

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** SELF & OTHERS I: PERSONAL DISCOVERY

**CODE NO:** NURS1206 **SEMESTER: 1**

**PROGRAM:** Collaborative BScN

**AUTHOR:** Brenda Warnock, Gaye Schmidt, Marlene O'Connor,  
Margaret McArthur

**DATE:** Sept. 2001 **PREVIOUS OUTLINE DATED:** NA

**APPROVED:**

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**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** none

**HOURS/WEEK:** 3

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**I. COURSE DESCRIPTION:**

This course is designed to deepen the learner's awareness of self, through a reflective process, so as to enhance the therapeutic use of self. It is about knowing your *self* in order to be more effective in a professional relationship.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

**Ends-in-view:**

This course introduces learners to a guided exploration of self. As opposed to 'self analysis', it focuses on illuminating aspects of self as a precursor to the development of therapeutic engagement with another. The transformation from a self focus, towards being a nurse within a professional relationship requires that the student continually reflect on the presence of self for an understanding of living the nursing role. As a complement to the learning process, Johns (1994) model of structured reflection will facilitate the expansion of the personal blueprints of thinking, to begin charting a way in becoming a nurse.

**Process:**

This course, through guidance and dialogue with others, especially with peers, is experientially based. Student learning emerges from various learning activities such as class and group discussions, and professional journaling. The learner is expected to think about self, communicating aspects relevant to the situation and reflecting on choices. The learner is expected to bring to each class preparatory and reflective work to help guide their knowledge.

Although the materials selected for classes facilitates self-directed learning, participation in preparatory and in-class work is mandatory. The intent of the materials is to engage the learner into the challenge of becoming a nurse. As the learners are in a professional school, they are encouraged to find 'critical peers' and to access other forums for collegial exchange.

As the learner, you are encouraged to read the syllabus in complement with the student manual. Browse through the course information to get a feel for the course as a whole. You will be required to keep a reflective journal throughout this course, as you will be expected to draw from the content in developing your becoming a nurse. Since this is primarily a reflective writing course, you may include materials in your journals other than writing (ie art work, pictures, poems, etc.) as long as you substantiate and delineate its purpose with respect to the course expectations. This is important, as the journal is a means of communicating your perceptions and understanding of the ideas contained in this course.

As you progress through this course, remember to keep in contact with the course professor. This will help prevent confusion and alleviate any concerns you may have regarding your being able to keep up. As well, pay attention to due dates assigned for the preparatory and assignment work.

III. TOPICS:

<b>PROPOSED CLASS SCHEDULE</b>		
<b>DATE</b>	<b>CONCEPT/CONTENT</b>	<b>ASSIGNMENTS</b>
September 12 Week 1	Introduction Self Awareness: Setting the Stage	
<b>SELF AWARENESS</b>		
September 19 Week 2	Self Awareness: Setting the Stage	
September 26 Week 3	Reflection: Starting with Description	
October 3 Week 4	Reflection: Description	Bring Part A of Assignment 1 to class
October 10 Week 5	Reflection: Role of Perception	
October 17 Week 6	Reflection: Influencing resources	
October 24 Week 7	Reflection: Influencing resources	Assignment # 1 due
October 31 Week 8	Reflection: Influencing resources	
November 7 Week 9	Reflection: influencing resources	
<b>IDENTIFYING WITH TRANSFORMATION</b>		
November 14 Week 10	Identifying with Transformation	
<b>CARING FOR SELF</b>		
November 21 Week 11	Being called to care as Transformation Caring for Self	
November 28 Week 12	Being called to Care Caring for Self	
December 5 Week 13	Final Wrap Up	Assignment # 2 due date TBA

\* Sequencing of topics and assignments subject to change based on teaching/learning needs.

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Adler, R.B., Towne, N., & Rolls, J.A. (2001). Looking out, looking in (1st Canadian ed.). Toronto: Harcourt College Publishers.

American Psychological Association. (2001). Publication manual of the American Psychological Association (5<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Journal: i.e. notebook, binder

Supportive readings (handout in class)

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Assignment # 1: Reflective Journal: 40%

Assignment # 2: Reflective Journal: 60%

Please refer to Student Manual on policies regarding assignments.  
All Assignments are due at the beginning of class.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

**VI. SPECIAL NOTES:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.