



CURRICULUM GUIDELINES

A: Division: **Instructional**
 B: Department/
 Program Area: **Health Sciences**

Date: **December 20, 2000**

New Course

Revision

If Revision, Section(s) Revised: **Sections E, F, G, K, L, M, N, Q**

Date Last Revised: **October 15, 1996**

C: **NURS 113** D: **Self and Others I: Self-Awareness** E: **2.0**

Subject & Course No.

Descriptive Title

Semester Credits

F: Calendar Description:
 This course focuses on the learner's personal discovery of self and self in relation to others. Through interaction and reflection emphasis is placed on understanding how personal beliefs, values, experiences, and perceptions have shaped self over time and relate to, and impact on, our caring experiences with self and others (individual, family and groups).

G: Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture/Seminar

Number of Contact Hours: (per week / semester for each descriptor)

Lecture/Seminar 3.0/wk

Number of Weeks per Semester: **15**

H: Course Prerequisites:
None

I. Course Corequisites:
None

J. Course for which this Course is a Prerequisite:
NURS 118 + NURS 123

K. Maximum Class Size:
Lecture/Seminar: **36**

L: PLEASE INDICATE:

Non-Credit

College Credit Non-Transfer

College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

Direct transfer to Collaborative Nursing Program in B.C. partner sites.

M: Course Objectives/Learning Outcomes [Ends-in-view]

In this course students have opportunities to:

- explore self and identity as a relational person
- develop relational ways of being with others (individual, family and groups)
- explore concepts of caring
- begin to develop a caring identity

N: Course Content [Overview]

In this course, understanding self in relation to others and in relation to roles, especially the nursing role is the focus of discussion. An outline of course concepts and essential content is presented below. Course concepts are addressed in relation to four foundational concepts, (ways of knowing, personal meaning, time/transitions, culture/context) integrating the metaconcepts, health promotion and caring. Content related to the foundational concepts varies and reflects the interests, choices and experiences of course participants.

Self-awareness

- as a person and in relation to others, e.g. individual, family and groups

Phenomenological person

Situatenedness

- self in families and groups

Identity

- development as person, nurse, other roles (includes self-esteem, self-concept, gender/sexuality in development of identity)

Feelings

Individuality

- personhood
- values, beliefs, attitudes
- interpersonal climate

Perception

- personal meaning
- meaning making

Hegemony/empowerment

- the influence of the traditional power structure on the development of self

Ways of being

- in relation with others (one to one, family, groups)
- establishing relationships
- conflict styles

Time/transitions

- personal growth and development
- empowerment

Caring

- the relation of caring for self and caring for others
- warmth

Context / Culture

- the process of acculturation leading to ethnoculture

Congruence

- ambiguity
- congruence
- incongruence of the real and perceived self

Verbal and non-verbal communication

O: Methods of Instruction [Learning Process]

Students examine effects of their own behaviors on others and the effect of others on self. Learning activities are used to actively engage students in achieving understanding of course concepts. By means of such strategies as audio and videotaping, computer software, reflective journaling, interviewing, role playing, music, dialogue, group exercises and outside observational experiences, students become more self-aware. Students are encouraged to share experiences with others. Shared experiences are used to examine self, both as a giver and receiver of caring communication in the context of the student and the nurse.

P: Textbooks and Materials to be Purchased by Students [and other Learning Resources]

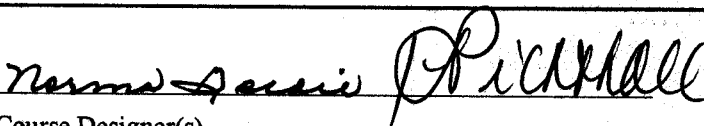
1. **Planned Praxis Experience**
 - Personal experience
 - Resource family
 - Class work groups
 - Observation of health care settings (partnership with volunteers)
2. A list of recommended textbooks and materials is provided for students at the beginning of each semester.
3. **Other Resources**
 - Selected readings on self-awareness, interpersonal growth through communication and interpersonal effectiveness
 - Selected audio-visual and computer resources
 - Various articles
 - Current events

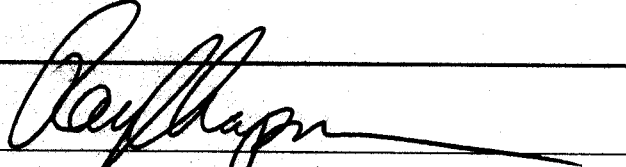
Q: Means of Assessment


Course evaluation is consistent with Douglas College Curriculum Development and Approval Policy. There will be a minimum of three assessments which will typically include exams, quizzes, papers and/or student presentations. An evaluation schedule is presented at the beginning of the course. Respect for student input and an openness to negotiation guide decisions about methods of evaluation. This is a graded course.

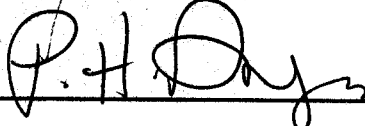
R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.


 Course Designer(s)


 Education Council/Curriculum Committee Representative


 Dean/Director


 Registrar