



## COURSE OUTLINE: GER134 - RELATIONAL PRACTICE

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Approved: Bob Chapman, Chair, Health

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| <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>  | 2023-2024  |
| <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 affect 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 and in-class discussion where students apply their knowledge of professional relationship building with 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 this course:</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.<br>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective   |



- communication.
- EES 4 Apply a systematic approach to solve problems.
  - EES 5 Use a variety of thinking skills to anticipate and solve problems.
  - EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
  - EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
  - EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
  - EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
  - EES 10 Manage the use of time and other resources to complete projects.
  - EES 11 Take responsibility for ones own actions, decisions, and consequences.

**Course Evaluation:**

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Other Course Evaluation & Assessment Requirements:**

1. Quizzes- 2 at 20% each, Health Teaching Plan at 30% and Interview Scenarios at 30%, students must be at a satisfactory level of 50% overall in this component.
2. Students will also be required to complete fieldwork placement in assigned agency for a total 30 hours. Students who miss fieldwork placement hours will be required to make-up missed time. Must be successful in this component to be successful in the course overall.
3. Students must be successful in each component (in-class and fieldwork placement) to be successful in the course overall.
4. Written journaling will be a key part of student reflection of this class. 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.

**Books and Required Resources:**

Communication for Nursing and Health Care Professionals by Robert J. Meadus  
 Publisher: 9781773383651  
 ISBN: Canadian Scholars

Current scholarly articles as assigned

**Course Outcomes and Learning Objectives:**

| Course Outcome 1   | Learning Objectives for Course Outcome 1   |
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| 1. Demonstrate effective planning in preparation for fieldwork communication experiences with older people in community. | 1.1. Recognize the value of having a consistent plan: keeping consistent schedule with assigned agency.<br>1.2. Maintain the sign in and sign out log current with fieldwork hours.<br>1.3. Clearly communicate the intent of fieldwork with the older person and members of the older persons support system if indicated.<br>1.4. Clearly communicate and present one health promotion |



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|   | teaching session as a component of the evaluation.<br>1.5. Professionally plan to address all 3 phases of a therapeutic relationship: Orientation, working, and termination.  |
| <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 as appropriate during fieldwork.   | 2.1. Allow the older person to identify the preferred format for student communication during fieldwork.<br>2.2. Explore communication enhancements to more effectively communicate with the assigned older people.<br>2.3. Consistently demonstrate respect in all conversations with elders during fieldwork experience.<br>2.4. Demonstrate active listening in all communication contacts with the older person.  |
| <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.                    | 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).<br>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 or fieldwork hours.<br>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).  |
| <b>Course Outcome 4</b>   | <b>Learning Objectives for Course Outcome 4</b>   |
| 4. Engage in a variety of learning strategies in the class session each week in efforts to communicate to colleagues how classroom knowledge is being applied in the fieldwork setting. | 4.1. Participate in instructor-led oral discussions each week on various topics related to your fieldwork experiences.<br>4.2. Work effectively as a large class group, in planning exit celebrations with all classmates for the fieldwork placement.<br>4.3. Participate in instructor-organized discussions on selected topics of interest.<br>4.4. Effectively work with a group in the development of a teaching plan activity required as a graded component for this course.<br>4.5. Participate in role-play activities in the classroom to explore various communication strategies that promote effective communication and trust development.<br>4.6. Recognize the importance of including concept of elder-safety as a part of placement and related activities. |

**Evaluation Process and Grading System:**

| Evaluation Type                                       | Evaluation Weight |
|---|-------------------|
| 1:1 Health promotion teaching plan for assigned elder | 30%               |
| Communication Scenarios                               | 30%               |
| Quiz #1   | 20%               |

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|                  | Quiz #2  | 20% |
| <b>Date:</b>     | August 4, 2023   |     |
| <b>Addendum:</b> | Please refer to the course outline addendum on the Learning Management System for further information. |     |