



EFFECTIVE: JANUARY 2002

CURRICULUM GUIDELINES

A: Division: **Instructional** Date: **May 7, 2001**
 B: Department/ **Health Sciences** New Course Revision
 Program Area:
 If Revision, Section(s) Revised: **Sections N**
 Date Last Revised: **December 20, 2000**

C: **NURS 106** D: **Professional Growth I: Nurses' Work** E: **3.0**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course provides an introduction to the profession of nursing. The philosophy, theoretical foundations and the foundational concepts of the program are explored. The history of nursing, including a gendered analysis of the profession, is examined. The role of the nurse in the health care system is emphasized, as is the relationship among theory, practice and research. Participants are introduced to the processes of critical thinking, critical reflection, and critical writing.		
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: None	
	I: Course Corequisites: None	
	J: Course for which this Course is a Prerequisite: NURS 118 + NURS 206	
	K: Maximum Class Size: Lecture/Seminar 36	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca) Direct transfer to Collaborative Nursing Program in BC partnersites.		

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

In this course students have opportunities to:

- develop an awareness of the profession of nursing, in particular the culture of the nursing profession, the transitions that have occurred in nursing, the historical roots and traditions of the profession, the profession's influence on present day nursing and to envision how the nursing profession may be actualized in the future. Attention is paid to the gendered history of nursing. In this sense, students develop an appreciation of the scope and context of contemporary nursing practice.
- develop an awareness of the philosophy, beliefs and values upon which the Collaborative Nursing Program in BC is based.

N: Course Content [Overview]

In this course, the profession of nursing and the nursing curriculum (philosophy and concepts) are the focus of discussion. An outline of concepts and essential content is presented below.

Course concepts are explored with the students from two perspectives: self as learner and self as nurse. From the perspective of self as learner, students explore learning and praxis. From the perspective of self as nurse, students explore the concepts of nursing, social construction of nursing, and professionalism and health care system. The concepts of caring, health promotion and commitment are explored from both perspectives.

Nursing**Social construction of nursing**

- historical perspective
- socialization
- societal views and expectations
- "image"

Health Care System (introduction)

- relevant Federal and Provincial legislation. e.g. Canadian Charter of Rights
- role of nurses and other health care workers
- current trends and issues (introduction)

Caring

- multiple meanings

Health Promotion**Professionalism**

- Professional Organizations
 - RNABC
 - Examples of national and international organizations
 - BCNU
- standards of practise
- legal issues
- ethics,
- Ethical conduct, code of ethics
 - client rights
- documentation (professional issues)
- confidentiality
- evidence-based practice
- professional resources eg. libraries, journals, RNABC, CNA

Learning

- critical thinking, critical reflection, critical writing
- self as learner
 - learning styles
 - readiness to learn

Course Content Continued

Program Philosophy

- Praxis

Theoretical Foundations

- Phenomenology
- Humanism
- Feminism (in-depth discussion)
 - gender issues (introduction)
 - feminist perspectives on the gendered history of nursing
- Critical Social Theory

Foundational concepts

- ways of knowing
- personal meaning
- time/transitions
- culture/context

Informatics

The four foundational concepts are discussed separately and in relation to the other concepts in this course integrating the metaconcepts, health promotion and caring.

O: Methods of Instruction [Learning Process]

In order to develop an experiential understanding of concepts included in this course, students are provided with learning activities in which they need to actively engage. Learning activities are designed to help students experience many of the values and beliefs stated in the program philosophy, hence, experiencing the concept of praxis.

The teacher's responsibility in this course is to guide and facilitate. The student's responsibility is to use resources and to actively engage in dialogue and the process of learning. A seminar format provides opportunity for participants to share experiences and insights with others through active dialogue.

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

1. Planned Praxis Experience

- Ⓒ Personal experience
- Ⓒ Resource family
- Ⓒ Nurses' work

2. A list of recommended textbooks and materials is provided for students at the beginning of each semester.

3. Other Resources

- Selected readings from books and professional journals and documents.
- Health professionals
- Selected audiovisual and computer resources
- Guest speakers

Q: Means of Assessment

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