

I. COURSE DESCRIPTION:

This course is designed to enhance caring interpersonal communication. The major emphasis for the learner will be on the acquisition of interpersonal skills. These communication skills will be considered from the perspectives of contextual awareness, decision making, confidence and performance.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**Ends-in-view:**

This course extends the lens of self to include a therapeutic relationship with another who seeks nursing services. The course continues with emphasis on presence of self with the intention of connecting with a client within a nursing role. The purpose of this course is to know key therapeutic relationship concepts and to reflect on their application in practice as a means to becoming a nurse.

Process:

This course, through guidance and dialogue with others, especially with peers, is experientially based. There are scheduled classes and labs. Student learning emerges through various learning activities such as class and group discussions, critiques of self-videos, and student presentations, all of which include a reflective process. The learner is expected to be prepared for class and lab and to actively engage in the ideas expressed in class. Attendance in lab is mandatory as reflection is on action. Your degree of readiness to learn directly influences the value of the practice lab. Strict reliance on understanding class content is not a sufficient condition for demonstrating knowledge in this course.

With respect to the lab schedule, students must attend with their designated group. Respecting that self-video taping may be initially an unsettling learning style, students are prohibited from self-scheduling or trading spots without professor permission. The ongoing feedback with familiar critical peers facilitates learning. For students who are absent for extraordinary circumstances, the course professor in collaboration with the students will explore options for lab time make up. Please note that due to the restrictions of resources such alternatives are limited.

This course is on web CT.

III. TOPICS:**Self within a Therapeutic Relationship**

Communication Process

Responsible, assertive, caring communication

Nurses Listening for the Call: Being Called to Care

Basic skills for meaningful engagement

Therapeutic relationships: CNO Standards and RNAO Best Practice

Guidelines

The Call

Nurse and client perceptions of a caring relationship

The Response to the Call: Relational Dimensions

Compassion, Warmth, Comfort

Authenticity, Genuineness

Respect, Non judgemental responding

Empathy, Self Disclosure

Reciprocity, Trust, Mutuality, Timing

Giving Voice, Empowerment, Concreteness, Information Giving, Asking

Questions, Giving Opinions

Hope, Spirituality, Creating Meaning

Sequencing of topics/assignments subject to change based on teaching/learning needs.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Balzer Riley, J. (2004). *Communication in nursing* (5th ed.). Toronto, ON: Mosby.

College of Nurses of Ontario. (2004). *Culturally sensitive care*. Toronto, ON: Author. (can be found in Compendium of Standards at www.cno.org)

College of Nurses of Ontario. (2004). *Ethics*. Toronto, ON: Author. (can be found in Compendium of Standards at www.cno.org)

College of Nurses of Ontario. (2004). *Standard for the therapeutic nurse-client relationship*. Toronto, ON: Author. (can be found in Compendium of Standards at www.cno.org)

Montgomery, C. (1993). *Healing through communication: The practice of caring*. Newbury Park, NJ: Sage Publications.

Registered Nurses Association of Ontario. (2002). *Client centred care*. Toronto, ON: Author. (can be found in RNAO Best Practice Guidelines at www.rnao.org) pp. 12 – 24 are essential reading

Registered Nurses Association of Ontario. (2002). *Establishing therapeutic relationships*. Toronto, ON: Author. (can be found in RNAO Best Practice Guidelines at www.rnao.org) pp. 8 – 36 essential reading

High 8mm video tape (Hi8) (digital)

Supportive Readings: on reserve in library , to be handed out in class and/or posted on course WebCT.

Recommended Resources:

Readings from NURS1206 course.

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignment # 1: 40% due Wednesday, February 15, 2006 at 1230hrs.

Assignment # 2: Video/Role Play (40%) and Formal Paper (20%) (guided reflection):

60%, due Friday, March 31, 2006 by 1230hrs.

Please refer to Student Manual on policies regarding assignments.

All assignments are due at the beginning of class on the designated date unless instructed otherwise. Extension requests must be made prior to due date and time and must be in writing. Written requests must include new due date and time. Extension penalties will be 2% per day including weekends and holidays.

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%	4.00
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 placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
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 postsecondary 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.

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.