

NURS – NURSING

NURS 150

The Discipline of Psychiatric Nursing

3 Credits Weekly (3-0-0)

Historical, current and future perspectives of the disciplines of nursing and psychiatric nursing are introduced. Nursing and psychiatric nursing as a science, art, discipline and professional practice are discussed. Selected theories and models are explored, focusing on philosophical viewpoints and their influence on knowledge and practice. The roles, scope and standards of psychiatric nursing practice are examined from provincial, national and international perspectives, as well as in terms of organizations and legislation. The professional code of ethics and approaches to ethical decision making are introduced. Thinking processes related to the discipline are developed.

NURS 170

The Discipline of Nursing

4 Credits Weekly (4-0-0)

This course begins the pre-licensure program of study for the Bachelor of Science in Nursing Program (BScN). It has a conceptual framework of knowing, thinking, doing, being, and becoming. Students are introduced to the disciplinary knowledge that grounds nursing science and informed professional nursing practice. It provides foundational knowledge to begin the students' socialization into the discipline and the role of a professional baccalaureate prepared nurse. The nature of nursing knowledge and science is understood through philosophical viewpoints, disciplinary ways of knowing, and selected theories, models, and constructs.

NURS 175

Nursing Practice Foundations

5 Credits Total (30-30-75)

This course focuses on the role of the Registered Nurse and nursing as a profession within varied settings, integrating personal philosophy, legal documentation and ethical accountability. The nursing process is introduced as the foundation for the development of clinical reasoning and critical thinking skills. Students learn concepts and theories relevant to the art and science of nursing, including: safe environment, communication, breathing, nutrition, elimination, personal cleaning and dressing, rest/sleep, controlling body temperature, mobility, working and playing, expressing sexuality, and dying. Students will have the opportunity to apply these concepts in the clinical skills lab, followed by selected client care experiences in structured practice settings. Knowledge, skills and attributes are blended to assist the student in assessing, planning, implementing and evaluating fundamental care needs within a Social Determinants of Health (SDOH) context.

Prerequisites: Minimum grade of C- in NURS 170 and HLST 152.

NURS 251

Nursing Care, Diverse Populations

4 Credits Weekly (3-3-0)

Learners develop knowledge, skills and attitudes for evidence-informed, culturally sensitive, age appropriate, holistic nursing care with persons from diverse populations who experience acute or chronic alterations in health. Learners incorporate selected nursing theories and models as a framework for understanding illness experiences and the promotion of health and healing. Management and alleviation of symptoms and capacity building are discussed with perspectives of mind-body experiences of illness. Teaching and learning principles are applied to health promotion, illness/injury prevention and explanations of care to individuals and families. Reflection on and evaluation of individualized nursing care are promoted through practice scenarios and contextual simulations. Best practice guidelines, current evidence and legal-ethical considerations are emphasized. Learners examine roles of the health team and intersectoral members for optimal provision and transition of care across settings. Note: Learners can obtain credit in only one of NURS 251 or NURS 270.

Prerequisites: Minimum grade of C- in PNRS 155, PSYC 104 and PSYC 105. Co-requisites: HLSC 220, HLSC 222, NURS 252.

NURS 252

Health Assessment Across the Lifespan

4 Credits Weekly (3-3-0)

Students develop knowledge, skills and attributes for a holistic health assessment of individuals across the lifespan. Health history taking, physical and contextual assessments, information retrieval and data appraisal, communication techniques, and documentation of findings are incorporated into assessment of health. Using a socio-environmental approach, consideration is given to alterations in health and evaluation of nursing, medical and pharmacological interventions, as well as development of health promotion strategies. Students integrate the unique and shared experiences of patients/clients. Students develop and demonstrate skills in history taking, interviewing and physical examination with individuals. Critical thinking and clinical reasoning are developed through participation in laboratory, classroom and simulation activities.

Prerequisites: Minimum grade of C- in HLST 154, and either NURS 175 or PNRS 152.

NURS 253

Nursing Practice, Diverse Populations I

5 Credits Total (10-0-143)

Students plan, implement, coordinate, and evaluate nursing care for clients experiencing chronic and/or stable acute alterations in health. Theories, knowledge, current evidence, and a broad range of skills for nursing practice are incorporated to provide culturally sensitive, age-appropriate, evidence-informed, holistic nursing care. Clinical nursing skills are applied to promote optimal health and to evaluate, intervene, and advocate for persons with alterations in health status. Collaboration with the client, family, and interprofessional and intersectoral team members is incorporated.

Prerequisites: Minimum grade of C- in HLSC 220, HLSC 222, NURS 251, NURS 252, and PNRS 252.

NURS 255**Nursing Practice, Diverse Populations II****5 Credits Total (10-0-143)**

Students build on the knowledge and skills attained in NURS 253, with an emphasis on holistic care and evidence-informed practice. The nursing focus is on promotion of optimal wellness and provision of safe, competent, ethical nursing care for clients experiencing chronic and/or acute alterations in health, working with situations of increasing complexity. Critical thinking, problem solving, and ethical reasoning are enhanced. Collaboration with the client, family, and interprofessional and intersectoral members continues.

Prerequisites: Minimum grade of C- in NURS 253.

NURS 270**Nursing Care Across the Lifespan****4 Credits Weekly (3-2-0)**

In this nursing theory and lab course students advance understanding of disciplinary ways of knowing, further develop critical thinking skills and acquire nursing skills for the provision of care with individuals and families across the lifespan with chronic and/or stable acute alterations in health. Nursing concepts, models and theories including relational practice/inquiry, strength based care, culturally safe relationships, and evidenced-informed practice are incorporated as a framework to understand illness experiences and promotion of health and healing.

Prerequisites: Minimum grade of C- in HLST 154, NURS 175, PSYC 104, and PSYC 105.

NURS 272**Mental Health Nursing****3 Credits Weekly (3-0-0)**

Knowledge, skills and attributes are attained for evidence-informed, ethical, culturally relevant, age-appropriate, holistic nursing care with persons who experience acute or chronic alterations in mental illness, mental health and substance use. Lifespan issues and alterations are examined for children, adolescents, adults and older adults. Theories and models are incorporated as a basis for understanding mental illness experiences and promoting mental health and healing. The impact of political, economic and sociocultural influences on the client, health system, communities, and the role of the nurse are discussed. The role of the nurse is explored using a primary healthcare and trauma-informed lens, across the continuum of care.

Prerequisites: Minimum grade of C- in HLST 154, NURS 175, PSYC 104, and PSYC 105.

NURS 275**Nursing Practice I Across the Lifespan****5 Credits Total (10-0-143)**

In this clinical course students engage in nursing practice with individuals and families experiencing chronic illness and/or stable acute alterations in health. Students use disciplinary ways of knowing, critical thinking, and the nursing process to promote health in individuals and families. Students collaborate with individuals, families, interprofessional team members, peers, and faculty to provide holistic nursing care.

Prerequisites: Minimum grade of C- in HLSC 220, HLSC 222, NURS 252, NURS 270, and NURS 272.

NURS 277**Nursing Practice II Across the Lifespan****5 Credits Total (10-0-143)**

In this clinical course students build on competencies gained in NURS 275. Students engage in more complex nursing practice with multiple individuals and families experiencing chronic illness and/or stable acute alterations in health. Students use disciplinary ways of knowing, critical thinking, and the nursing process to promote health in individuals and families. Students collaborate with individuals, families, interprofessional team members, peers and faculty to provide holistic nursing care.

Co-requisites: Minimum grade of C- in NURS 275.

NURS 279**Nursing Practice Mental Health Nursing****5 Credits Total (10-0-143)**

Students plan, implement, coordinate and evaluate nursing care for persons experiencing, or at risk for, chronic or acute alterations in mental health in a variety of settings. Nursing theories, knowledge, current evidence and a diverse range of skills are incorporated to provide culturally sensitive, age-appropriate, evidence-informed nursing care. Communication and assessment skills are used to recognize and initiate early interventions to promote mental health, and to evaluate and intervene for persons with alterations in mental health status. Collaboration with patients/clients, family, interdisciplinary and intersectoral members is emphasized, including access and use of community health resources.

Prerequisites: Minimum grade of C- in HLSC 220, HLSC 222, NURS 252, NURS 270 and NURS 272.

NURS 304**Specific Study - Home Care Nursing****1 Credit Total (0-0-15)**

This course examines the role of the nurse in the home healthcare setting. Students examine and apply nursing principles and standards for home healthcare as they relate to care for individuals, families, and caregivers. Ethical issues, legal responsibilities, equity and access, as well as specialized home health services are reviewed.

NURS 305**Specific Study - Mental Health Disorders****1 Credit Total (0-0-15)**

In the course of a lifetime, most people experience feelings of isolation, loneliness, sadness, emotional distress, or disconnection from things. These feelings are often short-term, normal reactions to difficult situations, such as the death of a loved one, loss of a job, or sudden change of circumstances. Most people learn to cope with these difficult feelings and situations. However, mental illness is quite different. It has a serious impact on a person's ability to function effectively over a long period of time. Students are introduced to the challenges of mental health nursing with a focus on therapeutic communication techniques, basic mental health principles, mental health promotion, and rehabilitation. Psychiatric disorders, such as mood disorders, cognitive disorders, schizophrenia, and other psychotic disorders are examined.

NURS 306**Specific Study - Nursing Care of the Childbearing Family****1 Credit Total (0-0-15)**

In this course, the student explores the nurse's role and interdisciplinary collaboration in meeting the obstetrical care needs of the family. Maternity healthcare trends and issues, including the areas of antepartum, pregnancy, labour and delivery, and postpartum are addressed.

NURS 311**Specific Study - Gerontology****1 Credit Total (0-0-15)**

The older adult population is increasing more rapidly than any other age group. This increase in number of older adults has important implications for nursing. Gerontological nursing is the specialty practice of caring for older adults to support their health and well-being. Students are provided with a foundation to meet the future challenges of gerontologic nursing practice. They will examine the aging process, theories of aging, and the factors that can interfere with or promote healthy aging. Social, economic, and political issues related to older clients are explored.

NURS 341**Nursing Research Processes****3 Credits Weekly (3-0-0)**

Fundamental concepts, components and methodologies of research are examined. Qualitative and quantitative approaches are differentiated and discussed in relation to development of knowledge. Novice research skills for application and evaluation are attained. Historical and current perspectives of nursing science are discussed, including the interplay among development, dissemination and implementation of knowledge. Ethical issues, clinical and statistical significance, and implementation of evidence-based practice are integrated. Discovery, teaching, application and integration are introduced as dimensions of scholarship within the domains of nursing practice.

Prerequisites: RN or RPN & minimum grade of C- in a 3-credit 100 or 200-level university statistics course OR minimum grade of C- in NURS 277 & NURS 279 OR NURS 255 & PNRS 255 & PNRS 259 AND a 3 credit 100 or 200-level university statistics course.

NURS 344**Fundamentals of Nursing Research****3 Credits Weekly (3-0-0)**

The focus of this course is on the fundamental concepts, methods, and processes of research in nursing and health. Qualitative and quantitative approaches are introduced and discussed in relation to the development of knowledge for nursing practice. Emphasis is placed on reading, understanding, and systematically evaluating research to inform nursing practice. The ethical conduct of research is addressed.

Prerequisites: A minimum grade of C- in a 3-credit 100- OR 200-level university statistics course AND, (NURS 255, PNRS 255, AND PNRS 259) OR (NURS 277 AND NURS 279).

NURS 370**Nursing Care of the Acutely Ill Across the Lifespan****4 Credits Weekly (3-2-0)**

Knowledge, skills and attributes are acquired and applied for evidence-informed nursing care with diverse individuals and families, who are experiencing acute and complex alterations in health. Selected nursing theories and models are used as a framework to guide nursing practice and facilitate the promotion of health and healing from a population health perspective. Management and alleviation of symptoms are discussed with perspectives of body-mind-spirit related to alterations in health across the lifespan. Integration of capacity building, health assessment, effective communication, teaching/learning, collaborative decision making, and critical thinking guide nursing practice. Discussions, practice scenarios, and simulations are utilized to enhance priority setting and formulation of nursing interventions related to care of patients/clients experiencing acute and complex health alterations.

Prerequisites: Minimum grade of C- in NURS 277 and NURS 279.

NURS 372**Nursing Care of Families with Young Children****4 Credits Weekly (3-2-0)**

Nursing knowledge, skills and attributes are acquired and holistically applied for evidence-informed nursing care with families throughout preconception, antepartum, intrapartum, postpartum, and childrearing from birth to adolescence. Selected developmental and family theories and population health perspectives and programs are integrated to promote and enhance health and well-being, to prevent illness and injury and to nurture people and families to actualize their full potential. Current trends and issues in childbearing and childrearing are explored and analyzed from multiple perspectives.

Prerequisites: Minimum grade of C- in NURS 277 and NURS 279.

NURS 375**Nursing Practice: Nursing Care of Acutely Ill Across the Lifespan****5 Credits Total (10-0-143)**

Students integrate evidence-informed knowledge to guide nursing care with individuals and families experiencing alterations in health within acute care settings. Students promote health and healing, and respond appropriately to alterations in health status. Integration of diverse skills, including health assessment, effective communication, teaching/learning strategies/principles, decision making, and critical thinking, will guide nursing care. Utilization of reflective practice combined with organization and priority setting directs the student to provide safe, competent, and ethical nursing care. Students become increasingly self-directed in the provision of collaborative care with the individual/family, intersectoral groups, and transdisciplinary team members.

Prerequisites: Minimum grade of C- in NURS 344, NURS 370, NURS 372 and HLST 354.

NURS 377**Nursing Practice: Nursing in the Community****5 Credits Total (10-0-143)**

Community health concepts, selected theories, current evidence, and skills will be integrated in a variety of community settings. Students collaborate with individuals, families, groups/aggregates, and communities using a relational inquiry approach. Assessment, planning, and intervention strategies are evaluated to promote individual, family and population health. Intersectoral, interprofessional and community collaboration are integrated to create health promotion strategies. Various topics relevant to community health nursing are further explored in weekly seminars.

Prerequisites: Minimum grade of C- in HLST 354, NURS 344, NURS 370 and NURS 372.

NURS 379**Nursing Practice: Nursing Care of Families throughout Childhood****5 Credits Total (10-0-143)**

Nursing knowledge, skills and attributes are acquired and holistically applied for evidence-informed nursing care with families throughout preconception, antepartum, intrapartum, postpartum, and childrearing from birth to adolescence in the clinical setting. Selected developmental and family theories and population health perspectives and programs are integrated to promote and enhance health and well-being, to prevent illness and injury and to nurture people and families to actualize their full potential in collaboration with the family, interprofessional, and intersectoral team members. Intervention strategies and modalities are implemented in a variety of settings. Current trends and issues in childbearing and childrearing are explored and analyzed from multiple perspectives.

Prerequisites: Minimum grade of C- in HLST 354, NURS 344, NURS 370 and NURS 372.

NURS 380**Foundations in Canadian Nursing****2 Credits Weekly (2-0-0)**

This course reviews the Canadian healthcare system structure and function as well as contextual implications on the nursing workforce pertinent to diverse health environments. Nursing history in Canada is reviewed along with Indigenous health and meaningful reconciliation. Foundational principles of health, health promotion, and nursing theory are explored.

NURS 381**Nursing to Support Wellness and Health****5 Credits Weekly (3-2-0)**

Application of nursing knowledge to intra- and interprofessional collaboration are considered alongside nursing care approaches and actions that support well-being. Critical thinking for effective nursing decision-making is applied to diverse practice situations, including the application of pathophysiology and pharmacological knowledge. Relational practice is developed along with skills associated with aging care and acute care of those with health challenges.

NURS 382**Applied Professional Nursing Practice****5 Credits Weekly (3-2-0)**

Professional nursing attributes and capabilities are explored alongside leadership, innovation, organizational change, and teamwork. Technological advances and complex nursing care modalities are addressed. This course enables students to conduct a comprehensive health assessment with culturally diverse populations.

NURS 383**Nursing Knowledge Consolidation****2 Credits weekly (0-2-0)**

Professional nursing care is reviewed and honed within an innovative lab environment where care interventions, thinking and leadership are applied to authentic learning experiences.

NURS 384**Clinical Nursing Practice Integration****8 Credits Total (0-15-256)**

Clinical practice integration spanning supervised and preceptored nursing practice will assist students in transitioning from learner to practitioner with the development of competence and confidence needed in the current healthcare context. This final nursing practice-focused course integrates both instructor-supervised and preceptored clinical learning experiences. Seminars facilitate a community-based learning approach to networking and understanding the lived experience of the lifelong learning nurse.

NURS 420**Evidence and Inquiry in Nursing Practice****3 Credits Weekly (3-0-0)**

Students pursue an in-depth research project. Students develop the ability to search for and synthesize relevant evidence, and create a product for potential dissemination related to a practice/research question. Students analyze the influence of the evidence-informed movement in nursing and health on clinical judgment, decision-making, and knowledge transfer.

Prerequisites: Minimum grade of C- in NURS 375, NURS 377 and NURS 379 (Plus consent of the department).

NURS 422**Living With Chronicity****3 Credits Weekly (3-0-0)**

Students expand their knowledge of individuals and families experiencing chronic health conditions including social, political and societal perspectives. Theoretical approaches towards alterations in health are examined for individuals and populations experiencing chronicity across the life span. Trends and issues, including health maintenance challenges, planning, delivery and utilization of health care resources are discussed using stakeholder experience and evidence. Students explore the role of the registered nurse in promoting self-management and preventive care.

Prerequisites: Minimum grade of C- in NURS 375, NURS 377, and NURS 379 or with permission of the instructor.

NURS 424**Fostering Resilience in Priority Populations****3 Credits Weekly (3-0-0)**

This course offers the opportunity for analysis of perspectives that influence the age of sustainable development. Students broaden and deepen their understanding of the complexity of linkages between sustainable development, emerging public and global health challenges, and resilience. The focus is on groups, aggregates and populations experiencing health inequities and inequalities related to the social and structural determinants of health. Evidence, theories, models and frameworks that foster resilience, inclusion, capacity building and advocacy for strengthening community action and sustainable interventions and programs are integrated. The roles of the Registered Nurse within interprofessional and intersectoral collaborative contexts are analyzed. Students collaborate with community stakeholders to evaluate existing interventions and programs and services pertaining to selected priority populations, ultimately aiming to create innovative, evidence-informed interventions and communication strategies that target multidisciplinary stakeholders to promote health equity and equality in priority populations.

Prerequisites: Minimum grade of C- in NURS 375, NURS 377, and NURS 379 or with permission of instructor.

NURS 426**Perspectives of Trauma and Injury****3 Credits Weekly (3-0-0)**

Students explore the socio-ecological perspective of trauma and injury across the human lifespan. Primary health care approaches to trauma and injury are analyzed in relation to individuals, families, communities, and populations. The core concepts, practices, organizational and ethical considerations of nursing care related to trauma are examined. The role of the registered nurse within interprofessional and intersectoral collaborative contexts is analyzed.

Prerequisites: Minimum grade of C- in NURS 375, NURS 377, and NURS 379 or permission of the instructor.

NURS 428**Perspectives of Life-Threatening and Critical Illness****3 Credits Weekly (3-0-0)**

Students discuss themes and examine concepts related to life-threatening illness across the continuum of health, healing, rehabilitation, and end of life care. Health promotion, injury/illness prevention, and risk assessment are discussed within the context of critical illness and prevalent risks and factors of critical illness are examined. Students have the opportunity to explore an area of interest in further depth. A variety of perspectives are considered for promotion of best practices and evidence-informed nursing care, including patient/family-centered approach, safety, policy, quality improvement, ethical reasoning, quality of life, and inter-professional collaborative practice. Students have the opportunity to explore areas of interest relevant to life threatening and critical illness in further depth.

Prerequisites: Minimum grade of C- in NURS 375, NURS 377, and NURS 379 or with the permission of the instructor.

NURS 432**Transforming Health through Teaching and Learning****3 Credits Weekly (3-0-0)**

Students work both independently and with faculty guidance to explore the role of education in professional nursing practice. Students analyze the theoretical underpinnings of philosophies and principles of education to enhance health and promote critical literacy. The impact of health education issues and trends are explored within the context of the learner-educator relationship. Students engage in a process of individual and collective learning to acquire salient knowledge, skills, and attributes related to the development of an evidence-informed teaching practice. The student is expected to develop, demonstrate, and evaluate teaching and learning approaches used across the lifespan within varying contexts and populations.

Prerequisites: Minimum grade of C- in NURS 375, NURS 377, and NURS 379 or with the permission of instructor.

NURS 472**Leadership in Nursing****3 Credits Weekly (3-0-0)**

Principles, theories and competencies of leadership and followership are examined. Concepts of power, influence and change are discussed in relation to formal and informal nursing leadership roles. Relevant theory, evidence, practices and principles are addressed. Personal, organizational and societal influences on leadership are examined, emphasizing the leadership role of nurses within the healthcare system.

Prerequisites: Minimum grade of C- in NURS 344 and HLST 354.

NURS 474**Future Directions in Nursing****3 Credits Weekly (3-0-0)**

Students develop an awareness of how trends and emerging issues from provincial, federal, and global perspectives influence the health care system, professional practice, and the discipline of nursing. Through collaborative learning and self-reflection, students examine diverse practice roles and settings, continuing education opportunities, and a variety of current trends and issues within the context of present and future implications for nursing. Students explore and develop a sense of self as a professional and personal strategies for future practice.

Prerequisites: Minimum grade of C- in NURS 375, NURS 377, and NURS 379.

NURS 475**Ethics in Gerontology and Palliative Care****2 Credits Total (30-0-0)**

Students undertake a comprehensive examination of the historical, philosophical and theoretical complexities of health ethics through the critical analysis of ethical frameworks and decision making models. These frameworks, along with an understanding of professional nursing standards, are applied to an advanced investigation of contemporary issues within gerontological and palliative care nursing.

NURS 476**Leadership in Care Management****2 Credits Total (30-0-0)**

Students focus on the knowledge and skills nurses require for leadership within healthcare organizations in the care of gerontological or palliative care clients. Change management and conflict resolution within teams is examined. Case management, patient navigators and care pathways are explored in order to enhance nursing practice and to facilitate successful outcomes for these client groups.

NURS 477**Therapeutic Relations in Specialty Practice****3 Credits Total (45-0-0)**

Students focus on the advancement of therapeutic relationship skills in application to palliative and gerontological client and family care. Theories and concepts within the therapeutic relationship are explored with an emphasis placed upon therapeutic assessment and nursing interventions. Family dynamics, culture, human diversity, conflict, grief and bereavement are key factors examined in gerontology and palliative client care relationships. Strategies are targeted to support and strengthen resilience and coping mechanisms of the client and family. As a foundation in client-family care, interprofessional collaboration is cultivated in the context of therapeutic relationship development.

NURS 478**Field Project****1 Credit Total (0-0-30)**

Through development of a self-directed project, students engage in an opportunity to demonstrate an advanced level of mastery in specific subject matter related to either the specialty fields of gerontological or hospice palliative care nursing. In this focused study, students appraise, synthesize and integrate prior program theory, experiential learning, contemporary research, and evidence-based inquiry in the application of concepts specific to nursing practice. Students are responsible for the design of their project objectives, selection of project strategies and evaluation of the project under the supervision of faculty.

NURS 479**Nursing Practice: Professional Roles Influencing Care****5 Credits Total (0-15-115)**

Students consolidate knowledge and skills as they begin the transition to registered nursing practice. Clinical practice experiences are selected to maximize readiness to practice, develop confidence and enable collaboration with interprofessional teams. Students integrate theories and knowledge related to nursing practice, ethics, leadership/followership, complexity science, and healthcare system trends. Students evaluate the influence of evidence, policy and legislation on decision-making practices in complex health systems using a solution-focused perspective. Students analyze relational capacity of self and others for leadership, conflict management, team building, and change management. Knowledge, assessment, critical inquiry, clinical judgment and best nursing practices are integrated.

Prerequisites: Minimum grade of C- in NURS 472 and NURS 474.

NURS 480**Conceptualizing Gerontology****2 Credits Total (30-0-0)**

Students examine concepts of the aging experience and explore health, transitions, self actualization, and independence in order to respond to the unique needs of the older individual. Along with this expanded knowledge, gerontological nursing competencies, standards and models of nursing practice enable the student to describe a personal framework of care delivery to older adults.

NURS 481**Optimizing Older Adult Health****4 Credits Total (60-0-0)**

Health status changes in the older adult occur as a result of normal aging processes, individual environment adaptation, common health conditions and the presence of disease. Students assess and interpret these elements, develop appropriate nursing responses, and consider interprofessional team interventions in the management of acute and chronic disease. Students explore presenting signs and symptoms in their health assessment. Nursing care strategies reflect the inter-relationship between aging body systems, disease processes, and medication effects in order to optimize healthy aging. Student evaluate the resultant care strategies of current gerontological nursing research to support healthy aging care strategies.

NURS 482**Dementia Care in the Elderly****4 Credits Total (60-0-0)**

Dementia care in the older adult is addressed across all care settings, from prevention through to end-of-life care. The characteristics, etiology, risk factors and behavioural manifestations associated with dementia are explored. Current protective factors, drugs, and treatments used in care of persons with dementia are reviewed. Ethics, values, end-of-life and caregiver issues are discussed within the context of dementia care.

NURS 483**Conceptualizing Hospice Palliative Care****2 Credits Total (30-0-0)**

An introduction to the holistic approach, foundational values, and models of care in the provision of adult end-of-life care are the focus of this course. Professional standards of practice and frameworks throughout the life-threatening illness continuum of care are summarized. Issues pertaining to the palliative population are discussed. The impact of a terminal illness on quality of life for the person and family is addressed. *Prerequisites: Registered nurse, registered psychiatric nurse, or consent of the program.*

NURS 484**Pain Assessment and Management****4 Credits Total (60-0-0)**

Students examine the multidimensional, interprofessional approach to the assessment and management of pain. The impact of pain in malignant, nonmalignant, and chronic conditions in the palliative and gerontological populations are explored. The use of pharmacological, non-pharmacological, and complementary therapies used in the management of pain are examined. Issues associated with pain management are addressed.

NURS 485**Palliative Symptoms****4 Credits Total (60-0-0)**

Physical symptoms of concern in adult palliative care are addressed. Through a multidimensional, interprofessional approach, symptom assessment, etiology, interpretation, and treatments of symptoms are examined. The implications and treatment of common complications and palliative emergencies are explored. The physiological changes when approaching death are discussed.

NURS 489**Nursing Practice: Preceptorship****9 Credits Total (0-0-375)**

Students are prepared for the transition into registered nursing practice. Through a preceptored practicum, students demonstrate knowledge, skills, attributes, confidence, competence and independence in nursing practice. Students appraise, synthesize and integrate theoretical and practical knowledge to demonstrate ethical reasoning, clinical judgement, moral competency, reflection and inquiry. Students exemplify flexibility, integrity and leadership attributes to manage ambiguity within a complex, dynamic health care system.

Co-requisites: Minimum grade of C- in NURS 479.