



EFFECTIVE: JANUARY 2006
CURRICULUM GUIDELINES

A. Division: **Instructional** **Effective Date:** **January 2006**

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

If Revision, Section(s) Revised: **E, F, G, N, M, O, P, Q**

Date of Previous Revision: **June 2004**

Date of Current Revision: **May 2005**

C: NURS 2210 **D: Healing II: Complex Episodic Health Challenges** **E: 3.0**

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: Participants in this course continue to develop an understanding of people's experience with healing related to a variety of increasingly complex episodic health challenges. Participants further develop their repertoire of nursing practise skills, including critical thinking, decision making, relational, organizational, and psychomotor skills to promote healing. Emphasis is placed on an increase in participant self-directedness.	
G:	Allocation of Contact Hours to Type 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 30.0/semester Number of Weeks per Semester: 15	H: Course Prerequisites: NURS 2110 + NURS 2140 OR NURS 2190
	I: Course Corequisites: NURS 2240 (recommended)	
	J: Course for which this Course is a Prerequisite NURS 2300	
	K: Maximum Class Size: Lecture/Seminar 36 Laboratory 24	
L:	PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)	

M: Course Objectives / Learning Outcomes [Ends-In-View]

In this course, participants have further opportunities to:

- foster understanding of their personal meaning of varying and increasingly complex episodic health challenges
- explore nurses' work in relation to people's experiences with health and healing
- integrate theoretical knowledge within a moral and caring context
- learn to practice safely through their ability to perform more complex practice skills, further developing their critical thinking, decision making, relational, organizational, and psychomotor skills
- become increasingly self-directed

N: Course Content [Overview]

The focus of this course is individuals and families with increasingly complex episodic health challenges and the nurses' role in promoting health and healing. This course includes seminar and nursing laboratory experiences.

In seminar, course concepts are addressed in relation to the four foundational concepts (ways of knowing, personal meaning, time/transitions, and culture/context), integrating the metaconcepts, health promotion and caring. Participants' experiences, interests, and choices are considered. Course concepts and essential content are as follows:

- acute pain
- abuse (e.g., self, others, system)
- anxiety/fear
- control (e.g., empowerment, mobility/immobility, loss [including loss of reality, loss of consciousness], invasions, balance/imbalance, ethical dilemmas, technology)
- courage
- hardiness
- healing (e.g., restorative, spirituality, relief, freedom, culture)
- resilience
- suffering
- transition (e.g., experience with information, observation, degeneration, altered cellular growth, trauma)
- trust
- unpredictability (e.g., ambiguity, unfamiliarity, instability, unknown technology)
- vulnerability (e.g., fatigue, invasion, violation)

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

<p>O: Methods of Instruction [Learning Process]</p> <p>Using an interactive format for simulations, paradigm cases, and other learning experiences, participants gain an experiential knowledge of the course concepts with a variety of increasingly complex episodic health challenges. Participants continue to integrate knowledge from clients' (individual and family) lived experiences, nursing theory, nurses' work, pathophysiology, and pharmacology in developing a broader view of these challenges. Through personal experience, participants have opportunities to further develop nursing practice skills, including critical thinking, decision making, relational, organizational, and psychomotor skills.</p>
<p>P: Textbooks and Materials to be Purchased by Participants [and other Learning Resources]</p> <p>Planned Praxis Experience</p> <ul style="list-style-type: none"> • personal experience • nursing practise experience with people's experience with increasingly complex health challenges • community agency or service visit with a focus on individuals' and families' experiences with complex episodic health challenges • home family visit with a focus on individuals' and families' experiences with complex episodic health challenges <p>Textbooks and Materials to be Purchased by Participants</p> <ul style="list-style-type: none"> • A list of recommended textbooks and materials is provided for participants at the beginning of each semester. <p>Other Resources</p> <ul style="list-style-type: none"> • selected readings • selected audiovisual and computer resources • nursing laboratory equipment and supplies
<p>Q: Means of Assessment</p> <p>Course evaluation is consistent with Douglas College Curriculum Development and Approval policy. An evaluation schedule is presented at the beginning of the course. There is a minimum of three assessments which typically include exams, quizzes, papers, and/or student presentations. Respect for individual choice and an openness to negotiation guide decisions about methods of evaluation.</p> <p>This is a <u>graded</u> course.</p>
<p>R: 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