



COURSE OUTLINE

BSCN3206

Prepared: Rebecca Piccolo Approved: Bob Chapman

Course Code: Title	BSCN3206: RELATIONAL PRACTICE III								
Program Number: Name	3400: COLLAB BSCN								
Department:	BSCN - NURSING								
Semester/Term:	17F								
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. (lec/sem 3) cr 3								
Total Credits:	3								
Hours/Week:	3								
Total Hours:	36								
Prerequisites:	BSCN2057, BSCN2107, BSCN2144, CHMI2220								
Substitutes:	NURS3206								
This course is a pre-requisite for:	BSCN3066, BSCN3094, BSCN3416								
Course Evaluation:	Passing Grade: 60%, C								
Evaluation Process and Grading System:	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Aesthetic project</td> <td>20%</td> </tr> <tr> <td>Paper #1</td> <td>50%</td> </tr> <tr> <td>Paper #2</td> <td>30%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Aesthetic project	20%	Paper #1	50%	Paper #2	30%
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Course Outcomes and Learning Objectives:	<p>Course Outcome 1.</p> <p>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</p>								



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'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 to be prepared for class, work in smaller groups, participate in simulated scenarios, and to ask questions of the Course Professor during class.

Learning Objectives 1.

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.

Date:

Wednesday, August 30, 2017

Please refer to the course outline addendum on the Learning Management System for further information.