



**I. COURSE DESCRIPTION:**

This course will provide the student with the opportunity to explore the concept of caring as a core value that is basic to the practice of health professionals. Insight into personal interactive style will occur through reflection and journal writing. Interpersonal skills will be developed and will be practiced in the classroom as they pertain to the helping relationship. Group dynamics will be examined and opportunities to practice as an effective group member will be provided.

**II. LEARNING OUTCOMES:**

In this course, many learning activities are designed to foster collaborative learning in small groups. In order for the learner to develop the ability to critically think, reflect and integrate new information, the learner engages in active dialogue with colleagues and the teacher. It is therefore to the learner's benefit that he/she attend and participate in class on a regular basis.

Upon completion of this course, the student will have:

- a. developed an awareness of personal interaction style.
- b. demonstrated effective interpersonal and interviewing skills with people from diverse backgrounds.
- c. demonstrated caring behaviours when interacting with others.
- d. explained the characteristics and development of a helping relationship.
- e. described effective team building skills.

**III. TOPICS:****A. *Introduction***

- i) Professional Human Relations
- ii) Communication: process, purpose, influencing factors, principles, characteristics of competent communicators
- iii) Caring and Human Relations

**B. *Personal Self and Human Relations***

- i) perceptions, stereotyping
- ii) values, beliefs, emotions, feelings, thoughts
- iii) self concept, self esteem, self talk
- iv) reflection, journaling

**III. TOPICS:****C. *Helping Relationships***

- i) Helping: defined, professional versus social
- ii) Helping Relationships: phases, characteristics, boundaries, roles, responsibilities goals
- iii) Helping Skills/Interpersonal Skills
  - assertiveness, mutual problem solving
  - warmth
  - respect
  - genuineness
  - empathy, active listening
  - asking questions, being specific
  - self-disclosure
  - expressing opinions
  - confrontation
- iv) Interviewing Skills designed to:
  - encourage conversation
  - help express thoughts and feelings
  - ensure mutual understanding
- v) Barriers to Helping: reassuring clichés, giving approval, disapproval and advice, belittling feelings, agreeing, disagreeing, defending, not listening, asking why questions

**D. *Team Building***

- i) group process/dynamics, functions, advantages and disadvantages,
- ii) group roles/behaviours: supportive, unsupportive, strategies
- iii) decision making in groups
- iv) conflict resolution

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

Balzer-Riley, J. (2000). Communications in nursing, (4th ed.). Toronto: Mosby Year Book, Inc.

Kozier, B., Erb, G., and Blais, K., (2000). Fundamentals of nursing: Concepts, process and practice. (6th ed.). Don Mills, Ontario: Addison-Wesley Publishing Co. (*Nursing and Practical Nursing Programs Only*)

CNO. (1999). Standard for the therapeutic nurse/client relationship. (*Nursing and Practical Nursing Programs only*)

CNO. (1999). A guide to nurses for providing culturally sensitive care. (*Nursing and Practical Nursing Programs only*)

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

1. The pass mark for the course is 60%. It is composed of term work and a final examination.

Evaluation Policies and Procedures will be circulated and discussed in the first 2 weeks of the course.

One rewrite is allowed. Please see the Student Success Guide for rewrite policies.

All assignments are due at the beginning of class. Extension requests must be received at least 24 hours prior to the due date and time.

2.	<b><i>Evaluation Methods:</i></b>	<b><u>Marks</u></b>	<b><u>Due Date</u></b>
	Paper on Caring	15%	
	Video and Analysis Report	25%	
	Journal (Submission #1=10%, #2=10%)	20%	
	Final Exam	30%	
	Class Attendance and Participation	<u>10%</u>	
	Total	100%	

***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.	
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 impossible 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.