UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:
COURSE REVISED IMPLEMENTATION DATE: September 2011
COURSE TO BE REVIEWED: January 2017
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

NURS 301	**School of Health Sciences**	**4**
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Situational Transitions
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course focuses on individuals, families, and groups experiencing health illness and situational transitions. The content includes mental health issues, selected situational transitions, coping with crisis, the socioeconomic environment, and the continuum of care, as well as transitions experienced by First Nations populations. Concepts such as hope, powerlessness, resilience, vulnerability, empathy, and collaboration are incorporated.

PREREQUISITES: **NURS 220 or NURS 230**
COREQUISITES: **NURS 303**
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **60**
STRUCTURE OF HOURS:

Lectures:	**49**	Hrs
Seminar:	**8**	Hrs
Laboratory:	**3**	Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **32**
Expected frequency of course offerings: Every semester
(every semester, annually, every other year, etc.)

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

Course designer(s): **Curriculum Committee**
Department Head: **Diane Reed** Date approved: **December 2010**
Supporting area consultation (Pre-UPAC) Date of meeting: **January 14, 2010**
Curriculum Committee chair: **Shellie Steidle** Date approved: **December 2010**
Dean/Associate VP: **Rosetta Khalideen** Date approved: **January 23, 2011**
Undergraduate Program Advisory Committee (UPAC) approval Date of meeting: **January 28, 2011**

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:
1. Explore the concept of Continuum of Care related to the nursing care of individuals, families, and groups.
2. Discuss concepts of hope, powerlessness, vulnerability, empathy, resilience, empowerment, and crisis management related to individuals, families, and groups experiencing situational transitions.
3. Explain collaboration within the interdisciplinary team.
4. Explore the impact of socioeconomic environment on individuals, families, and groups.
5. Describe transitions experienced by First Nations people living in British Columbia.
6. Discuss issues related to the experience of homelessness and poverty, immigration, intimate partner abuse, and mental illness.
7. Apply knowledge of health illness and situational transitions to provide nursing care for individuals, families, and groups.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, guest lecturers, small group discussion, large group discussion,

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☒ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

NURS 301 Course Pack

Fortinash, K. M., & Holoday-Worret, P. A. (Eds.). (2008). *Psychiatric mental health nursing* (4th ed.). St. Louis: Mosby Elsevier.

Lilley, L. L., Harrington, S., Snyder, J. S. (2007). *Pharmacology and the nursing procesin Canada* (1st Canadian ed.). Toronto: Elsevier Canada.

Jarvis, C. (2009). *A pocket companion for physical examination and health assessment* (1st Canadian ed.). Toronto: Elsevier Canada.

Lehne, R. (2007). *Pharmacology for nursing care* (6th ed.). St. Louis, MI: Saunders.

Potter, P. A., & Perry, A. G. (2009). *Canadian fundamentals of nursing* (4th ed.). Toronto: Mosby.

SUPPLIES / MATERIALS:

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

Case studies	15%
Situational transitions paper	20%
Midterm exam	25%
Final exam	40%

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

Psychiatric Mental Health
- Mental Status Assessment
- Suicide/Violence
  - Mental Health Act
- Mood Disorders
- Anxiety Disorders
- Substance Abuse
- Schizophrenia
- Personality Disorders
- Persistent Mental Illness

Course content continued:

Self Study
- Delirium and Dementia

Collaboration

Continuum of Care
- Home Health Care Delivery
- Discharge Planning

Situational Transitions
- Intersectoral Collaboration
- Homelessness and Poverty
- Immigration
- Intimate Partner Abuse
- First Nations

Socioeconomic Environment

Empowerment of Individuals and Families
- Hope
- Vulnerability
- Resilience
- Coping with Crisis
- Powerlessness

Empathy