

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Professional Human Relations II
CODE NO. : NUR201 **SEMESTER:** 4
PROGRAM: Nursing
AUTHOR: Linda Tozer-Johnston, Brenda Warnock
DATE: Jan. 2002 **PREVIOUS OUTLINE DATED:** Jan. 2001
APPROVED:

	_____	_____
	DEAN	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	NUR1229, NUR265	
HOURS/WEEK:	3	

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I. COURSE DESCRIPTION:

This course builds on Professional Human Relations I. Students will learn about such concepts as team building, leadership, management styles and performance appraisal.

II. LEARNING OUTCOMES:

Upon successful completion of this course, the student will demonstrate the ability to:

1. strategize ways to use interpersonal skills for negotiation and conflict resolution.
2. understand the issues around the concept of advocacy within the health care system.
3. explore the complex role of the nurse within multidisciplinary teams.
4. investigate the leadership role within the practice of nursing.
5. examine the decision-making process and utilize critical thinking when making decisions.
6. examine the use of evaluation processes in nursing practice and in health care agencies.

III. TOPICS:

The content will be studied under the following concepts:

Conflict Resolution and Negotiation Skills
Advocacy in Nursing
Role Theory
Role of the Nurse in Health Care
Leadership and Management
Multidisciplinary Team Building
Decision-making
Evaluation Process

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Year one Nursing textbooks and CNO booklets required.

Sullivan, E, Decker, P. (2001). Effective leadership management in nursing. (5th ed.). Menlow Park, CA. Addison Wesley Longman.

WEB CT (2002), Linda Tozer-Johnston

Recommended Additional Resources

Additional articles/resources are available on "Reserve" at the Sault College Learning Resource Centre. The following resources are in the Sault College Learning Resource Centre.

Case, B. (1997) Career planning for nurses. Toronto. Delmar.

Catalano, J. (2000) Nursing now! Today's Issues, Tomorrow's Trends. Philadelphia. F.A. Davis

Chenevert, M. (1997) the Pro-Nurse handbook . Toronto. Mosby.

C.N.A. (1999) A question of respect: nurses and end of life treatment dilemmas. Ottawa. C.N.A. publications

C.N.O. (2000) Compendium of standards of practice for nurses in Ontario. Toronto. C.N.O.

Creasia, J. & Parker, B. (1996) Conceptual foundations of professional nursing practice. Toronto. Mosby

DuGas, B., Esson, L., Ronaldson, S. (1999) Nursing foundations: a Canadian perspective. (2nd ed.) Scarborough. Prentice-Hall

Ellis, J & Hartley, C. (2001) Nursing in today's world . Philadelphia. Lippincott

Grohar-Murray, M. & DiCroce, H. (1997) Leadership and management in nursing. Stamford, CT. Appleton& Lange

Hebda, T, Czar, P. & Mascara, C. (2001) Internet resource guide for nurses and health care professionals. Upper Saddle River, N.J. Prentice-Hall

Hein, E (1998) Contemporary leadership behaviour. Philadelphia. Lippincott

Recommended Additional Resources (cont.)

Keatings, M & Smith O. (2000) Ethical & legal issues in Canadian nursing. 2nd edition. Toronto. W.B. Saunders

Kerr, J. & Sirotnik, M. (1997) Canadian fundamentals of nursing. Toronto. Mosby

Marquis, B. & Huston, C. (2000) Leadership roles and management functions in nursing. Philadelphia. Lippincott

Marquis, B & Huston, C. (1998) Management decision making for nurses: 124 Case Studies. Philadelphia. Lippincott

Picard, Andre (2000) Critical care: Canadian nurses speak for change. Ottawa. C.N.A. publications

Schwirian, P. (1998) Professionalization of nursing. Philadelphia. Lippincott

Stewart, M. (2000) Community nursing : promoting Canadians' health. Toronto. W.B. Saunders

Tappen, R. (2001) Nursing leadership and management: concepts and practice. Philadelphia. F.A. Davis

Tappen, R. Weiss, S , Whitehead, D. (2001) Essentials of nursing leadership and management. Philadelphia. F.A.Davis.

Yoder-Wise, P. (1999) Leading and managing in nursing Toronto. Mosby

V. EVALUATION PROCESS/GRADING SYSTEM:

Learning activities will be created collaboratively by the class and the facilitator to enable students to develop an in-depth comprehension of the concepts. At the beginning of the course, you will develop a set of group norms or ground rules for coming to class prepared, working together responsibly and creating a safe, respectful listening environment for resolving differences and disagreements. In this environment, even the most tentative idea is listened to attentively and there is genuine caring and respect.

The generic skills of effective communication and critical reflection will be developed in this course as you engage in active dialogue with your colleagues, facilitators, nursing professionals and association representatives.

There is a high expectation of preparedness for class. This might include reading; preparing questions; gathering or analysing data. There is the expectation that you will be an active problem solver, contributor and discussant. The collaborative nature of classroom work dictates that your attendance is required. The intended consequence of you learning interdependently is that you will gain social responsibility and self-definition as a capable learner.

You are actively encouraged to attend and participate in class. Any absence reduces your opportunity to participate, to learn and to be successful in this course. If you are unable to attend class, please notify the teacher prior to class. If you do miss a class, you will need to have someone pick-up any handouts for you and also to give you an account of what took place in class.

1. The pass mark for the course is 60%. The course mark is composed of term work as well as a final comprehensive examination. Weighting will be discussed at the beginning of the course.
2. Students may be eligible for a rewrite for one test, exam or assignment. The highest mark that can be achieved on a rewrite is 60%. Refer to the Student Success Guide for specific policies relating to rewrites. Absenteeism will affect students' opportunities for rewrites.
3. A mark has been assigned for this class for attendance. Students are expected to attend 90% of all classes. 90% attendance will receive a mark of 5. 90% attendance can be achieved by attending all but one three-hour class. Exceptional circumstances, which are documented appropriately, will be taken into consideration.

Evaluation:

Assignments	Marks
1. Leadership Assignment	15%
2. Role of the Nurse in the Health Care System <ul style="list-style-type: none">• groups of two or three• class presentation plus handout	15%
3. Decision-Making Assignment	15%
4. 2 Journal Entries (10% each) <ul style="list-style-type: none">a. Conflict Resolution and Negotiationb. Advocacy re. Ethical/Legal Responsibilitiesc. Multidisciplinary Team Building (Submit 3 and omit the lowest mark)	20%
5. Attendance	5% (90% = 5, 80% = 3)
6. Final Comprehensive Examination	<u>30%</u>
Total	100%

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

Assignments

1. LEADERSHIP ASSIGNMENT: DUE:

THIS ASSIGNMENT IS WORTH 15%

0.25% will be deducted for each spelling and/or grammatical error.

This assignment must be typed and must follow APA format.

0.25% will be deducted each time format is not followed – (see checklist)

The first part of this assignment may be done in pairs, however the written portion that is to be submitted, must be done independently. A unique assignment is to be submitted by each person.

From the list of Nursing Leaders discussed in class, choose one person that you would like to interview. In pairs, (or individually), create an interview questionnaire which will help you to gain an understanding of nursing leadership from this person's perspective. (Consider the concepts of this course when developing your questionnaire) Try to keep most of your questions open –ended (for example: "Could you describe for me what a typical work day would include?")

PART A:

- 1) Who did you work with in developing your questionnaire?
- 2) Who did you interview? Where do they work? What is their title?
- 3) What date and time did you conduct your interview? How long did it last?
- 4) Where was your interview held?

PART B:

Attach a copy of your interview questions along with the responses.

PART C: Reflection

1. Discuss how you felt going into the interview and how you felt afterwards.
2. What were the highlights of the interview?
3. What type of leadership style do you think this leader exhibits? Use the literature in your text, on reserve, and through reference search to support your answer.
4. What level of management is this leader?
5. What insights did you gain about leadership/management?
6. Was the information you gained consistent with what you previously thought this leader did?
Why or Why not?
7. What would you do differently if you were to do this interview again?
8. What additional questions would you like to explore with this leader if you were to go back one more time (identify at least 3 and give your rationale for each)
9. Do you see yourself as a leader? Explain.
10. What can you do to enhance your leadership potential?
11. How does this leader's view of leadership compare with current literature on leadership?
(You must make reference to at least 3 resources one of which needs to be a professional nursing journal)

2. ROLE OF THE NURSE IN THE HEALTH CARE SYSTEM PRESENTATION

In teams of two or three decide on a nurse specialty or distinct position or role in nursing to research and present. (see attached list)

**The presentation will be 10 min.
Due Date:**

THIS ASSIGNMENT IS WORTH 15%.

The presentations will not be rescheduled if an individual is unable to attend. The team goes on.

Each team will provide a typed handout for the class that will cover: **(5 marks)**

- the educational requirements of this role,
- added certification that might be required,
- skills required by the nurse in this role,
- 2 references in APA, and
- **3** questions about the role presented and the answers to these questions summarized as key points

Criteria for Marking the Presentation on the Role of the Nurse: **(10 marks)**

- Clarity of the presentation
- Organization of the presentation
- Knowledge level by the presenters on the subject i.e. able to answer questions, does not rely on reading notes
- All the criteria for handout are complete and covered in presentation
- Creativity, stimulating, involves audience

Marks: 15% to be assigned to each team member unless team members direct me otherwise as a team in a meeting which includes all members.

Possible Roles of the Nurse in the Health Care System:

Hospice Nurse	Psychiatric Nurse /Case Manager
Case Manager / Discharge Planner	
Intake Case Manager Community Access Centre	
Staff Development	
Educator/ Teacher	School Health Nurse
Clinical Teacher	Outpost Nurse
Clinical Specialist	Pharmaceutical Nurse
Occupational Health Nurse	Overseas Missions
Entrepreneur	
Union Stewart	
Advisor to the Minister of Health	
Manager/CEO/ Executive Director	
Clinician e.g. Diabetic teacher , Ostomy nurse	
ER Nurse / Triage Nurse	
ICU/ACU/OR Circulation/Recovery Room Nurse	
Parish Nurse	
Advanced Practice Roles e.g. U.S. Nurse Anesthetist, Nurse Midwife,	
Nurse Practitioner	
Team Leader	
Researcher	
Informatics Nurse	
Telepractice Nurse	
Negotiator	
Employee of Regulatory Body e.g. CNO	
Professional Association employee	
Coordinator e.g. Perinatal, OR, LTC	
Quality Assurance or Control or Accreditation Inspection Team	
Infection Control	
Public Health Nurse	
Community Health Nurse	
Home Health Care	
Health Promotion	
Air Transport Nurse	
Air Force/Armed Services Nurse	
Insurance Nurse	
Travel Nurse	
Cruise Nurse	
Palliative Care Nurse	
Oncology Nurse	
Lawyer	
Nurse Consultant	
Politics	
Camp Nurse	
Corrections	

3. DECISION MAKING ASSIGNMENT:

THIS ASSIGNMENT IS WORTH 15% OF YOUR FINAL MARK.

It must be presented in APA format and .25% will be deducted for each spelling and grammatical error and .50% for each missing criterion from scholarly paper checklist. Maximum format deductions will be 20% or 3 marks. See Student Success Guidelines for late assignments and extensions and criteria for rewrites.

Preliminary Work: (This does not need to be handed in.)

We all make decisions every day. Prepare a list of decisions that you have recently made while in the clinical area (or, if you are not presently in clinical, consider your work or home environment). From this list, choose one decision that you can analyze using the decision making process.

For Submission:

1 mark Outline your chosen decision. (Provide details of what your decision was.)

2 marks Trace back to when you were making this decision.
Discuss how you came to your decision.
What factors impacted your decision? (at least 4 factors)

5 marks Using the decision making process, re-visit this problem/situation.
Outline how you would use the steps of the decision making process to come to a decision.
Be sure to identify all relevant criteria and suggest all possible alternatives.

1 mark When using the decision making process, did you come to the same conclusion as you had previously?

6 marks What insights did you gain from analyzing this situation?
How did reviewing the literature, support and/or change you way of looking at decision making?

(Must have at least **3** relevant references – **beyond textbook**.)

All references need to be from credible sources. One must be from a professional nursing journal.

4. Journal Entries

When journal entries are required, the following criteria must be met in order to gain full marks:

- must be 400 – 600 words
- must appear professional (cover page, preferably typed, use APA format for referencing, etc.)
- any and all questions asked must be answered
- must incorporate 2 + references to literature from professional nursing journals on the topic
- must apply critical thinking and reflect praxis (ie. refer to clinical practice)
- each journal needs to be a dated entry

You will submit 3 journals for marking. Two journals only will be counted toward your final mark. The lowest mark of the three will be dropped.

A. Journal Entry on Conflict Resolution and Negotiation:

1. Explain a situation that created conflict for you in clinical settings. How did you deal with this conflict? What factors affected your response?
2. Reflect on your readings on conflict resolution/negotiation. What would you do differently if you were to experience this situation again?
3. Imagine being a nurse manager and a practical nurse employee in your clinical area came to you with this same conflict. What would you do and why? (How would you respond?)

This is worth 10%.

Due: _____

B. Journal on Advocacy

1. Reflect on the meaning that advocacy has for you. Incorporate into your journal what you learned about advocacy from class and readings.
2. Describe a situation where you felt that client care in your clinical setting had been managed in an uncaring or unjust manner. If not currently in clinical setting, describe a recent work or clinical situation. Describe the contributing factors and the staff response to the situation.
3. In retrospect, what could you have done to advocate on the client's behalf, or describe how you would be a client advocate in the future in similar circumstances.

This is worth 10%.

Due: _____

Journal Entries

C. Journal on Team Building

Reflect on what you learned about teams and teamwork.

1. Describe your reaction to what you have learned about team building from class and readings.
2. Discuss a situation from the clinical setting, or if not currently in clinical, from a recent work experience, where team building could have been improved. Include suggestions on how team building could have been improved in this situation and what role you could play in the improvement.
3. Discuss how your learning on teambuilding will influence your nursing practice. Give an example of how you will incorporate what you have learned into your future nursing career.

This is worth 10%.

Due: _____

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 instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 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 postsecondary 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.

NOTE: Please consult the following web site on how to research and document from the internet and to learn what plagiarism is.

<http://www.algonquinc.on.ca/lrc/staff/plagiarism.html>

More Tips on Plagiarism and Referencing

1. www.niagarac.on.ca/english/publicat.htm
2. www.utoronto.ca/writing/plagsep.html
3. <http://quarles.unbc.edu/lsc/rpplagia.html>
4. <http://www.indiana.edu/~wts/wts/plagiarism.html>
5. <http://www.dartmouth.edu/~sources/>
6. <http://www.apastyle.org/>

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.