



**CURRICULUM GUIDELINES**

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

Date: **December 20, 2000**

New Course

Revision

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

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

C: **NURS 123** D: **Self and Others II: Creating Health-promoting Relationships** E: **2.0**

Subject & Course No.	Descriptive Title	Semester Credits
<p><b>F: Calendar Description:</b>            The major emphasis of this course is relational practice with individuals, families and groups from a diverse background of age, culture and experience. This is an experiential course designed to deepen the participant's understanding of caring and how the connection between caring and relationship provides the context for health and healing. Participants explore theories and processes of caring, relational identity development of self as nurse, and relational practice as enacted across a range of settings and contexts.</p>		
<p><b>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</b></p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p><b>Lecture/Seminar</b></p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p><b>Lecture/Seminar 3.0/wk</b></p> <p>Number of Weeks per Semester: <b>15</b></p>	<p><b>H: Course Prerequisites:</b></p> <p><b>NURS 113</b></p>	
	<p><b>I. Course Corequisites:</b></p> <p><b>None</b></p>	
	<p><b>J. Course for which this Course is a Prerequisite:</b></p> <p><b>NURS:128</b></p>	
	<p><b>K. Maximum Class Size:</b></p> <p><b>Lecture/Seminar: 36</b></p>	
<p><b>L: PLEASE INDICATE:</b></p> <p><input type="checkbox"/> Non-Credit</p> <p><input type="checkbox"/> College Credit Non-Transfer</p> <p><input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/></p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a>)</p> <p>Direct transfer to Collaborative Nursing Program in B.C. partner sites.</p>		

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

In this course students have opportunities to:

- develop an understanding of their relationships with client, family and nursing team
- explore patterns of communication related to people's experiences of aging and other chronic health challenges
- critically reflect on ethical ways of being in relationship
- explore the nurse's role when collaborating with client, family and nursing team in establishing health-promoting relationships

**N: Course Content [Overview]**

The concepts from Self and Others I will provide participants with a foundation for continued advancement and understanding about relationships. In Self and Others II participants will move beyond personal discovery about self to a focus that strives to understand the personal meaning of another. A list of concepts and essential content is presented below. Course concepts are elaborated in relation to the four foundational concepts (ways of knowing, personal meaning, time/transitions, culture/context) integrating the metaconcepts of caring and health promotion. Content related to the four foundational concepts varies depending on the interests, choices and experiences of course participants.

- self-awareness (in relationship with others)
- caring (acting in a moral and ethical way with others)
- relational ethics [introduction]
- empowerment
- interpersonal process (1:1)
- group process/community building as a member of a team
- perception/personal meaning (e.g. listening to clients' experiences and narratives)
- hegemony of traditional power structures within the client's environment (home, community, institution)

**Relational Processes**

- presencing/listening
- synchrony/mutuality
- capacity for ambiguity
- contradictions within ourselves and others
- intentionality
- genuineness
- warmth
- respect
- empathy
- constructive giving and receiving of feedback
- "being with" and "letting be"
- diversity and how we honour this in relational practice
- cultural safety
- personal meaning
- shared power
- collaboration
- relationships (includes interviewing)
- collegial relationships (team dynamic, effectiveness as members of a team)
- confrontation
- conflict
  - immediacy
    - conflict
- identity development of self as nurse
- concreteness - open ended questions, closed questions, information giving/teaching & learning, problem solving, summarizing
- assertiveness
- ways of being in challenging relationships

**O: Methods of Instruction [Learning Process]**

Learning activities are used to actively engage students in achieving understanding of course concepts. Classes are based on client studies and reflections of shared experiences of nursing. Students work in pairs, triads and groups to explore theories and skills of communication. Audio and videotaping, story-telling, journaling and visits to health care settings in the community are used to identify and practise communication that empowers, refreshes and heals.

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

1. **Planned Praxis Experience**
  - Personal experience
  - Class work groups
  - Nursing practise experience
2. A list of recommended textbooks and materials is provided for students at the beginning of each semester.
3. **Other Resources**
  - Selected readings on interpersonal communication
  - Selected audio-visual and computer resources
  - Various articles
  - Current events

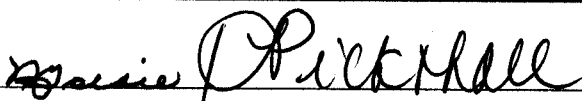
**Q: Means of Assessment**

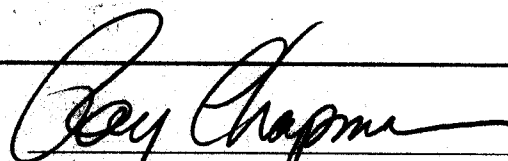
Course evaluation is consistent with Douglas College Curriculum Development and Approval Policy. There will be a minimum of three assessments which will typically include exams, quizzes, papers and/or student presentations. An evaluation schedule is presented at the beginning of the course. Respect for 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