



EFFECTIVE: SEPTEMBER 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 206 D: Professional Growth II: The Nursing Profession E: 2.0

| Subject & Course No. | Descriptive Title | Semester Credits |
|---|---|------------------|
| F: Calendar Description: This course builds on the philosophy and concepts examined in Professional Growth I as well as examining and exploring the professional practice of nursing. Emphasis is placed on standards for practice, and the role of the nurse as educator and advocate. | | |
| 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 3.0/wk Number of Weeks per Semester: 15 | H: Course Prerequisites: NURS 128 or NURS 196 or NURS 296 | |
| | I: Course Corequisites: None | |
| | J: Course for which this Course is a Prerequisite: NURS 228 | |
| | K: Maximum Class Size: 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:

- examine nursing as a profession, including professional rights and responsibilities, and legal and ethical parameters
- gain understanding of the purpose and function of professional associations and organizations particularly in relation to maintenance and improvement of standards of care
- begin to explore and examine their role as health educators and health counsellors with individuals and families in a variety of contexts.

N: Course Content [Overview]

In this course the professional practice of nursing is the focus of discussion. An outline of concepts and essential content is presented below. Course concepts are addressed in relation to the four foundational concepts (ways of knowing, personal meaning, time/transitions, culture/context), integrating the metaconcepts, health promotion and caring. Content related to the foundational concepts may vary depending on the interests, choices and experience of course participants.

Professionalism:

- code of ethics
- legal statutes governing nursing practice
- standards of practise and ethical issues
- nurse's voice

Nursing Organizations

- professional associations
- nursing unions

Quality improvement (introduction)

- issues e.g. continuous quality improvement
- quality assurance

Education

- Credentialling
- Informatics
- Lifelong learning
- Educational preparation
- Continuing competence

Teaching/Learning

- individual and family
- theoretical perspectives in teaching/learning including paradigm shifts
 - principles of teaching and learning
- teaching across the lifespan (introduction)
- personal meaning e.g. readiness to learn, health beliefs
- awareness and sensitivity to learning needs and styles
- teaching strategies e.g. informatics, web-based information, story telling, demonstrations (introduction)

N: Course Content Continued

Power and Influence

- hegemony
- power structures

Excellence in Nursing

Rights/Responsibilities

- evaluation
- support
- assertiveness
- advocacy
- confidentiality

Care for self and each other as nurses

- quality of work life
- humour
- issues of safety for nurses

Violence, abuse, and vulnerability in caregiving roles i.e. co-worker

Nursing Organizations

- professional associations
- nursing unions

O: Methods of Instruction [Learning Process]

Through critical analysis and debate the instructor and students work together to understand the impact of current powerful forces on the development of the role of the professional nurse. Clinical practise, nursing research and latest developments in the decentralization of health care are used to place the issues in context.

Participants will also actively engage in the critical examination of theories, concepts, and issues relevant to health education and illness prevention. Discussions include reflections on nursing practice experiences, paradigm cases, as well as an exploration of the relevant literature.

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

1. Planned Praxis Experience

- personal experience
- resource families
- nursing practise experience

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

3. Other Resources

- Selected readings: professional and government documents
- Selected textbooks on professional practise and client teaching
- Selected audio-visual and computer resources.
- Current events
- Guest speakers
- Samples of client education materials

Q: Means of Assessment

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 student presentations. Respect for individual choice and an openness to negotiation 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