



## COURSE OUTLINE: GER134 - RELATIONAL PRACTICE

Prepared: MaryAnne P. Shannon, PhD, RN, GCNS-BC

Approved: Bob Chapman, Chair, Health

<b>Course Code: Title</b>	GER134: RELATIONAL PRACTICE
<b>Program Number: Name</b>	3041: GERONTOLOGY
<b>Department:</b>	DEAN, HEALTH & COMM. SERV.
<b>Academic Year:</b>	2022-2023
<b>Course Description:</b>	This relational practice course emphasizes professional provider competencies in communication with older persons and members of their support system. Concepts of critical thinking, caring, and empathy are foundational for effective communication in the development of any therapeutic relationship. In this reflexive practice course, the student will learn how different concepts can effect communication and relationship building with elders. Topics like culture, cultural humility, authenticity, respect, curiosity, and ethics will be explored in this 30-hour active learning field experience with 15 hours of in-class discussion where students apply their knowledge of professional relationship building with well-elderly persons in the community.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	72
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>3041 - GERONTOLOGY</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Comply with legislation and regulations governing professional practice within the Canadian health care system
	VLO 2 Apply an evidence based perspective to inform current interventions, senior care plan, navigate and advocate for senior care
	VLO 3 Consider the availability and effectiveness of community resources and referrals to plan, navigate and advocate for senior care
	VLO 4 Analyze the strengths and needs of seniors independently or with an inter-professional team to plan, implement and evaluate programs
	VLO 5 Assess the communicative, mental, physical, emotional and social health of older adults to promote healthy aging
	VLO 6 Communicate effectively to promote person and family centered care and strengthen inter-professional collaborative practice
	VLO 7 Appraise the important role of the ``elder-advocate`` who works pro-actively as an individual or in inter-professional teams and the impact they have on elderly clients` healthy aging
<b>Essential Employability Skills (EES) addressed in</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.



<b>this course:</b>	<p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>				
<b>Course Evaluation:</b>	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>				
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	<p>Written journaling will be a key part of student reflection for the 2-hour weekly fieldwork portion of this class. Each student will visit an assigned healthy older person 1:1 for 10 weeks, as well as actively participate in the 2 week group sessions at the start and at the end of the semester. This totals 12 journal entries based on 24 hours communicating with the same healthy elder on a variety of health-related topics. Late journal submissions or late in-class assignments will be penalized (10% per day late). There are no make up assignments and submission deadlines are strictly adhered to as they build one upon another in this course. If the student has extenuating circumstances, please advise the course instructor as soon as possible.</p>				
<b>Books and Required Resources:</b>	<p>Communicating for Results: A Canadian Student’s Guide by C. Meyer  Publisher: Oxford University Press Edition: 5th  ISBN: 9780190162771</p> <p>Current scholarly articles as assigned</p> <p>Helping Relationships with Older Adults by Williams  Publisher: Sage Publications, Incorporated  ISBN: 9781483344584</p>				
<b>Course Outcomes and Learning Objectives:</b>	<table border="1"> <thead> <tr> <th data-bbox="505 1177 802 1211"><b>Course Outcome 1</b></th> <th data-bbox="802 1177 1450 1211"><b>Learning Objectives for Course Outcome 1</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="505 1211 802 1451"> <p>1. Demonstrate effective planning in preparation for all phases of the weekly field visit communication experiences with an assigned healthy older person in community.</p> </td> <td data-bbox="802 1211 1450 1451"> <p>1.1. Recognize the value of having a consistent plan: keeping weekly visit location, times, and format the same for the full 10 weeks of 1:1 older person visits in the field.</p> <p>1.2. Provide the older person a check sheet the week before shared assessment activities to foster trust as an important builder for relationship building.</p> <p>1.3. Maintain the sign in and sign out log current with each weekly visit to the housing</p> </td> </tr> </tbody> </table>	<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>	<p>1. Demonstrate effective planning in preparation for all phases of the weekly field visit communication experiences with an assigned healthy older person in community.</p>	<p>1.1. Recognize the value of having a consistent plan: keeping weekly visit location, times, and format the same for the full 10 weeks of 1:1 older person visits in the field.</p> <p>1.2. Provide the older person a check sheet the week before shared assessment activities to foster trust as an important builder for relationship building.</p> <p>1.3. Maintain the sign in and sign out log current with each weekly visit to the housing</p>
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	<p>complex.</p> <p>1.4. Clearly communicate the intent of weekly visits with the older person and members of the older persons support system if indicated.</p> <p>1.5. Design a written content action plan for each visit prior to conducting the visit with the healthy community elder.</p> <p>1.6. Clearly communicate one health promotion teaching session with the assigned elder.</p> <p>1.7. Professionally plan to address all 3 phases of a therapeutic relationship: Orientation, working, and termination.</p>
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Communicate effectively with the assigned older person in person, in writing, via the telephone and/or the Internet each week.	<p>2.1. Allow the older person to identify the preferred format for weekly student communication.</p> <p>2.2. Explore communication enhancements to more effectively communicate with the assigned older person.</p> <p>2.3. Consistently demonstrate respect in all conversations with elders who volunteer to assist in this student learning activity.</p> <p>2.4. Demonstrate active listening in all communication contacts with the older person.</p>
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Establish the best environmental arrangement for communication with an older person in efforts to maximize effectiveness for building a therapeutic relationship.	<p>3.1. Identify environmental blocks for effective communication, establishing a plan to modify those blocks as able (i.e. noise) or add environmental facilitators (i.e. 90 degree seating positions).</p> <p>3.2. Utilize summarization at the end of each communication encounter to share a summary of what was communicated and next steps for the following visit.</p> <p>3.3. Utilize multi-sensory support aids as needed to maximize the effectiveness of your communication with an older person (i.e. handouts, pictures, calendars).</p>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Conduct assigned checklist assessments with an older person each week that relates to different weekly course content across the certificate.	<p>4.1. Effectively utilize the weekly assessment checklist provided in class as a part of the weekly session with the older person.</p> <p>4.2. Allow the older person to take the lead in the checklist assessment assignment each week and assists in the documentation phase of the exercise.</p> <p>4.3. Recognize the importance of including concept of elder-safety as a part of each weekly assessment activity.</p> <p>4.4. View all in-home assessment with an epidemiological frame (i.e. host, agent and environment).</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>

	<p>5. Engage in a variety of learning strategies in the one-hour class session each week in efforts to communicate to colleagues how classroom knowledge is being applied in the fieldwork setting.</p>	<p>5.1. Participate in instructor-led oral discussions each week on various topics related to your fieldwork experiences.  5.2. Work effectively as a large class group, in planning entrance and exit celebrations with all classmates and older persons involved at the housing unit selected for the fieldwork placement.  5.3. Participate in instructor-organized panel discussions on selected topics of interest.  5.4. Effectively work with an older person in the development of an individual teaching plan activity required as a graded component for this course.  5.5. Participate in role-play activities in the classroom to explore various communication strategies that promote effective communication and trust development.</p>
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**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
1:1 Health promotion teaching plan for assigned elder	30%
Interview Scenario	30%
Quiz	20%
Written reflections (4@5%)	20%

**Date:** December 13, 2022

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.