

M: Course Objectives / Learning Outcomes

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 gender

Course Content Continued:

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

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

1. Planned Praxis Experience
 - Personal experience
 - Resource family
 - Nurse's 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
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Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar