



EFFECTIVE: SEPTEMBER 2003

CURRICULUM GUIDELINES

A: Division: **Instructional** Date: **June 18, 2001**
B: Department/ **Health Sciences** New Course Revision
 Program Area:
 If Revision, Section(s) Revised:
 Date Last Revised:

C: NURS 307 D: Healing/Health Science: Advanced Health Challenges E: 2.0

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course provides opportunities for participants to build on their nursing knowledge and understanding of health and the natural sciences in relation to complex episodic and chronic health challenges. This advanced course will focus on current topics and emerging knowledge related to a variety of health care contexts.		
G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: <p style="text-align: center;">Lecture/seminar</p> Number of Contact Hours: (per week / semester for each descriptor) <p style="text-align: center;">Lecture/seminar 3.0/wk</p> Number of Weeks per Semester: 15	H: Course Prerequisites: <p style="text-align: center;">NURS 228</p>	I: Course Corequisites: <p style="text-align: center;">NURS 305 & 308 (Both recommended)</p>
	J: Course for which this Course is a Prerequisite: <p style="text-align: center;">NURS 318</p>	
	K: Maximum Class Size: <p style="text-align: center;">36</p>	
	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 type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)	

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

In this course, students have opportunities to:

- integrate and apply existing and emerging knowledge, and program concepts as they relate to client situations and the practice setting
- further develop a process for analyzing and understanding a variety of complex health challenges
- deepen their understanding of the relationship between multiple health challenges, the provision of nursing care, and the impact on the client.

N: Course Content [Overview]

In this course, client's experiences with complex episodic and chronic health challenges and the nurses' role in promoting health and healing are the focus of discussion. An outline of concepts and essential content is presented below. Concepts are addressed in relation to four foundational concepts (ways of knowing, personal meaning, time/transitions, and culture/context) integrating the meta concepts, health promotion and caring. Content related to the foundational concepts varies depending on the interests, choices and experiences of course participants.

Knowledge integration

Current topics

Emerging knowledge

Innovations

Pathophysiology

Pharmacology

Clinical decision-making

- critical inquiry
- time/transitions
- culture/context

Complexity

Diagnostics

Care planning

Multiple contexts of care

Epidemiology

O: Methods of Instruction [Learning Process]

Students engage in learning activities that are related to the main concepts of this course and that facilitate the integration of nursing practice skills. They identify their own learning needs related to specialized knowledge in an area of interest (eg. current health issue, research study, focus of practice, community project). Praxis is enhanced through reading, reflection, class discussion, written work and student independence in inquiry.

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

1. Planned Praxis experience
 - Personal experience
 - Resource family
 - Family experiencing complex episodic and/or chronic health challenge
 - Nursing practice experience
2. A list of recommended textbooks and materials is provided for students at the beginning of each semester.
3. Other resources
 - Selected readings
 - Selected audio-visual and computer resources
 - Nursing laboratory equipment and supplies

Q: Means of Assessment

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 that will typically include exams, quizzes, papers and/or student presentations. Respect for individual choices and an openness to negotiation guides decisions about methods of evaluations.

This is a graded course.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

 Course Designer(s)

 Education Council/Curriculum Committee Representative

 Dean/Director

 Registrar