



EFFECTIVE: JANUARY, 2008
CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **January 2008**

B. Department / Program Area: **Health Sciences** Revision New Course

If Revision, Section(s) Revised: **J**

Date of Previous Revision: **September 2007**

Date of Current Revision: **September 2007**

C: **NURS 3220** D: **Self and Others III: Reflection on Caring Practice** E: **2.0**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: Building upon theories and concepts from Self and Others I and II, this course focuses on enhancing participants' everyday relational practice with individuals, families, 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: ENGL 1130 + NURS 2300	
	I: Course Corequisites: NURS 3200 (recommended)	
	J: Course for which this Course is a Prerequisite NURS 3300 + NURS 3301	
	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: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca) Direct transfer to Collaborative Nursing Program in BC partner sites		

M: Course Objectives/Learning Outcomes [Ends-In-View]

In this course, participants have opportunities to:

- enhance and synthesize their understanding of world views (phenomenology, humanism, feminism, and critical social theory), health promotion, and relational practice as they engage with individuals, families, and groups in their nursing practice
- engage in critical reflection of their own developing practice experiences within relationships

N: Course Content [Overview]

The focus of this course is reflection on caring practice. Course concepts are addressed in relation to the four foundational concepts (ways of knowing, personal meaning, time/transitions, and culture/context), integrating the metaconcepts of health promotion and caring. Participants' experiences, interests, and choices are considered. The nurse's role in caring practice is emphasized. Course concepts and essential content are as follows:

- world views
- self in relationship
- relational ethics, including ethical decision making
- group process
- working with, and in, groups
- working with families and family diversity
- context
- narrative inquiry (deconstructing texts and scripts)
- co-creating meanings (moving from narrative to meaning)
- intervention with families
- oppression
- crisis intervention
- diversity and difference
- power relations
- working with conflict
- inter-disciplinary team collaboration
- leadership

O: Methods of Instruction [Learning Process]

In this course the emphasis is on praxis. Participants' current engagement with both clients and groups in their nursing practice or classroom experiences forms the basis of reflection, critical analysis, and illuminations of advanced theoretical knowledge. A review of participants' evolving relational caring practice throughout the program is important.

<p>P: Textbooks and Materials to be Purchased by Participants [and other Learning Resources]</p> <p>Planned Praxis Experience</p> <ul style="list-style-type: none"> • nursing practice experience in health promotion and community empowerment <p>Textbooks and Materials to be Purchased by Participants</p> <ul style="list-style-type: none"> • A list of recommended textbooks and materials is provided for participants at the beginning of each semester. <p>Other Resources</p> <ul style="list-style-type: none"> • selected readings • selected audiovisual and computer resources
<p>Q: Means of Assessment</p> <p>Course evaluation is consistent with Douglas College Curriculum Development and Approval Policy. An evaluation schedule is presented at the beginning of the course. There will be a minimum of three assessments which will typically include exams, quizzes, papers, and/or presentations. Respect for individual choice and an openness to negotiate will guide decisions about methods of evaluation.</p> <p>This is a <u>graded</u> course.</p>
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Registrar