SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

COURSE OUTLINE

COURSE TITLE: Human Relationships

CODE NO. : PNG113 **SEMESTER:** 1

PROGRAM: Practical Nursing Program

AUTHOR: Northern Partners in Practical Nursing Education,
Gwen DiAngelo

DATE: Sept, 2014 **PREVIOUS OUTLINE DATED:** Sept. 2013

APPROVED: *"Marilyn King"* *Aug. 2014*

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  CHAIR, HEALTH PROGRAMS **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

I.   COURSE DESCRIPTION:

This course introduces the learner to the concepts of the professional nurse-client relationship by exploring the concepts of caring, group dynamics and basic interviewing techniques. Utilizing the College of Nurses of Ontario's Standard for the Nurse-Client Relationship (Revised 2006) as a foundation, learners will build on their knowledge of therapeutic and professional interactions, and explore their knowledge, skill and attitudes of the helping relationship, leadership and interprofessional care.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:
Upon successful completion of this course, the student will demonstrate the ability to:

1. Describe the elements of the professional nurse-client relationship.

    Potential Elements of the Performance:
    1.1.   Explain the communication process.
    1.2.   Assess own personal communication style.
    1.3.   Differentiate between verbal and non-verbal communication.
    1.4.   Describe the characteristics of effective verbal communication.
    1.5.   Describe the characteristics of ineffective verbal communication.
    1.6.   Describe both the positive and negative attributes associated with non-verbal communication.
    1.7.   Describe the effects of body language on communication.
    1.8.   Describe the nurse-client relationship.
    1.9.   Describe the goals and phases of the nurse-client relationship.
    1.10.   Describe behaviours that contribute to an effective therapeutic nurse-client relationship.
    1.11.   Identify the effects of one's values, beliefs and personal experiences on the therapeutic nurse-client relationship.
    1.12.   Describe the skills involved in therapeutic communication.
    1.13.   Differentiate between therapeutic and non-therapeutic communication techniques.
    1.14.   Identify and select communication techniques that are appropriate for the client's circumstances and needs.
    1.15.   Implement appropriate therapeutic communication techniques.
    1.16.   Evaluate and refine therapeutic communication techniques based on client need.
    1.17.   Discuss client diversity and decision, culture and self-awareness as concepts which influence communication and the therapeutic nurse-client relationship.

2. Describe caring behaviours when interacting with clients and colleagues.

    Potential Elements of the Performance:
    2.1.   Examine the concept of caring.
    2.2.   Differentiate between caring and uncaring behaviours.
    2.3.   Describe the qualities of professional caring.
    2.4.   Discuss the concept of caring for clients, while being respectful of diversity.
    2.5.   Discuss the concept of caring amongst the interprofessional team.
    2.6.   Examine the concept of caring based on existing theory and research.

3. Demonstrate effective interviewing skills with individuals.

   Potential Elements of the Performance:
   3.1. Examine the purpose of an interview.
   3.2. Explain the factors affecting an interview.
   3.3. Describe the types of interviews.
   3.4. Describe the structure of an interview
   3.5. Discuss approaches used to initiate an interview.

4. Describe the concepts related to group process, leadership and interprofessional care.

   Potential Elements of the Performance:
   4.1 Define "group" and "the group process".
   4.2 Discuss the stages of group development.
   4.3 Describe the task, maintenance role and the functions within a group.
   4.4 Discuss the characteristics of effective groups.
   4.5 Explain various group decision making styles.
   4.6 Identify the methodologies to assess the effectiveness of own group's interactions.
   4.7 Identify qualities of an effective leader within a group.
   4.8 Describe the appropriate leadership skills and styles within a group.
   4.9 Describe different leadership styles within a group.
   4.10 Define the terms "interprofessional", "intraprofessional".
   4.11 Understand the concept of respect for other members of the interprofessional team and unique roles these team members play in a client's nursing care plan.
   4.12 Describe the concept of collaboration within in the interprofessional team and in the development of a client's care.
   4.13 Discuss the concept of sharing information about a client's care while respecting confidentiality.
   4.14 Discuss the concept of providing and receiving feedback from other members of the interprofessional team regarding a client's care.
   4.15 Evaluate how interprofessional feedback is provided and received in the health care setting.
   4.16 Demonstrate professional behaviour with members of the interprofessional team and learners, and respond appropriately to unacceptable behaviour.
   4.17 Identify how one's values, beliefs and assumptions affect interactions amongst members of the interprofessional team.

III.   TOPICS:

1. Nurse-Client Relationship
2. Communication
3. Caring
4. Interviewing
5. Group/Group Process
6. Leadership
7. Interprofessional/Intraprofessional Care

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Balzer Riley, J. (2013). *Communication in nursing* (7th ed.) Toronto: Mosby Elsevier Canada.

College of Nurses of Ontario. *Practice standard: Therapeutic nurse-client relationship.*
     Toronto: CNO.

College of Nurses of Ontario. Practice guideline: C*ulturally sensitive care.* Toronto: CNO.

Kozier, B. [et al.]. (2014). *Fundamentals of Canadian nursing.* (3rd Canadian ed.) Don Mills,
     ON: Pearson Education Canada.

V. EVALUATION PROCESS/GRADING SYSTEM:

To be determined by teacher/co-ordinator before course outline is finalized. Below is the evaluation breakdown from 2012-13.

Assignment	20%
Quiz	20%
Midterm Test	30%
Final Test	30%.

Total   100%

1. The pass mark for the course is 60%. The total grade is composed of marks accumulated for 3 tests.

2. All policies and procedures as outlined in the current Student Success Guide related to submitting assignments, scholarly work/academic honesty, tests and examinations.

3. **No supplements** will be provided for tests.

The following semester grades will be assigned to students:

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

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.

A minimum of a "C" grade is required to be successful in all PNG coded courses.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Attendance:
Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.