COURSE IMPLEMENTATION DATE:
COURSE REVISED IMPLEMENTATION DATE: September 2006
COURSE TO BE REVIEWED: November 2009
(Four years after UPAC 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: **Bachelor of Science in Nursing**

NURS 201		**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Health Illness Transitions I
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course focuses on application of the Model of Transition to individuals and families experiencing health illness transitions. The concept of chronicity related to adult and child health is the central focus of the health illness transitions. The concepts of pain and uncertainty are introduced and primary health care is further explored. A case study format facilitates the integration of theories and use of critical thinking skills.

PREREQUISITES: **NURS 120**
COREQUISITES: **NURS 202, NURS 203**

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

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

TOTAL HOURS PER TERM: **45**
STRUCTURE OF HOURS:

Lectures:	**25**	Hrs
Seminar:	**20**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

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

MAXIMUM ENROLLMENT: **32**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **Twice Yearly**

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☒ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

AUTHORIZATION SIGNATURES:

Course Designer(s): Curriculum Committee/Elaine Tessaro
Chairperson: Elaine Tessaro *(Curriculum Committee)*
Department Head: Wanda Gordon
Dean: Jackie Snodgrass
PAC Approval in Principle Date:
PAC Final Approval Date: December 7, 2005

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

At the conclusion of this course, students will:

1. Apply knowledge of the experience of health, illness, and hospitalization.
2. Apply concepts of chronicity to individual and family health illness transitions.
3. Apply theory related to the concepts of pain and uncertainty to individual(s) experiencing health illness transitions.
4. Explore the application of Primary Health Care principles in the acute care setting.
5. Use the Framework for Caring to develop a holistic plan of care for individual(s) experiencing selected examples of alterations in health.

METHODS:

Lecture
Seminar
Discussion

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

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

METHODS OF OBTAINING PLAR:

Examination or portfolio.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Hockenberry, M. (2005). Wong's essentials of pediatric nursing (7th ed.). St. Louis: Mosby.

Ignatavicius, D., & Workman, M (2006). Medical-surgical nursing (5th ed.) Philadelphia: W. B. Saunders.

Jarvis, C. (2004). Pocket companion for physical examination and health assessment (4th ed.). Philadelphia: W. B. Saunders.

Lehne, R. (2004). Pharmacology for nursing care (5th ed.). Philadelphia: W. B. Saunders.

Porth, C. M. (2004). Pathophysiology: Concepts of altered health states (7th ed.). Philadelphia: J. B. Lippincott.

Potter, P. A. & Perry, A. G. (2005). Canadian fundamentals of nursing (3rd ed.). Toronto: Mosby.

Schnell, Z. B., Van Leeuwen, A. W., & Kranpitz, T. R. (2003). Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications. Philadelphia: F. A. Davis.

Venes, D. (Ed.). (2001). Taber's cyclopedic medical dictionary (19th ed.). Philadelphia: F. A. Davis.

NURS 201 course package.

SUPPLIES / MATERIALS:

none

STUDENT EVALUATION:

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

Case Study Participation	15%
Paper	25%
Midterm Exam #1	15%
Midterm Exam #2	15%
Final Exam	30%

COURSE CONTENT:

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

Health Illness Transitions

- Experience of hospitalization
- Concepts of chronicity

Concepts Related to Health Illness Transitions
- Pain
- Uncertainty

Concepts Integral to Nursing Program Framework
- PHC Principles applied to acute care setting

Framework for Caring applied to case studies illustrating examples of the following alterations in health:
- Alterations in oxygenation of tissues
- Alterations in body defenses
- Alterations in metabolism/endocrine function and nutrition
- Alterations in fluid and electrolyte balance