



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

In this course participants have opportunities to:

- engage in processes of inquiry in order to enhance their knowledge of concepts and issues that relate to health, healing, health promotion, and caring in their self-selected nursing practice focus
- identify current and emerging trends in their self-selected nursing practice focus
- examine different theoretical perspectives on health, healing, health promotion, and caring in their self-selected nursing practice focus
- integrate curriculum philosophical foundations, foundational concepts, and concepts from previous and concurrent courses in expanding their knowledge of their self-selected nursing practice focus
- demonstrate the ability to critically reflect on current issues in their self-selected nursing practice focus
- through analysis and synthesis of findings, develop new understandings that will advance their nursing practice in an area of nursing focus
- demonstrate the ability to apply new understandings to nursing practice
- demonstrate self-direction, independence, and skill in developing and implementing a learning contract, for addressing individual learning needs or a topic of interest for study, that will advance their practice in their self-selected nursing practice focus

N.B. In addition to these generic learning outcomes, students will develop specific learning goals. These goals will be consistent with, but not necessarily limited to, the generic learning outcomes.

**N:** Course Content [Overview]

In this course, participants advance their theoretical understanding of nursing practice as it relates to their self-selected nursing practice focus. 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. Course concepts and essential content are as follows:

- health
- healing
- health promotion
- caring
- philosophical foundations (phenomenology, humanism, critical social theory, feminism)
- knowledge development (critical inquiry)
- evidence-informed practice
- critical thinking
- critical reflection
- collaboration
- consultation
- contracting

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

In this course, participants develop and implement a learning contract under the guidance of a faculty member, advancing their knowledge development, contracting, and consultation skills. Participants engage in both individual and collective processes of inquiry to advance their knowledge in a self-selected nursing practice focus. Each participant is required to identify an area, or areas, for further study that relates to their self-selected nursing practice focus, and to develop and fulfill a learning contract. Through active participation in seminars, participants raise issues, clarify questions, challenge assumptions, and/or propose solutions. In doing so, participants refine their abilities to collaborate in processes of inquiry. Seminars may be scheduled weekly at the beginning of the semester, then regularly but periodically during the remainder of the semester. As the seminars progress, participants may choose to arrange theme group seminars rather than seminars of the whole.

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

Planned Praxis Experience

- previous courses and practice experience

Textbooks and Materials to be Purchased by Participants

- Learning materials will be selected according to participants self-selected nursing practice focus.

Other Resources

- communication with clients
- communication with selected practitioners in participants' nursing practice focus, including nursing practice leaders
- selected readings, including Health Authority service plans
- selected audiovisual and computer resources

**Q:** Means of Assessment

Course evaluation is consistent with Douglas College Curriculum Development and Approval Policy. An evaluation schedule is developed at the beginning of the course. There will be a minimum of three assessments which will include an annotated bibliography, a paper, and at least one other assessment. 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

---

Course Designer(s)

---

Education Council / Curriculum Committee Representative

---

Dean / Director

---

Registrar