

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: SELF & OTHERS II: INTERPERSONAL RELATIONSHIPS AND AWARENESS

CODE NO. : NURS 1207 **SEMESTER:** 2

PROGRAM: Collaborative BScN

AUTHOR: Brenda Warnock in partnership with Cambrian College, Laurentian University and Northern College

DATE: Jan. 2008 **PREVIOUS OUTLINE DATED:** 2007

APPROVED:

CHAIR, HEALTH PROGRAMS

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): NURS 1206

COREQUISITE(S):

HOURS/WEEK: 4 (class 3 hrs, lab 1 hr)

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For additional information, please contact, Chair, Health Programs
School of Health and Community Services
(705) 759-2554, Ext. 2689

I. COURSE DESCRIPTION:

This course is designed to enhance caring interpersonal communication and the therapeutic use of self through the application 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. The lab will be a safe place for practicing relational skills and establishing a therapeutic relationship. Strict reliance on understanding class content is not a sufficient condition for demonstrating knowledge in this course.

To facilitate learning, labs are scheduled for two hours every second week as opposed to one hour each week. Students must attend labs 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. Practicing outside of lab time is viewed as a success strategy and is highly recommended.

This course is support by the Learning Management System (LMS).

III. TOPICS:

Week	Class: Monday	Lab: Wednesday
1: Jan. 7	Self Within a Therapeutic Relationship Course Introduction Communication Process Responsible, Assertive, Caring Communication Introduction to Relational Care Introduction to Therapeutic Relationship	Group A Introduction to Lab/Video Phases of Therapeutic Relationship: initiating the relationship/introduction
2: Jan. 14	Context of Therapeutic Relationships CNO Standards & RNAO Best Practice Guidelines Introduction to Assignment #1	Group B as above
3: Jan. 21	Therapeutic Relationship Continued Collaborative Partnership Relational Dimensions Caring Concepts Presence	Group A Beginning a Therapeutic Rel'p Attending, Listening, Silence Creating Understanding, Engaging
4: Jan. 28	Relational Dimensions Mindfulness, Intentionality Nurses' & Clients' Perceptions of Caring Helping Relationships	Group B as above
5: Feb. 4	Warmth, Genuineness, Compassion, Comfort	Group A Other Centredness, Warmth, Genuineness, Responsiveness, Comforting, Compassion
6: Feb. 11	<i>Assignment #1 due Feb 11th at beginning of class</i> Respect, Trust, Empathy Introduction to Assignment #2	Group B as above
7: Feb. 18	<i>Stat Holiday: Family Day</i>	Group A Respect, Empathy Self Disclosure Non Judgemental Responding
8: Feb. 25	<i>Study Week</i>	<i>Study Week</i>
9: Mar. 3	Reciprocity, Mutuality	Group B as above
10: Mar.10	Empowerment Giving Voice	Group A Concreteness, Information Giving, Asking Questions, Giving Opinions, Confrontation
11: Mar. 17	Hope, Spirituality, Creating Meaning	Group B as above
12: Mar. 24	Assignment # 2 Video Role Play	Assignment #2 Video Role Play
13: Mar. 31	Assignment # 2 Video Role Play	Assignment #2 Work
14: April 7	<i>Assignment #2 due Monday, April 7th by 1530hrs in D1093</i>	

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: American Psychological Association.
- Balzer Riley, J. (2008). *Communication in nursing* (6th ed.). St. Louis, MI: Mosby.
- College of Nurses of Ontario. (2005). *Culturally sensitive care*. Toronto, ON: Author. (can be found in Compendium of Standards at www.cno.org)
- College of Nurses of Ontario. (2005). *Ethics*. Toronto, ON: Author. (can be found in Compendium of Standards at www.cno.org)
- College of Nurses of Ontario (2005). *Professional standards: Revised 2002..* Toronto, ON: Author (can be found in Compendium of Standards at www.cno.org)
- College of Nurses of Ontario. (2006). *Therapeutic nurse-client relationship*. Toronto, ON: Author (can be found in Compendium of Standards at www.cno.org)
- Gottlieb, L., Feeley, N., & Dalton, C. (2006). *The collaborative partnership approach to care: A delicate balance* (Rev. ed.). Toronto, ON: Mosby
- Registered Nurses' Association of Ontario, (2006). *Client centred care*. Toronto, ON: Author. (can be found in RNAO Best Practice Guidelines at www.rnao.org) pp. 12 – 24 are essential reading pages and pp. 2-3 in supplement found at end of document)
- Registered Nurses' Association of Ontario, (2006). *Establishing therapeutic relationships*. Toronto, ON: Author. (can be found in RNAO Best Practice Guidelines at www.rnao.org) pp. 12 - 25 are essential reading pages and pp. 2-3 in supplement found at end of document)
- High 8mm video tape (Hi8) (digital)
- Supportive Readings: on reserve in library, found on relevant databases, linked to on LMS or to be handed out in class
- Recommended Resources:**
- Cutcliffe, J., & McKenna, P. (Eds.). (2005). *The essential concepts of nursing*. Toronto, ON: Elsevier
- Readings and learning resources from NURS 1206, 1056 and 1006.

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignment # 1: Formal Paper (structured reflection) with Video/Role Play: 40%
Due Monday, February 11, at 1230hrs.

Assignment # 2: Formal Paper (structured reflection) with Video/Role Play: 60%
Due Monday, April 7, by 1530hrs in D1093.

Please refer to Student Manual and Course Evaluation and Learning Activity Package for 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 via the course LMS are acceptable with permission from the course professor. Written requests must include new due date and time. Extension penalties for non extenuating circumstances will be 10% per day including weekends and holidays. Note the 10% is of the percentage of the assignment. For example, if an assignment is worth 40% then 10% of that assignment would be a loss of 4 marks per day. Late assignments emailed to the professor via the student's academic account are acceptable but must be accompanied with a hard copy as soon as possible.

Up to 10% will be deducted for APA errors.

Both assignments must be submitted to www.turnitin.com by their due date and time. Assignments not handed in on time to turnitin will be considered a late assignment and program policies regarding late assignments will apply.

Punctual and regular attendance at classes is highly recommended as a success strategy in this course.

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.

Communication:

The College considers *LMS* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the *Learning Management System* communication tool.

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 Chair's secretary. Students will be required to provide a transcript and course outline related to the course in question.