

EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

А.	Division:	Instructional		Ef	ective Date:		September	2004	
B.	Department / Program Area:	Health Sciences		Re	vision	X	New Course	e	٦
					Revision, Section(s) vised:		C, H, I, J]
					te of Previous Revision te of Current Revision		June 18, 20 June 2004	001	
C:	NURS (/Health Science: Health Challenges	E:	2.0		
	Subject & Course No. Descript				nester Credits				
F:	Calendar Descrij	ption:							٦
	health and the na course will focus	atural sciences in rel s on current topics a	ation to complex nd emerging kno	x episo	on their nursing knowl dic and chronic health e related to a variety o	challer f health	nges. This ad	vanced	
G:		Allocation of Contact Hours to Type of Instruction / Learning Settings			Course Prerequisites:	:			
	Primary Methods of Instructional Delivery a				NURS 2300				
		Learning Settings:		I:	Course Corequisites:				_
	Lecture/Seminar Number of Contact Hours: (per week / semester for each descriptor)		NURS 3100 +NURS 3110 (both recommended						
			k / semester	J: Course for which this C		s Cours	se is a Prerequ	uisite	
				NURS 3201					
	Lecture/Semina	ır :	3.0/wk	K: Maximum Class Size:		e:			
	Number of Weeks per Semester: 15			36					
L:	PLEASE INDICATE:								
	Non-Credit								
	College Credit Non-Transfer								
	X College Credit Transfer:								
	SEE BC TRANS	SFER GUIDE FOR	TRANSFER DI	ETAIL	S (www.bccat.bc.ca)				

M:	Course Objectives / Learning Outcomes
	 In this course, students have opportunities to: integrate and apply existing and emerging knowledge, and program concepts as they relate to client situations and the practice setting further develop a process for analyzing and understanding a variety of complex health challenges deepen their understanding of the relationship between multiple health challenges, the provision of nursing care, and the impact on the client
N:	Course Content:
	In this course, client's experiences with complex episodic and chronic 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 meta concepts, health promotion and caring. Content related to the foundational concepts varies depending on the interests, choices and experiences of course participants.
	Knowledge integration
	Current topics
	Emerging knowledge
	Innovations
	Pathophysiology
	Pharmacology
	Clinical decision-making critical inquiry time/transitions culture/context
	Complexity
	Diagnostics
	Care planning
	Multiple contexts of care
	Epidemiology
0:	Methods of Instruction
	Students engage in learning activities that are related to the main concepts of this course and that facilitate the integration of nursing practice skills. They identify their own learning needs related to specialized knowledge in an area of interest (eg. current health issue, research study, focus of practice, community project). Praxis is enhanced through reading, reflection, class discussion, written work and student independence in inquiry.

	1.	Planned Praxis experience Personal experience						
		Personal experience						
		Resource family						
		 Family experiencing complex episodic and/or chronic health challenge 						
		Nursing practice experience						
	2.	t 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. An evaluation schedule is presented at the beginning of the course. There will be a minimum of three assessments that will typically include exams, quizzes, papers and/or student presentations. Respect for individual choices and an openness to negotiation guides decisions about methods of evaluations.							
	This is a <u>graded course</u> .							
_	Prior Learning Assessment and Recognition: specify whether course is open for PLAR							
R:	No							

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar

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