



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 M, N, O**
 Date Last Revised: **December 20, 2000**

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

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: 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.		
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: NURS 113	
	I: Course Corequisites: None	
	J: Course for which this Course is a Prerequisite: NURS 128	
	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 develop an understanding of their relationships with client, family and nursing team
- C begin to critically reflect on ethical ways of being in relationship
- C explore their relationships and relational capacities with clients of various ages who are experiencing chronicity and institutionalization
- C examine relational processes which support a growing understanding of the personal meaning their clients give to health and healing.
- C formulate a personal and professional conception of their role as a nurse when collaborating with the 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 self and self in relationships. In Self and Others II participants will move beyond personal discovery to a focus on relational caring. 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.

- C self-awareness (in relationship with others)
- C caring (acting in a moral and ethical way with others)
- C relational ethics (establishing a foundation for nursing practice)
- C empowerment (through relationships)
- C interpersonal process (1:1)
- C group process/community building (self as a member of a team)
- C perception/personal meaning (listening to, and understanding of, clients' experiences and narratives)
- C hegemony of traditional power structures within the client's environment (home, community, institution) and impact on client experience and relationships

Relational Processes

- C presencing/listening
- C synchrony/mutuality
- C capacity for ambiguity
- C contradictions within ourselves and others
- C intentionality
- C genuineness
- C warmth
- C respect
- C empathy
- C constructive giving and receiving of feedback
- C "being with" and "letting be"
- C diversity and how we honour this in relational practice
- C promoting cultural safety
- C personal meaning
- C shared power
- C collaboration
- C health promoting relationships (includes interviewing)
- C collegial relationships (team dynamic, effectiveness as members of a team)
- C confrontation
- C conflict
 - C conflict resolution within groups
- C immediacy
- C identity development of self as nurse in relationship with clients and team
- C concreteness
- C assertiveness
- C ways of being in challenging relationships

O: Methods of Instruction [Learning Process]

This course supports the student’s beginning nursing practice through methodologies and assignments which enable participants to reflect on their relationships with actual clients and working groups. Opportunities to examine critical incidents, within the student’s own interpersonal experiences with a client, the nursing team or within student groups, should play a central role in the construction of the course. It is intended that concepts emphasize a course which stresses self awareness and relational ways of being through use of purposeful interactional approaches. A beginning ability to examine and critique one’s actions in light of espoused beliefs about caring relationship is encouraged. Students are also encouraged to “follow through” or enact new understandings which are being acquired through the course.

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

1. Planned Praxis Experience
 - C Personal experience
 - C Class work groups
 - C Nursing practise experience

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 interpersonal communication
 - 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