



**EFFECTIVE: SEPTEMBER 2003**

**CURRICULUM GUIDELINES**

**A:** Division: **Instructional** Date: **March 5, 2001**  
**B:** Department/ **Health Sciences** New Course  Revision   
 Program Area:  
 If Revision, Section(s) Revised: **Sections C,D,E,F,G,I,K,L,M,N,O,P, Q**  
 Date Last Revised: **October 15, 1996**

**C:** **NURS 305** **D:** **Health III: Teaching and Learning for Prevention** **E:** **3.0**

Subject & Course No. Descriptive Title Semester Credits

**F:** Calendar Description:  
 The major emphasis of this course is on health teaching for prevention. Participants examine a variety of teaching/learning theories, perspectives, and strategies that underlie meaningful interactions with individuals, families and groups. They explore and critique primary, secondary, and tertiary prevention programs and basic concepts of epidemiology. They examine the nurse's role in prevention and the significance of interdisciplinary collaboration within a variety of contexts.

**G:** Allocation of Contact Hours to Types of Instruction/Learning Settings  
 Primary Methods of Instructional Delivery and/or Learning Settings:  
**Lecture/Seminar**  
 Number of Contact Hours: (per week / semester for each descriptor)  
**Lecture/Seminar 4.0/wk**  
 Number of Weeks per Semester: **15**

**H:** Course Prerequisites:  
 NURS 228

**I:** Course Corequisites:  
 NURS 308 (recommended)

**J:** Course for which this Course is a Prerequisite:  
 NURS 318

**K:** Maximum Class Size:  
 36

**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](http://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:

- build on teaching learning concepts introduced in previous courses
- critically examine educational theories in relation to health and healing practices within the context of prevention
- develop personal perspectives of teaching/learning
- develop a repertoire of teaching/learning strategies appropriate to “at risk” groups and target populations
- develop an understanding of community resources
- examine client transitions between institutional and community care
- develop a critical perspective of existing prevention programs (primary, secondary, tertiary)
- examine different aspects of nurses’ roles in relation to prevention with families and groups in a variety of settings.

**N:** Course Content [Overview]

The focus in this course is prevention relative to health promotion. An outline of concepts and essential content is presented below. 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. This content may vary depending on the experiences, interests and choices of the course participants. The nurse’s role in prevention is emphasized.

**Prevention**

- principles of primary, secondary and tertiary prevention
- examples of prevention programs
- theories of prevention
- with individuals, families and groups

**Health promotion****Community**

- community as context/culture
- community as resource

**N:** Course Content [Overview Cont'd.]

Transitions between institutional and community care

Epidemiology

- “at risk” and target populations
- epidemiological data systems

Interdisciplinary collaboration

Teaching Process (focus on prevention)

- theoretical perspectives in teaching and learning
- teaching across the lifespan
- teaching assessment, strategies and resources, e.g. storytelling, group discussion, informatics, web based information
- teaching with different cultural groups/contexts
- influence of the environment on teaching/learning
- critical examination of learning theory and strategies including teaching/learning styles
- awareness of congruence between teaching processes and people’s differing learning processes
- teaching/learning challenges (eg. impaired communication)
- life-long learning through time/transitions
- innovative health education strategies

Teaching Assessment

- awareness and sensitivity to learning needs and styles
- personal meaning (eg. readiness to learn, health beliefs)

Ethical dilemmas in teaching for prevention

**O:** Methods of Instruction [Learning Process]

Learning activities are designed to actively engage students in achieving an understanding of the concepts, theories and skills of this course. Students have a variety of learning experiences pertaining to health teaching for prevention at the primary, secondary and tertiary levels. Through discussion, debate, presentations, case studies, teaching sessions, and critical reflection, participants have opportunities to understand teaching for prevention and to develop a critical perspective of teaching/learning and prevention. Students collaboratively develop, implement and evaluate teaching/learning plans. Students are able to develop a sense of community in a variety of contexts.

**P:** Textbooks and Materials to be Purchased by Students [and other Learning Resources]

1. Planned Praxis Experience
  - Resource family
  - Nursing practise experience in selected communities
  
2. Textbooks and Material to be Purchased by Students:
 

A list of recommended textbooks and materials is provided for students at the beginning of each semester.
  
3. Other Resources
  - Selected readings: community health, prevention, primary health care, professional association and government documents
  - Variety of nursing practise textbooks
  - Selected audiovisual and computer resources
  - Selection of client education materials

**Q:** Means of Assessment

Course evaluation is consistent with Douglas College Curriculum Development and Approval policy. An evaluation schedule is presented at the beginning of the course. There will be a minimum of three assessments which will typically include exams, quizzes, papers and/or student presentations. Respect for individual choice and an openness to negotiate will 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.

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Course Designer(s)

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Education Council/Curriculum Committee Representative

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Dean/Director

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Registrar