professional Growth: The Nursing Profession

Professionalism

- code of ethics
- legal statutes governing nursing practice
 - legal issues
- standards of practice and ethical issues
- evidence-based practice

Nursing Organizations

- professional associations
- nursing unions

Quality Improvement (Introduction)

- issues e.g. continuous quality improvement
- quality assurances

Education

- credentialling
- educational preparation
- informatics

Course Content (cont'd)

Teaching/Learning

- theoretical perspectives in teaching/learning including paradigm shifts
- teaching across the lifespan

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

Course Content (cont'd)

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

O: Methods of Instruction

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 laboratory, and on-line learning activities designed to actively engage students in achieving understanding.

Students are encouraged 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.

Students are encouraged to engage in active dialogue with others and to develop their ability to communicate their ideas and feelings in a non-threatening and confident manner. Respect for different points of view is emphasized.

P:	<p>Textbooks and Materials to be Purchased by Students</p> <ol style="list-style-type: none"> 1. Praxis Experience <ul style="list-style-type: none"> • Personal Experience • Previous Nursing Practise Experience 2. Textbooks and Materials to be purchased by the student <p style="margin-left: 20px;">A list of recommended textbooks and materials will be presented to students at the beginning of the course.</p> 3. Other Resources <ul style="list-style-type: none"> • A variety of nursing practise textbooks • Selected journal articles, and professional and government documents • Selected AV and computer software • Nursing laboratory
Q:	<p>Means of Assessment</p> <p>Course evaluation is consistent with Douglas College Curriculum Development and Approval policy. Evaluation is based on the following required elements: a written paper, skill assessment, a written reflective journal. Respect for individual choices and an openness to negotiation guide decisions about methods of evaluation. The final mark may be based on other methods of evaluation.</p> <p>This is a <u>graded</u> course. A passing grade (65%) is required in order to progress to the regular nursing program.</p>
R:	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar