



**EFFECTIVE: JANUARY 2006**  
**CURRICULUM GUIDELINES**

**A. Division:** **Instructional** **Effective Date:** **January 2006**

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

**If Revision, Section(s) Revised:** **J, M, N, O, P, Q**

**Date of Previous Revision:** **June 2004**

**Date of Current Revision:** **May 2005**

**C: NURS 3140** **D: Healing/Health Science: Advanced Health Challenge** **E: 2.0**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F: Calendar Description:</b>  This course provides opportunities for participants to build on their nursing knowledge and understanding of health and 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.		
<b>G: Allocation of Contact Hours to Type of Instruction/Learning Settings</b>  <b>Primary Methods of Instructional Delivery and/or Learning Settings:</b>  <b>Lecture/Seminar</b>  <b>Number of Contact Hours: (per week/semester for each descriptor)</b>  <b>Lecture/Seminar</b> <b>3.0/wk</b>  <b>Number of Weeks per Semester: 15</b>	<b>H: Course Prerequisites:</b>  <b>NURS 2300</b>	
	<b>I: Course Corequisites:</b>  <b>NURS 3100 + NURS 3110 (both recommended)</b>	
	<b>J: Course for which this Course is a Prerequisite</b>  <b>NURS 3200</b>	
	<b>K: Maximum Class Size:</b>  <b>Lecture/Seminar</b> <b>36</b>	
<b>L: PLEASE INDICATE:</b> <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer:  SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a> )		

**M:** Course Objectives / Learning Outcomes [Ends-In-View]

In this course, participants 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. Course concepts are addressed in relation to the four foundational concepts (ways of knowing, personal meaning, time/transitions, and culture/context), integrating the meta concepts, health promotion and caring. Participants' experiences, interests, and choices are considered. Course concepts and essential content are as follows:

- knowledge integration
- current topics
- emerging knowledge
- epidemiology
- innovations
- pathophysiology
- pharmacology
- decision making for nursing practice
- complexity
- diagnostics
- care planning
- multiple contexts of care

**O:** Methods of Instruction [Learning Process]

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

<p><b>P:</b> Textbooks and Materials to be Purchased by Participants [and other Learning Resources]</p> <p>Planned Praxis Experience</p> <ul style="list-style-type: none"> <li>• personal experience</li> <li>• nursing practice experience in pediatric and mental health settings</li> <li>• community agency or service visit with a focus on infants, children, or adolescents</li> <li>• community agency or service visit with a focus on family support</li> </ul> <p>Textbooks and Materials to be Purchased by Participants</p> <ul style="list-style-type: none"> <li>• A list of recommended textbooks and materials is provided for participants at the beginning of each semester.</li> </ul> <p>Other resources</p> <ul style="list-style-type: none"> <li>• selected readings</li> <li>• selected audiovisual and computer resources</li> </ul>
<p><b>Q:</b> 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 is a minimum of three assessments which 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><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

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 Course Designer(s)

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 Education Council / Curriculum Committee Representative

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 Dean / Director

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 Registrar