

DOUGLAS COLLEGE

A: Division: **INSTRUCTIONAL** Date: **October 15, 1996**
 B: Department: **HEALTH SCIENCES** New Course: **No**
 Revision of Course: **Yes**
 C: **NURS 114** D: **PROFESSIONAL GROWTH I:** E: **4.0**
Nurses' Work

Subject & Course No. Descriptive Title Semester Credit

<p>F: Calendar Description: This course provides an introduction to the profession of nursing. The philosophy and concepts of the nursing program are explored. The history of nursing and the role of the nurse in the health care system are emphasized as well as the relationship between theory, practice and research. Students are introduced to the process of critical thinking, critical reflection, and critical writing. They have opportunities to experience nurses' work in a variety of settings. In addition, students are introduced to the concept of family in relation to nursing and health promotion.</p>	<p>Summary of Revisions: (Enter date & section) Eg: Section C,E,F 1996-10-15, Sections F, O, P</p>
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<p>G: Type of Instruction: Hrs. per Week</p> <table style="width:100%;"> <tr><td>Lecture:</td><td align="right">4.0</td><td>Hrs.</td></tr> <tr><td>Laboratory:</td><td></td><td>Hrs.</td></tr> <tr><td>Seminar:</td><td align="right">0.5</td><td>Hrs.</td></tr> <tr><td>Clinical Experience:</td><td></td><td>Hrs.</td></tr> <tr><td>Field Experience:</td><td></td><td>Hrs.</td></tr> <tr><td>Practicum:</td><td></td><td>Hrs.</td></tr> <tr><td>Shop:</td><td></td><td>Hrs.</td></tr> <tr><td>Studio:</td><td></td><td>Hrs.</td></tr> <tr><td>Student Directed Learning:</td><td></td><td>Hrs.</td></tr> <tr><td>Other:</td><td></td><td>Hrs.</td></tr> <tr><td>Family visits, observation of nurses' work & related activities:</td><td align="right">2.0</td><td>Hrs.</td></tr> <tr><td>Total:</td><td align="right">6.5</td><td>Hrs.</td></tr> </table>	Lecture:	4.0	Hrs.	Laboratory:		Hrs.	Seminar:	0.5	Hrs.	Clinical Experience:		Hrs.	Field Experience:		Hrs.	Practicum:		Hrs.	Shop:		Hrs.	Studio:		Hrs.	Student Directed Learning:		Hrs.	Other:		Hrs.	Family visits, observation of nurses' work & related activities:	2.0	Hrs.	Total:	6.5	Hrs.	<p>H: Course Prerequisites: NIL</p> <p>I: Course Corequisites: NIL</p> <p>J: Course for which this Course is a Prerequisite: NURS 118 + NURS 224</p> <p>K: Maximum Class Size: Lecture/Seminar/Other: 40</p>
Lecture:	4.0	Hrs.																																			
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L: College Credit Transfer	Y	M: Transfer Credit:	Requested:	
College Credit Non-Transfer			Granted:	

Specify Course Equivalents or Unassigned Credit as appropriate:

U.B.C. Direct transfer to Collaborative Nursing Program in B.C. partner sites
 S.F.U. Part of block transfer to degree completion programs at U. Vic, U.B.C. and U.N.B.C.
 U. Vic.
 U.N.B.C.
 Other:

Norma Duesin

Course Designer(s)
[Signature]
 Dean

[Signature]
 Vice President, Instruction
[Signature]
 Registrar

Subject and Course Number

N. LEARNING RESOURCES

1. Planned Praxis Experience

- Personal experience
- Resource family
- Nurses' work

2. Textbooks and Materials 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 from books and professional journals and documents.
- Community agencies
- Health professionals
- Health care consumers
- Selected audiovisual and computer resources
- Guest speakers

O. ENDS-IN-VIEW

In this course students have opportunities to:

- develop an awareness of the profession of nursing, in particular the culture of the nursing profession, the transitions that have occurred in nursing, the historical roots and traditions of the profession, the profession's influence on present day nursing and to envision how the nursing profession may be actualized in the future. In this sense, students develop an appreciation of the scope and context of contemporary nursing practice
- develop an awareness of the philosophy, beliefs and values upon which the Collaborative Nursing Program in BC is based
- explore families' perceptions and values about health, healing and health promotion and their relationship with the health care system through experiences with families in the community

P. OVERVIEW OF COURSE CONTENT

In this course, family, the profession of nursing and the nursing curriculum (philosophy and concepts) are the focus of discussion. An outline of concepts and essential content is presented below.

Course concepts are explored with the students from two perspectives: self as learner and self as nurse. From the perspective of self as learner, students explore learning and praxis. From the perspective of self as nurse, students explore the concepts of nursing, social construction of nursing, and professionalism and health care system. The concepts of family, caring, health promotion and commitment are explored from both perspectives.

Nursing

- a guide for decision-making
- informatics and its impact on nurses' work

Social construction of nursing

- historical perspective
- socialization
- societal views and expectations

Health Care System

- relevant Federal and Provincial legislation. e.g. Canadian Charter of Rights
- role of nurses and other health care workers
- current trends and issues

Caring

- multiple meanings

Health Promotion

Commitment

Professionalism

- professional bodies: international, national, local
- standards of practise
- legal issues
- ethics, ethical conduct, code of ethics
- its affect on self-appreciation
- client rights
- nursing organizations
- documentation

Overview of Course Content cont'd

Praxis

Learning

- learning styles
- critical thinking, critical reflection, critical writing

Family

- interaction with health care system

Philosophy

- Phenomenology
- Humanism
- Feminism
- Critical Social Theory

Foundational concepts

- ways of knowing
- personal meaning
- time/transitions
- culture/context

Informatics

The four foundational concepts are discussed separately and in relation to the other concepts in this course integrating the metaconcepts, health promotion and caring.

Q. LEARNING PROCESS

In order to develop an experiential understanding of concepts included in this course, students are provided with learning activities in which they need to actively engage. Learning activities are designed to help students experience many of the values and beliefs stated in the program philosophy, hence, experiencing the concept of praxis.

Selected nursing practise experiences are the setting in which many learning activities occur. Learning activities involve home visits to a resource family (3-4) and observation of nurses' work (minimum of 3 sessions). The teacher's responsibility in this course is to guide and facilitate. The student's responsibility is to use resources and to actively engage in dialogue and the process of learning. A seminar format provides opportunity for participants to share experiences and insights with others through active dialogue.

R. COURSE EVALUATION

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

This is a **graded** course.