

I. COURSE 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 select concepts relate to and impact on our experiences with self and others.

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 facilitate 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 your development as a nurse. Since this is primarily a reflective writing course, you may include materials in your journals other than writing (i.e. 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, 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:

PROPOSED CLASS SCHEDULE		
DATE	CONCEPT/CONTENT	ASSIGNMENTS
Week 1: Sept. 7 th week	Introduction Self Awareness: Setting the Stage	
SELF AWARENESS		
Week 2: Sept. 13 th week	Self Awareness: Setting the Stage: Introduction to Guided Reflection Introduction to Gaut's Caring as Action Model	
Week 3: Sept. 20 th week	Starting with Description Introduction to what is a concept	
Week 4: Sept. 27 th week	Description cont'd Reflection: Perception	Bring Descriptive component of Assignment #1 to class
Week 5: Oct. 4 th week	Reflection: Perception	
Week 6: Oct. 11 th week	Influencing Factors: Self concept, self esteem, values & beliefs	Assignment # 1 due at beginning of class.
Week 7: Oct. 18 th week	Influencing Factors: Thoughts, Feelings/Emotions	
Week 8: Oct. 25 th week	Study Week	
Week 9: Nov. 1 st week	Influencing Factors Language, Gender, Culture	
Week 10: Nov. 8 th week	Influencing Factors: Language, Gender, Culture	
IDENTIFYING WITH TRANSFORMATION: CARING FOR SELF		
Week 11: Nov 15 th week	Dealing with the Situation, Learning	
Week 12: Nov 22 nd week	Being called to Care as Transformation: Caring for Self	
Week 13: Nov 29 th week	Caring for Self Final Exam Review	
Week 14 or 15 th Dec. 6 th or 13 th		Assignment # 2 due Dec. 6 at 1630hrs Final Exam TBA

Sequencing of topics and assignments subject to change based on Teacher/learner needs.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Beebe, S.A., Beebe, S.J., Redmond, M., & Geerinck, T. (2004). *Interpersonal communication: Relating to others* (3rd Cdn. ed.). Toronto, ON: Pearson Education Canada Inc.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

Journal: i.e. notebook, binder

Supportive readings

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignment # 1: Guided Reflection: 25%

Assignment # 2: Guided Reflection: 45%

Final Exam: 30%

Please refer to Student Manual on policies regarding assignments. Assignments #1 and #2 are considered formal papers and two copies are required for submission. All Assignments are due at the beginning of class unless otherwise directed. **Late assignments without an extension request ahead of time (prior to the due date and time) will be given a zero grade.**

Punctual and regular attendance at classes is highly recommended as a success strategy in this course.

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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

NOTE:

For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

All NURS courses require 60% for a passing grade.

All science courses, including BIOL2105, BIOL2111, CHMI2220 and elective courses require 50% for a passing grade.

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 E1101 or call Extension 703 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.