



CURRICULUM GUIDELINES

A: Division: **Instructional**

Date: **December 20, 2000**

B: Department/
Program Area: **Health Sciences**

New Course

Revision

If Revision, Section(s) Revised: **Sections F, K, L, M, N, O, P, Q**

Date Last Revised: **October 15, 1996**

C: **NURS 219**

D: **Healing Workshop II: Complex Episodic Health Challenges**

E: **4.0**

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description: Building on Healing Workshop I, students in this course have opportunities to broaden their understanding of people's experience with healing with particular reference to increasingly complex episodic health challenges. Students further develop their repertoire of nursing practise skills including critical thinking, decision making, interpersonal, organizational, and psychomotor skills to promote healing. Emphasis is placed on an increase in student self-directedness.</p>		
<p>G: Allocation of Contact Hours to Types 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: NURS 207 + NURS 209 or NURS 296</p>	
	<p>I: Course Corequisites: NURS 217 (recommended)</p>	
	<p>J: Course for which this Course is a Prerequisite: NURS 228</p>	
	<p>K: Maximum Class Size:</p> <p>Lecture 36 Laboratory 24</p>	
<p>L: PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit</p> <p><input type="checkbox"/> College Credit Non-Transfer</p> <p><input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/></p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca) Direct transfer to Collaborative Nursing Program in BC partnersites.</p>		

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

This course is intended to foster the students' understanding of their clients' personal meaning of a variety of increasingly complex episodic health challenges. It provides students with further opportunities to:

- explore nurses' work in relation to clients' experiences with health and healing
- integrate theoretical knowledge within a caring context
- learn to practise safely through their ability to perform more complex nursing practise skills, further developing critical thinking, decision-making, and organizational, interpersonal and psychomotor skills
- become increasingly self-directed

N: Course Content [Overview]

This course consists of a seminar component and a laboratory component. In the seminar component, clients' experiences with complex episodic health challenges and the nurses' role in promoting health and healing are 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 actively engage students in integrating nursing practise skills.

Abuse

- self (lifestyle, drugs, eating disorders, suicide)
- others (sexual, physical, emotional, neglect)
- the system

Courage**Healing**

- related to disability, life-threatening illness, terminal illness
- use of alternate and complementary therapy

Resilience/ Hardiness**Suffering**

- personal situation (pain, loss, disability, depression, suicidal feelings)
- socially created situations (social attitudes, lack of physical or emotional support, therapies)

Transition: Change

- altered cell growth (neoplasia, altered cell structure, altered growth pattern)
- trauma (multisystem, vital organs, burns)

Transition: Control

- maintaining control (decision making including ethical dilemmas, technology)
- maintaining balance - diabetes
- loss of control - paralysis

Vulnerability

- complex infection (hepatitis, AIDS, sexually transmitted diseases.)
- long term stress
- autoimmunity
- fatigue experience (heart and lung disease)

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

Asepsis

Therapeutic Modalities

Mobility/ Immobility

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. It is the faculty's intent to use a problem-based learning approach in fostering participants ability to explore existing knowledge, raise questions and to examine the nurse's role in enhancing healing and promoting health related to the clients' experiences with complex health challenges.

In the laboratory component of this course, students have opportunities to practise psychomotor skills. Students also engage in simulations derived from practise that foster critical thinking, clinical decision-making, and organizational and interpersonal skills. Increased self directedness is expected.

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 complex 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

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 guides decisions about methods of evaluation.

This is a graded course.

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

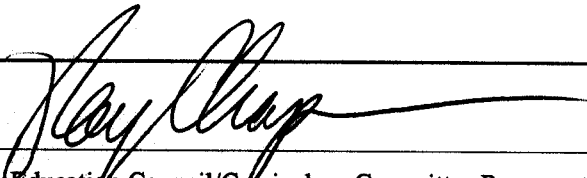
No.




 Course Designer(s)



 Dean/Director



 Education Council/Curriculum Committee Representative



 Registrar