



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: **Instructional** Effective Date: **September 2004**

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

If Revision, Section(s) Revised: **C, H, J**

Date of Previous Revision: **May 7, 2001**

Date of Current Revision: **June 2si 230.02 496.04 H0s647s /E**

Growth II: The Nursing E: 2.0

Profession

Subject & Course No.	Descriptive Title	Semester Credits
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F: Calendar Description:

This course builds on the philosophy and con

M: Course Objectives / Learning Outcomes

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 counselors with individuals and families in a variety of contexts.

N: Course Content:

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 foundationg, ptss37 (#)-1 (kn) (owi)ysdi/MC EqvarMC Eqd3l.01 Te found

<p>Nursing Organizations</p> <ul style="list-style-type: none"> • professional associations • nursing unions
<p>O: Methods of Instruction</p> <p>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 practice, nursing research and latest developments in the decentralization of health care are used to place the issues in context.</p> <p>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>
<p>P: Textbooks and Materials to be Purchased by Students</p> <ol style="list-style-type: none"> 1. Planned Praxis Experience <ul style="list-style-type: none"> • Personal experience • Resource families • Nursing practice experience 2. A list of recommended textbooks and materials is provided for students at the beginning of each semester. 3. Other Resources <ul style="list-style-type: none"> • Selected readings: professional and government documents • Selected textbooks on professional practice and client teaching • Selected audio-visual and computer resources. • Current events • Guest speakers • Samples of client education materials
<p>Q: 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 student presentations. Respect for individual choice and an openness to negotiation guide decisions about methods of evaluation.</p> <p>This is a <u>graded</u> course.</p>
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Registrar