



**EFFECTIVE: MAY 2005**  
**CURRICULUM GUIDELINES**

A. Division: **Instructional** Effective Date: May 2005

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

If Revision, Section(s) Revised:  
Date of Previous Revision:  
Date of Current Revision:

C: **NURS 4131** D: **Professional Growth: Nurses Influencing Change** E: **2.0**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description:  This course explores the ways nurses can influence and create change for the promotion of societal health. Emphasis is placed on selected strategies for enhancing nursing influence on the evolving Canadian health care system.		
<b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings  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</b> <span style="float: right;"><b>3.0/wk</b></span>  <b>Number of Weeks per Semester 15</b>	<b>H:</b> Course Prerequisites:  <b>NURS 3301</b>	
	<b>I:</b> Course Corequisites:  <b>NURS 4100 (recommended)</b>	
	<b>J:</b> Course for which this Course is a Prerequisite  <b>NURS 4200</b>	
	<b>K:</b> Maximum Class Size:  <b>Lecture/Seminar</b> <span style="float: right;"><b>36</b></span>	
<b>L:</b> 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 ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> ) Direct transfer to Collaborative Nursing Program in BC partner sites		

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

In this course, participants have opportunities to:

- continue to develop professionally
- explore their potential as change agents, as individuals, and as part of a collective
- examine change processes within the nursing profession
- learn how to be proactive in creating and implementing health care policy
- learn how to transform ideas/policies into reality for the promotion of societal health

**N:** Course Content [Overview]

The focus of this course is nurses influencing change. 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 influencing change is emphasized. Course concepts and essential content are as follows:

- change
  - change theory
  - change processes
  - change strategies
  - tools for change
- leadership
  - definitions
  - transformational leadership
  - leadership in influencing change
  - culture, power, and politics of leadership
- activism
  - advocacy
  - lobbying
  - media
  - marketing
  - funding
- organizations
  - structure
  - culture
  - governance models
- political process
  - political and health care structures
  - collaboration
  - power relations
- policy
  - policy development at organizational and societal level
- change issues
  - health care reform
  - workplace issues
  - gendered analysis of nursing and health care
  - changing the image/role of the nurse
  - nurturing the profession of nursing
  - image of marginalized groups

<p><b>O:</b> Methods of Instruction [Learning Process]</p> <p>In this course, participants have opportunities to view themselves as professionals with the mandate, knowledge, and skills to bring about change. This will take place through such activities as discussion, case studies, media stories, debate, mock situations, reflection, and critical analysis of change processes.</p>
<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>• a nursing practice project in influencing change</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