

DOUGLAS COLLEGE

A: Division: **INSTRUCTIONAL** Date: **October 15, 1996**
 B: Department: **HEALTH SCIENCES** New Course: **No**
 Revision of Course: **Yes**
 C: **NURS 109** D: **HEALTH I: Health Styles** E: **3.5**

Subject & Course No. Descriptive Title Semester Credit

<p>F: Calendar Description:</p> <p>The major emphasis of this course is the personal meaning of health, related health assessment and health maintenance. Students examine significant theoretical and conceptual frameworks of health in relation to self. By reflecting on personal experiences, participants have opportunities to identify personal resources and challenges that impact health, and to recognize the complexity of the change process as related to health promoting behaviour.</p>	<p>Summary of Revisions: (Enter date & section) Eg: Section C,E,F</p> <p align="center">1996-10-15, Sections F, O, P.</p>																																	
<p>G: Type of Instruction: Hrs. per Week</p> <table style="width:100%; border: none;"> <tr><td style="padding-left: 40px;">Lecture:</td><td style="text-align: right;">3.0</td><td>Hrs.</td></tr> <tr><td style="padding-left: 40px;">Laboratory:</td><td style="text-align: right;">2.0</td><td>Hrs.</td></tr> <tr><td style="padding-left: 40px;">Seminar:</td><td style="text-align: right;">0.5</td><td>Hrs.</td></tr> <tr><td style="padding-left: 40px;">Clinical Experience:</td><td></td><td>Hrs.</td></tr> <tr><td style="padding-left: 40px;">Field Experience:</td><td></td><td>Hrs.</td></tr> <tr><td style="padding-left: 40px;">Practicum:</td><td></td><td>Hrs.</td></tr> <tr><td style="padding-left: 40px;">Shop:</td><td></td><td>Hrs.</td></tr> <tr><td style="padding-left: 40px;">Studio:</td><td></td><td>Hrs.</td></tr> <tr><td style="padding-left: 40px;">Student Directed Learning:</td><td></td><td>Hrs.</td></tr> <tr><td style="padding-left: 40px;">Other (Specify):</td><td></td><td>Hrs.</td></tr> <tr><td style="padding-left: 40px;">Total:</td><td style="text-align: right;">5.5</td><td>Hrs.</td></tr> </table>	Lecture:	3.0	Hrs.	Laboratory:	2.0	Hrs.	Seminar:	0.5	Hrs.	Clinical Experience:		Hrs.	Field Experience:		Hrs.	Practicum:		Hrs.	Shop:		Hrs.	Studio:		Hrs.	Student Directed Learning:		Hrs.	Other (Specify):		Hrs.	Total:	5.5	Hrs.	<p>H: Course Prerequisites:</p> <p align="center">NIL</p> <hr/> <p>I: Course Corequisites:</p> <p align="center">BIOL 103 + NURS 114 (both recommended)</p> <hr/> <p>J: Course for which this Course is a Prerequisite:</p> <p align="center">NURS 118 + NURS 119</p> <hr/> <p>K: Maximum Class Size:</p> <p align="center">Lecture/Seminar: 40 Laboratory: 24</p>
Lecture:	3.0	Hrs.																																
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<p>L: College Credit Transfer <input checked="" type="checkbox"/></p> <p>College Credit Non-Transfer <input type="checkbox"/></p>	<p>M: Transfer Credit: Requested: <input type="text"/></p> <p style="text-align: right;">Granted: <input type="text"/></p> <p>Specify Course Equivalents or Unassigned Credit as appropriate:</p> <p>U.B.C.</p> <p>S.F.U. Direct transfer to Collaborative Nursing Program in B.C. partner sites</p> <p>U. Vic. Part of block transfer to degree completion programs at U.Vic, U.B.C. and U.N.B.C.</p> <p>U.N.B.C.</p> <p>Other:</p>																																	

Norma Davis

Course Designer(s)

John Wood

Dean

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Vice-President - Instruction

Registrar

Subject and Course Number

N. LEARNING RESOURCES

1. Planned Praxis Experience

- Personal experience with own health assessment and health risk assessment
- Resource family
- Nursing practise experience - nursing laboratory

2. Textbooks and Material to be Purchased by Students

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

3. Other Resources

- Selected readings; health assessment, health promotion, growth and development
- Health assessment tools
- Selected audiovisual materials and computer resources
- Nursing laboratory equipment and supplies

O. ENDS - IN - VIEW

In this course students have opportunities to:

- develop a heightened awareness of their own personal concepts of health and healthy living.
- become aware of differences in individuals's context/culture i.e. beliefs, values and perceptions about health held by self and others.
- examine how those differences influence the way people behave, throughout the lifespan, in relation to health.
- explore the complexities of the change process in relation to transitions/time in the life cycle and in healthful living practices for individual and family.
- learn health assessment skills.

P. OVERVIEW OF COURSE CONTENT

There are three components to Health I: lecture, seminar, and laboratory.

In the lecture/seminar component, people's experiences of health, health maintenance and health promotion 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, culture/context) integrating the metaconcepts, health promotion and caring. Content related to the foundational concepts varies depending on the interests, choices and experiences of participants.

Person (phenomenological perspective)

- the lived experience of the person
- differing realities
- self esteem, self concept, personal resources, body image, sexuality, spirituality
- family, community, situatedness
- cultural issues

Perception

- personal meaning
- personal construct theory
- beliefs and values

Culture/context

- family
- community
- situatedness

Ways of knowing

- Theoretical, empirical, ethical, personal, holistic
- nursing knowledge
- health, healing, caring and health promotion, health maintenance

Time/transitions

- Developmental change
- normal growth and development through the life span

Lifestyle

- healthy lifestyles
- change theory, change process
- lifestyle change
- health maintenance

Health promotion responsibility

- choice
- self-responsibility

Assessment

- health profile, personal health and health risk
- individual and family assessment process
- assessment in the decision-making process
- confidentiality
- using the computer as a tool to manage information

Empowerment

- teaching and learning

The laboratory component of this course is constructed to provide students with opportunities to actively engage in learning skills related to assessment of healthy behaviour and activities to maintain health. These skills are organized under the following categories:

Asepsis

Assessment

Mobility

Hygienic and comfort measures

Q. LEARNING PROCESS

Learning activities in this course are designed to engage students actively in achieving an understanding of the concepts, theories and skills of this course. Students engage in critical thinking about their own health, and about caring and health promotion, health maintenance, and healing. Students are encouraged to participate in active dialogue about health with others including the resource family, and to share experiences arising out of the learning activities. These activities provide opportunities to consider people's experiences of health from a praxis point - of - view.

In the laboratory component of the course, students engage in learning activities which provide experience with assessment of the healthy person and critical comparative analyses of assessments among healthy persons. Decision making using assessment will be stressed.

R. COURSE EVALUATION

Course evaluation is consistent with Douglas College course evaluation policy. An evaluation schedule is presented at the beginning of the course. Respect for individual choices and an openness to negotiation guide decisions about methods of evaluation.

This is a graded course.