



**EFFECTIVE: SEPTEMBER 2004  
CURRICULUM GUIDELINES**

**A. Division: Instructional Effective Date: September 2004**

**B. Department / Program Area: Health Sciences** Revision  New Course  **X**  
 If Revision, Section(s) Revised:  
 Date of Previous Revision:  
 Date of Current Revision:

**C: NURS 3230 D: Professional Growth: Nursing Inquiry E: 2.0**

Subject & Course No.	Descriptive Title	Semester Credits						
<b>F: Calendar Description:</b>  In this course, various modes of nursing inquiry are addressed. Relationships between practice, theory, and research are explored. Past and present contributions to nursing knowledge are discussed.								
<b>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</b>  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture/Seminar</b>  Number of Contact Hours: (per week/semester for each descriptor)  <b>Lecture/Seminar 3.0/wk</b>  Number of Weeks per Semester <b>15</b>	<b>H: Course Prerequisites:</b>  <b>ENGL 1130 + NURS 2300</b>							
	<b>I: Course Corequisites:</b>  <b>None</b>							
	<b>J: Course for which this Course is a Prerequisite</b>  <b>NURS 4200</b>							
	<b>K: Maximum Class Size:</b>  <b>Lecture/Seminar 36</b>							
<b>L: PLEASE INDICATE:</b> <table border="1" style="margin-left: 20px;"> <tr><td style="width: 20px; height: 20px;"></td><td>Non-Credit</td></tr> <tr><td style="width: 20px; height: 20px;"></td><td>College Credit Non-Transfer</td></tr> <tr><td style="width: 20px; height: 20px; text-align: center;">X</td><td>College Credit Transfer:</td></tr> </table>  SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> ) Direct transfer to Collaborative Nursing Program in BC partner sites				Non-Credit		College Credit Non-Transfer	X	College Credit Transfer:
	Non-Credit							
	College Credit Non-Transfer							
X	College Credit Transfer:							

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

In this course, participants have opportunities to:

- examine the processes and meanings of knowledge development for the nursing profession
- explore the processes of inquiry in nursing

**N:** Course Content [Overview]

The focus of this course is knowledge development in nursing. Course concepts are addressed in relation to the four foundational concepts (ways of knowing, personal meaning, time/transitions, and culture/context), integrating the metaconcepts of health promotion and caring. Participants' experiences, interests, and choices are considered. The nurse's role in knowledge development is emphasized. Course concepts and essential content are as follows:

## Inquiry

- personal meaning
  - world views (paradigm influences)
  - reflection
- ways of knowing
  - knowledge
  - emancipatory knowledge
  - ethical ways of knowing
  - gendered ways of knowing
  - sociopolitical ways of knowing
  - recognition of legitimate knowledge

## Ways of Inquiring

- historical influences
  - informatics
- discipline influences
  - hegemony
  - philosophical influences
  - moral reasoning
  - paradigm influences (and world views)
  - postmodernism

## Nursing Theories and Concepts (individuals and families)

- theorizing
- assumptions

## Praxis

- workplace issues related to nursing inquiry

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

Praxis is the underlying process used in this course. Participants critically examine how nurses "know" and processes of inquiry in nursing. Beginning from the perspective of oneself as a knower, participants continue to explore how to become knowers within the discipline of nursing and how to engage as active participants in the development of the growing body of knowledge in nursing. Critical reflection, values, experiences, and theory are integrated. Building on previous knowledge, participants develop skill in critical evaluation of knowledge.

<p><b>P:</b> Textbooks and Materials to be Purchased by Participants [and other Learning Resources]</p> <p>Planned Praxis Experience</p> <ul style="list-style-type: none"> <li>• nursing practice experience in health promotion and community empowerment</li> </ul> <p>Textbooks and Materials to be Purchased by Participants</p> <ul style="list-style-type: none"> <li>• A list of recommended textbooks and materials is provided for participants at the beginning of each semester.</li> </ul> <p>Other Resources</p> <ul style="list-style-type: none"> <li>• selected readings</li> <li>• selected audiovisual and computer resources</li> </ul>
<p><b>Q:</b> 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 will be a minimum of three assessments which will typically include exams, quizzes, papers, and/or presentations. Respect for individual choice and an openness to negotiate will guide decisions about methods of evaluation.</p> <p>This is a <u>graded</u> course.</p>
<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

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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