

I. COURSE DESCRIPTION:

This course provides an opportunity for learners to develop a conceptual and experiential understanding of effective interpersonal relationships. Opportunities will be provided for learners to become aware of their interpersonal style as it impacts on their relationships with clients and colleagues. Through integration of the principles of effective interpersonal strategies, learners will participate in initiating, maintaining and bringing to closure care relationships.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

ENDS-IN-VIEW:

This course examines underlying philosophical, ethical and theoretical perspectives of **being in relation** within a nursing context. This course builds on the learners' basic interpersonal skills addressed in Self and Others I and II. Such learning will serve as a building block in demonstrating the practical knowledge and skills of **being in relation** with a client presenting with a variety of complex health challenges. Learners' willingness to critically examine their role in a therapeutic relationship is a must in order to identify the salient features of competent relational care. The discussion and examination of caring incidents combined with nursing knowledge assists learners to acquire insight, identify patterns, find meanings and make competent nursing decisions with respect to **being in relation**.

PROCESS:

In this course learners are required to be active and involved in learning and hence, this course is experiential in nature. That is, learning emphasizes the "to do" and "to be" of nursing practice. Learners are not expected to be a 'perfect helper' (as there is no such thing); instead, feeling "off-balance" in role play scenarios is acceptable. It is an expected dimension of the process of cultivating learning. Theoretical and experiential understanding of caring relationships will be facilitated by a combination of preparatory work, class discussion, case studies, small group work, role-playing, student presentations and individual study. Due to the number of students, time will be put aside in class to assist smaller groups to integrate relational theory within a variety of client contexts. To this end, a member of a group is expected to self-initiate in order to demonstrate his/her **being in relation**.

III. TOPICS:

Proposed Class Schedule

1.	Introduction, Caring Competency	
2.	Caring Competency	
3.	Philosophy, Ethics, and Theories of Caring Relationships	
4.	Philosophy, Ethics, and Theories of Caring Relationships	
5.	Philosophy, Ethics, and Theories of Caring Relationships	
	Relational Concept	Context of Care
6.	Engagement/Detachment	Anger/Agression
7.	Reciprocity	Chronically Ill
8.	Creating Meaning	Impaired Cognition
9.	Presence	Overwhelmed/Hopelessness
10.	Comfort	Dying
11.	Revisiting Competency	
12.	Final Videos	

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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Leppanen Montgomery, C. (1993). *Healing through communication: The practice of caring*. Newbury Park: Sage.

Relevant articles specific to topic areas.

Recommended Texts and Resources:

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

College of Nurses of Ontario. (2004). *Compendium of Standard of Practice for Nurses in Ontario* (2nd ed.). (Available at www.cno.org)

- A communication skills text
- Purchase one video tape. This will contain all your role playing for this course. This is a means to demonstrate your growth during this course. Throughout the term, these tapes will be a source of reflection for each learner.

V. EVALUATION PROCESS/GRADING SYSTEM:

Midterm Video Critique	30%
Final Praxis Video	45%
Final Paper	25%

Please refer to your Student Manual on policies regarding assignments. Guidelines regarding the marking of assignments will be followed for each assignment. All written assignments must use APA format. Two copies are required for submission of all formal papers. A second copy should be emailed to the course professor by the due date. All assignments are due at the beginning of class unless otherwise directed. Late assignments without an extension request ahead of time (prior to the beginning of class) will be given a zero grade.

Students may lose up to **10% of the total possible marks** for an assignment because of poor form and writing style. It is expected that students who have experienced difficulties with writing competency in past courses will seek writing assistance **prior** to submission of the formal paper.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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 professor 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 post-secondary 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.