

I. COURSE DESCRIPTION:

This course advances the development of empirical, theoretical, and experiential relational praxis. Opportunities are provided to demonstrate advanced relational competencies to establish, maintain and bring closure to professional relationships in challenging circumstances. Learners are required to integrate new and prior learning

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**Ends In View**

A core premise of this course is that a nurse-patient relationship, based on purposeful and mutual respect, is central to quality nursing care. Although such an orientation was introduced earlier in the program, this course will expand learning knowing 'how' to make purposeful connections with patients living with complex care needs. To accompany a learner's knowing 'how' involves knowing about empirical, theoretical, and ethical models of nursing relational care. In this course, experiential learning activities are designed for learners to acquire insights, identify relational patterns, and make competent nursing decisions in a safe learning environment. Learners are expected to anticipate and manage 'uncertainty' in simulated scenarios through knowledge and reflection. Previous offerings of this course as well as the literature suggest that learners may experience a tension between knowing a 'cookbook approach' and knowing the complexity of relational care (Stein-Parbury, 2005). To manage this challenge, learners are encouraged be prepared for class, work in smaller groups, participate in simulated scenarios, and to ask questions of the Course Professor during class.

Process

The two core features of this course are knowing 'what' and knowing 'how.' To be successful in this course, learners are required to blend both types of knowing when they assume the role of nurse in the simulated scenario. Empirical, theoretical, and ethical relevant literature will accompany each relational concept. Relevant literature will be facilitated by a combination of preparatory work, class discussions, case studies, simulated scenarios, presentations, and individual study. The literature will also assist learners in the being-in-relation with a role player as patient. Throughout the course, learners will be invited to share clinical experiences from their practice to illustrate relational concepts. The learner's simulated scenario, in comparison to a class discussion or presentation, has a greater potential to enhance the learner's observation of self-as-nurse and to reflect upon the salient features of competent and purposive relational care.

III. TOPICS:

Please refer to the Course Syllabus for a breakdown of what we will be covering each week as well as prep work.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Relevant articles specific to topic areas.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author

A communication skills text of your choice.

Elsevier, Inc. *Simulation Learning System for RN (Retail Access Card)*. ISBN: 9781455774302.

V. EVALUATION PROCESS/GRADING SYSTEM:

Critical Analysis: From the Lens of Another 60%
Aesthetic Project: 10%
Putting it All Into Praxis: 30%

Please refer to the Course Syllabus for additional information regarding assignments and rubrics.

The following semester grades will be assigned to students:

<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 (Fail)	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.

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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. **As active participants in the learning process, it is expected that all students will attend class. Absence in excess of 20% may jeopardize receipt of credit for the course (Refer to Student Handbook)**

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.