

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



## COURSE OUTLINE

<b>COURSE TITLE:</b>	Human Relationships		
<b>CODE NO. :</b>	PNG113	<b>SEMESTER:</b>	1
<b>PROGRAM:</b>	Practical Nursing		
<b>AUTHOR:</b>	Northern Partners in Practical Nursing Education, Gwen DiAngelo, Lynn Tomie, Lucy Pilon, Esther Jussila Gold		
<b>DATE:</b>	Jan. 2012	<b>PREVIOUS OUTLINE DATED:</b>	Sept. 2010
<b>APPROVED:</b>	"Marilyn King"		Jan. 2012
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	<b>CHAIR, HEALTH PROGRAMS</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>	3		
<b>PREREQUISITE(S):</b>	None		
<b>HOURS/WEEK:</b>	3		

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*For additional information, please contact the Chair, Health Programs*  
*School of Health Wellness and Continuing Education*  
*(705) 759-2554, Ext. 2603*

**I. COURSE DESCRIPTION:**

Using an experiential approach, this course will focus the learner on the skills necessary to communicate effectively on a personal and professional level. The concept of caring will be used as a basis to explore the helping relationship, interviewing skills and group dynamics.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

1. Demonstrate caring behaviours when interacting with others.

Potential Elements of the Performance:

- Define caring
- Formulate a personal perception of caring based on existing theory and research
- Describe the attributes of professional caring
- Differentiate between caring and uncaring behaviours
- Discuss the Therapeutic Nurse Client Relationship as outlined in the College of Nurses of Ontario Practice Expectations
- Explore caring across cultures

2. Develop an awareness of professional interaction style.

Potential Elements of the Performance:

- State the goals of helping
- Describe the phases of the helping relationship
- Discuss the core values and characteristics of the helper-client relationship
- Explain the elements of the communication process
- Assess own personal communication style
- Differentiate between social interaction and professional communication
- Differentiate between verbal and non-verbal communication
- Describe the modes of non-verbal communication
- Describe the characteristics of effective verbal communication
- Describe the modes of non-verbal communication
- Describe the effects of body language on verbal communication
- Differentiate between therapeutic and non-therapeutic communication
- Describe the skills involved in therapeutic communication
- Explain how communication strategies can be adapted to meet the needs of the client
- Demonstrate professional insight into own personal interaction style

3. Demonstrate effective interpersonal and interviewing skills with individuals.

Potential Elements of the Performance:

- State the purpose of an interview
- Explain the factors affecting an interview
- Describe the types of interviews
- Describe the structure of an interview
- Discuss a variety of approaches that can be used to initiate an interview

4. Apply concepts related to group process and effective team building.

Potential Elements of the Performance:

- Define group and group process
- Discuss the stages of group development
- Describe task and maintenance role functions within a group setting
- Describe the different leadership styles within a group
- Explain various group decision making styles
- Discuss the characteristics of effective and ineffective groups
- Identify the methodologies to assess the effectiveness of own group's interactions

**III. TOPICS:**

1. Interpersonal Skills
2. Helping Relationships
3. Communication
4. Caring
5. Interviewing Skills
6. Group Process
7. Team Building

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

College of Nurses of Ontario. *Practice standard: Therapeutic nurse-client relationship*. Toronto: CNO.

College of Nurses of Ontario. Practice guideline: *Culturally sensitive care*. Toronto: CNO.

Balzer Riley, J. (2008). *Communication in nursing* (6<sup>th</sup> ed.). Toronto, ON: Elsevier Mosby.

Potter, P. A. and Perry, A. (2009). *Canadian fundamentals of nursing* (4<sup>th</sup> ed.). Toronto, ON: Elsevier Mosby.

V. EVALUATION PROCESS/GRADING SYSTEM:

Test #1	30%
Mid-term Test	30%
Final Test	40%
<b>Total</b>	<b>100%</b>

1. The pass mark for the course is 60%. The total grade is composed of marks accumulated for 3 tests.
2. All policies and procedures as outlined in the current Student Success Guide related to submitting assignments, scholarly work/academic honesty, tests and examinations.
3. **No supplements** will be provided for tests.

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%	
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 /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.	

**NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.**

**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.

**A minimum of a “C” grade is required to be successful in all PNG coded courses.**

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**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.

**VII. COURSE OUTLINE ADDENDUM:**

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