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)
In this course, foundational nursing practice knowledge and skills are acquired and integrated within classroom, laboratory, simulation and practice settings with an individual patient/client. The nursing process is introduced and applied to the provision of basic nursing care in order to promote health, safety and comfort. Developmental and physiological factors that impact activities of daily living across the lifespan are discussed. Students utilize communication skills to develop nurse-patient/client relationships, establish professional boundaries, and interact with other health care providers in the organization and implementation of care.
Prerequisites: Minimum grade of C- in NURS 170 and HLST 152.

NURS 251
Nursing Care, Diverse Populations
4 Credits Weekly (3-2-0)
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-ethic 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.
Prerequisites or 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.
Prerequisites or Co-Requisites: HLSC 220 and HLSC 222.

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 interdisciplinary 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)  
Students develop knowledge, skills and attributes in order to provide evidence-informed nursing care for individuals and families across the lifespan with chronic and/or stable acute alterations in health. Selected nursing theories and models are incorporated as a framework for understanding illness experiences and the promotion of health and healing and capacity-building using such strategies as practice scenarios, contextual simulations and reflection on practice. Management and alleviation of symptoms are discussed within a mind-body-spirit perspective. Principles of client education and person-centred care are applied to promote health and prevent illness/injury. The role of the nurse within the interprofessional team is explored for provision and transition of care across settings.  
Prerequisites: Minimum grade of C- in HLST 154, NURS 175, PSYC 104, and PSYC 105.  
Prerequisites or Co-Requisites: HLSC 220, HLSC 222, NURS 252.

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 health. 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 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 lens. Societal, legislative and economic issues are examined in relation to individual, family and community 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)  
Students plan, implement, coordinate and evaluate nursing care for persons experiencing chronic and/or stable acute alterations in health. Theories, knowledge, current evidence and a diverse range of skills are incorporated to promote health and healing and provide holistic nursing care of persons with alterations in health. Assessment, organization, priority setting and evaluation strategies are emphasized to enhance patient/client care. Consultation with patient/client, family, and engagement with health professionals is incorporated.  
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)  
Students build on the knowledge and skills attained in NURS 275, including application of evidence to practice. The focus continues on patients/clients experiencing chronic and/or stable acute alterations in health. Critical thinking, problem solving and ethical reasoning are further developed for provision of safe, competent and ethical nursing care. Collaboration with patients/clients, families and health care professionals is incorporated.  
Prerequisites: 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 NURS 220, HLSC 222, NURS 252, NURS 270 and NURS 272.

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: Minimum grade of C- in NURS 277, NURS 279 and a 100 or 200 level statistics course.
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<th>Course Code</th>
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<th>Credits</th>
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<td>NURS 370</td>
<td>Nursing Care of the Acutely Ill Across the Lifespan</td>
<td>4</td>
<td>(3-2-0)</td>
<td>Minimum grade of C- in NURS 277 and NURS 279.</td>
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<td>NURS 372</td>
<td>Nursing Care of Families with Young Children</td>
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<td>NURS 375</td>
<td>Nursing Practice: Nursing Care of Acutely Ill Across the Lifespan</td>
<td>5</td>
<td>(10-0-143)</td>
<td>Minimum grade of C- in NURS 277 and NURS 272 and HLST 354.</td>
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<td>NURS 377</td>
<td>Nursing Practice: Nursing in the Community</td>
<td>5</td>
<td>(10-0-143)</td>
<td>Minimum grade of C- in HLST 354, NURS 344, NURS 370 and NURS 372.</td>
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<td>NURS 379</td>
<td>Nursing Practice: Nursing Care of Families with Young Children</td>
<td>5</td>
<td>(10-0-143)</td>
<td>Minimum grade of C- in HLST 354, NURS 344, NURS 370 and NURS 372.</td>
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<td>HLST 354</td>
<td>Evidence and Inquiry in Nursing Practice</td>
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<td>NURS 420</td>
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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.

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.

Students expand their knowledge of individuals and families experiencing chronic health conditions including social, political and societal perspectives. Self management and quality of life theories and models 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 within an inter-professional collaborative team.

Students broaden and deepen their understanding of health care issues affecting high priority populations. The focus is on groups, aggregates and populations experiencing inequalities and exclusion related to the social determinants of health. Utilizing theories, evidence, and stakeholder experience, students develop and apply strategies that foster resiliency through building capacity, promoting health, reducing harm, and advocating for primary health care at the individual, family, community and policy level. Resiliency of the registered nurse working with high priority populations is explored through the means of theory and self assessment.
NURS 426
Perspectives of Trauma and Injury
3 Credits Weekly (3-0-0)
Students explore themes and concepts related to trauma and injury across the lifespan. Trauma and injury are further examined from multiple perspectives that affect individuals, aggregates, and communities. The core concepts and complex issues of trauma nursing care are examined. Prevention, risk assessment, and harm reduction are analyzed as they relate to government legislation, inter-sectoral policy development and the determinants of health. Students examine interprofessional collaboration within local, provincial, national, and international injury and trauma programs.
Prerequisites: Minimum grade of C- in NURS 344 and HLST 354.

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

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.

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/followship, 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.*