

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Self and Others III: Helping Relationships
CODE NO. : NURS 3206 **SEMESTER:** 5
PROGRAM: Collaborative Bachelor of Science in Nursing
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University),
DATE: June 2006 **PREVIOUS OUTLINE DATED:** June 2005
APPROVED:

	_____	_____
	DEAN	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	NURS 1207	
HOURS/WEEK:	3 hours/ week	

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*For additional information, please contact the Dean,
School of Health and Human Services
(705) 759-2554, Ext. 2689*

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

Sept. 7-8 Introduction, Caring Competency

Sept. 14-15 Philosophy, Ethics, and Theories of Caring Relationships

Sept. 21-22 Philosophy, Ethics, and Theories of Caring Relationships

Relational Concept

Context of Care

Sept. 28-29 Engagement/Detachment

Anger/Aggression

Oct. 5-6 Reciprocity

Chronically Ill

Oct. 12-13 Creating Meaning

Impaired Cognition

Oct. 19-20 Presence

Overwhelmed/Hopelessness

Oct. 26-27

Study Week

Nov. 3-4 Comfort

Dying

Nov. 10-11 Revisiting Competency

Meaning for client

Nov. 17-24 Final Video Tapings Group 1 & 2

Nov. 23 Videos, Self evaluation and papers due for Group 1

Dec. 1 Videos, Self evaluation and papers due for Group 2

- 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:

1. Midterm: Video and Critical Analysis of a Nurse/Patient Encounter (30%)

The purpose of this assignment is for the learner to critically analyze a nurse-patient encounter from a theoretical/empirical perspective. More specifically, the learner is expected to understand the dynamics beyond the spoken words or communication skill (or lack thereof). Gaut's or John's model will serve as a framework in demonstrating the learner's ability to move from textbook knowing to praxis. The maximum length of this paper is FOUR pages excluding references. No more than four pages will be accepted. A minimum of 5 different scholarly references is required. The video must accompany the formal paper and it is to be handed in as an appendix. The submission must be in accordance with APA and School policy.

You will work in groups of 5. From the group, a learner will be assigned to the role of the nurse. This learner will describe a challenging helping situation in order to script the role player. This situation could be something you have experienced in the clinical setting. The situation will be enacted and recorded. One tape will be submitted by the group and each individual will then write an individual paper.

V. EVALUATION PROCESS/GRADING SYSTEM:

2. Final: Video and Analysis of Nurse- Patient Encounter

a) Video (45%)

The purpose of this assignment is for each learner to demonstrate praxis. The learner is expected to competently demonstrate his/her therapeutic abilities during a role play. Each student will randomly pick a relational concept and context from the course schedule. See attached Course Syllabus for dates. Prior to the testing, the student will have the opportunity to practice with their peers and be guided by the professor in each praxis class. It is strongly recommended that students use this time in class to prepare for the final video praxis examination. After the testing, both the student and course professor will complete an evaluation. If the student requires more than one opportunity to demonstrate their abilities, the maximum amount possible for this portion of the grade is 60%.

b) Paper (25%)

Based on the context of the video, a written critique that reflects on the core question, “What is the meaning for the patient?” is required. Gaut’s or John’s model will serve as a framework in demonstrating the learner’s ability to move from textbook knowing to praxis. Your critique must include relevant references to support your relational approach. A minimum of 5 different scholarly references is required. You may use your course texts. The word length is FOUR pages and again, must be in accordance with APA and School policy. The video and self-evaluation must accompany the paper for submission. The deadline for the paper is one week after the self-video.

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.	

V. EVALUATION PROCESS/GRADING SYSTEM:

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 2703 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 the *Student Code of Conduct*. 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.

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 will be emailed to the course professor by the due date. All assignments are due at the beginning of class unless otherwise directed.

Late assignments require an extension request 48 hours prior to the due date. A draft copy of any work completed prior to this request must be attached to the form. One mark per day of extension will be deducted from the assignment. Any late assignments submitted without this information will be assigned a "0" grade.

In the event of extenuating circumstances (ie. acute illness, death, disaster, etc.) where the extension could not be anticipated and which precludes the student from submitting the assignment on the due date, an extension will be granted without penalty. The student is obliged to notify the teacher as soon as possible and collaborate on a date of submission. Appropriate documentation may be requested by the teacher to validate the extenuating circumstances.

Writing Style: 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. Students are to keep their papers within the allowed page limit. The course professor will not read past the allowed page limit.

Please refer to the Course Syllabus for additional information regarding this course.

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.