



EFFECTIVE: SEPTEMBER 2002

CURRICULUM GUIDELINES

A: Division: **Instructional** Date: **May 8, 2001**
 B: Department/ **Health Sciences** New Course Revision
 Program Area:
 If Revision, Section(s) Revised: **Sections N, O**
 Date Last Revised: **December 20, 2000**

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: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/> 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:

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

Phenomenological person

- S** coming to understand how we are situated in and constituted by families and groups within cultural context

Self-awareness

- S** as a person and in relation to others, e.g. individual, family and groups
- C identity
 - S** development as person, nurse, other roles (includes self-esteem, self-concept, gender/sexuality in development of identity)
- C feelings
- C individuality
 - S** situated personhood
 - e.g. values, beliefs, attitudes
- C perception
 - S** personal meaning
 - S** meaning making
- C hegemony
 - S** the influence of the traditional power structure on the development of self
- C ways of being
 - S** in relation with others (one to one, family, groups)
 - S** establishing relationships
- C time/transitions
 - S** personal growth and development
 - S** empowerment
- C caring
 - S** the relation of caring for self and caring for others
- C context /culture
 - S** the process of acculturation leading to ethnoculture identity
- C congruence
 - S** ambiguity
 - S** congruence
 - S** incongruence of the real and perceived self
- C verbal and non-verbal communication

O: Methods of Instruction [Learning Process]

This course is designed to foster personal discovery of self and self in relation to others. It explores relational ways of being with others, situatedness in families and groups, and identity development. It encourages and supports learners to enrich self-awareness, critical thinking and introspection. The course concepts are explored through active participation in small group interaction, learning activities and journal writing.

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

1. Planned Praxis Experience
 - C Personal experience
 - C Resource family
 - C Class work groups
 - C 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
 - C Selected readings on self-awareness, interpersonal growth through communication and interpersonal effectiveness
 - C Selected audio-visual and computer resources
 - C Various articles
 - C 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