UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:
COURSE REVISED IMPLEMENTATION DATE: September 2012
COURSE TO BE REVIEWED: April 2013
(six years after UEC final approval date) (MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: **Nursing**

NURS 105		2
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UFV CREDITS

Teacher Learner Partnerships
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course explores teacher-learner partnerships with the student in the role of both teacher and learner. Principles of teaching-learning and critical thinking are examined. Concepts of advocacy, empowerment, accountability, and responsibility, and choice are considered as they relate to the teacher-learner partnership. In addition, communication strategies with individuals with specific needs will be explored.

PREREQUISITES: Enrolment in the Bachelor of Science in Nursing program; NURS 102
COREQUISITES: NURS 104, NURS 106

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO: _____ *(Department/Program)* _____ *(Department/Program)*

TOTAL HOURS PER TERM: **28**
STRUCTURE OF HOURS:

Lectures:	**20**	Hrs
Seminar:	**2**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:	**6**	Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE:
HOURS PER DAY:

MAXIMUM ENROLLMENT: **36**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **Fall & Winter Semester**
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) ☐ Yes X No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) ☐ Yes X No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☐ Yes X No

AUTHORIZATION SIGNATURES:

Course Designer(s): Nancy Goad
Chairperson: Karen Davidson
Department Head: Diane Reed
Dean: Diane Reed
UEC Final Approval Date: February 3, 2012

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

1. Differentiate and apply the processes of thinking, critical thinking, and critical reflection.
2. Understand styles of learning and ways of knowing.
3. Demonstrate principles of effective teaching-learning.
4. Apply principles of communication and teaching-learning to individuals with specific needs.
5. Demonstrate an understanding of the concepts of advocacy, empowerment, accountability, responsibility, and choice.

METHODS:

Lecture
Group discussion
Presentation
Guest speaker
Role play

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☑ Yes ☐ No

METHODS OF OBTAINING PLAR:

Portfolio

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.) Washington, D. C.: Author.
Arnold, E. N., & Boggs, K. U. (2003). *Interpersonal relationships: Professional communication skills for nurses* (4th ed.). Philadelphia: W. B. Saunders Co.
Potter, P. A., & Perry, A. G. (2006). *Canadian fundamentals of nursing* (3rd ed.). Toronto: Elsevier Canada.

Selected Readings:

Resources are included in weekly class guidelines.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Quizzes	20%
Critical Reflection	15%
Communication presentations	25%
Exam	40%
TOTAL MARK ALLOTMENT	100%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Communication
- Review of communication skills
- Communication with individuals with specific needs

Course content continued:

Learner Assessment
- Readiness
- Motivation
- Ability to learn
- Environment

Learning
- Learning styles
- Lifelong learning
- Ways of knowing
- Application of learning principles

Patient Teaching
- Principles of teaching
- Teaching strategies/styles
- Application of teaching principles in nursing practice

The Teaching Process
- Teaching plans

Teacher/Learner Partnerships
- Theory - Peplau
- Partnership concepts
  - Advocacy
  - Empowerment
  - Accountability & responsibility
  - Choice
- Characteristics of effective partnerships

Thinking & Critical Thinking
- Theory
- Thinking vs. critical thinking
- Improving thinking
- Critical thinking in nursing
- Application of critical thinking

Critical Reflection
- Theory
- Critical reflection in nursing
- Identification of own learning needs
- Responsibility for learning