

**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:** Nicky Kerr R.N. B.Sc.N. MN. in partnership with Course Professors from Cambrian College, Laurentian University and Northern College

**DATE:** Jan. 16, 2014 **PREVIOUS OUTLINE DATED:** 2013

**APPROVED:** "Marilyn King" Jan/14

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**CHAIR, HEALTH PROGRAMS**

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**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 the Chair, Health Programs*

*School of Health Wellness and Continuing Education*

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**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 service. The purpose of this course is to understand and apply therapeutic relationship concepts, and to reflect on their application in practice as a means to becoming a nurse.

**Process:**

This course, through guidance and examination of evidence is experientially based. Student learning emerges through class and relational lab activities including group discussions, role playing and critique of self-videos. 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 highly recommended as reflection is on action. The learner's 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, relational skills labs are scheduled for two hours blocks in smaller groups every other week over the course of the semester (as designated in the lab schedule). Respecting that DVD recording may not initially be a comfortable learning style for some, it is important for students to remain in the learning groups assigned by the professor (ongoing feedback with familiar peers over time will help to facilitate student learning). For students who are absent for extraordinary circumstances, the course professor in collaboration with the students in that group, will explore options for lab make up time. 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.

Students who successfully complete the GPA training provided in this class will obtain a certificate of completion for their professional portfolio. In addition, this course is supported by the College's Learning Management System (LMS).

## III. TOPICS:

Week of	Class: Monday Lectures (for all student groups)	Required Readings Prior to Class
1: Jan. 9	<b>Getting started: Basics for a building a therapeutic relationship</b> Course Introduction Responsible, Assertive, Caring Communication Being in Relation	CNO Practice Standards and the RNAO Best Practice Guidelines <b>*bring these to your class each week*</b>
2: Jan.16	<b>Communication and culture: Working with individuals and groups from the client and nurse's perspective</b>	Chapter 1, 2, 3, 4, & 5 in Balzer Riley, *
3: Jan. 23	<b>Building relationships through communication: From the client and nurse's perspective</b>	Chapter 7, 8, 9, 10, & 11 in Balzer Riley, *
4: Jan. 30	<b>(cont) Building relationships with communication: From the client and nurse's perspective</b>	Chapter 12,13, 14, 15, & 16 in Balzer Riley, *
5: Feb. 6	<b>Building confidence with communication</b>	Chapter 17, 18, & 19 in Balzer Riley, * Chapter 20, 21, & 22 in Balzer Riley, *
6: Feb. 13	<b>SBAR and Electronic Communication</b>	Sault Area Hospital handouts, Chapter 6 in Balzer Riley, *
<b>Feb.13 Assignment #1 due by 12 noon <u>for all students</u> (40 points)</b>		
7: Feb. 17-21	<b><i>Study Week!</i></b>	
8: Feb. 27	<b>Relational dimensions: Conflict</b>	Chapter 23, 24, & 25 in Balzer Riley, * Chapter 26, 27, & 28 in Balzer Riley, *
9: Mar. 6	<b>Relational dimensions: Hope and end-of-life Professional communication in groups</b>	Chapter 29 in Balzer Riley, *, handouts
10: Mar.13	PREP For role play	See LMS for posted scenarios !! Study as client and nurse. (Done in Pairs)
11: Mar.18*, 20	<b>Scenario Role play</b>	
12: Mar. 27	<b>Scenario Role play</b>	
13: Apr. 3	<b>Wrap Up, Evaluations</b>	<b>Assignment #2 due!!! Hand in, in class.</b>

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

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

Advanced Gerontological Education, Inc. (2010) *Gentle persuasive approaches in dementia care: Responding to persons with challenging behaviors* (2<sup>nd</sup> ed.).

American Psychological Association. (2009). *Publication manual of the American psychological association* (6<sup>th</sup> ed.). Washington, DC: Author.

Balzer Riley, J. (2012). *Communication in nursing* (7<sup>th</sup> ed.). St. Louis, MI: Mosby.

College of Nurses of Ontario. (2009). *Culturally sensitive care*. Toronto, Canada: Author. Retrieved from [http://www.cno.org/Global/docs/prac/41040\\_CulturallySens.pdf](http://www.cno.org/Global/docs/prac/41040_CulturallySens.pdf)

College of Nurses of Ontario. (2009). *Ethics*. Toronto, Canada: Author. Retrieved from [http://www.cno.org/Global/docs/prac/41034\\_Ethics.pdf](http://www.cno.org/Global/docs/prac/41034_Ethics.pdf)

College of Nurses of Ontario. (2009). *Professional standards: Revised 2002*. Toronto, Canada: Author. Retrieved from [http://www.cno.org/Global/docs/prac/41006\\_ProfStds.pdf](http://www.cno.org/Global/docs/prac/41006_ProfStds.pdf)

College of Nurses of Ontario. (2009). *Therapeutic nurse-client relationship: Revised 2006*. Toronto, Canada: Author. Retrieved from [http://www.cno.org/Global/docs/prac/41033\\_Therapeutic.pdf](http://www.cno.org/Global/docs/prac/41033_Therapeutic.pdf)

Registered Nurses' Association of Ontario. (2002). *Client centered care*. Toronto, Canada: Author. Retrieved from [http://www.rnao.org/Storage/15/932\\_BPG\\_CCCare\\_Rev06.pdf](http://www.rnao.org/Storage/15/932_BPG_CCCare_Rev06.pdf) (**Note:** pp. 12 – 24 only)

Registered Nurses' Association of Ontario. (2002). *Establishing therapeutic relationships*. Toronto, Canada: Author. Retrieved from [http://www.rnao.org/Storage/15/936\\_BPG\\_TR\\_Rev06.pdf](http://www.rnao.org/Storage/15/936_BPG_TR_Rev06.pdf) (**Note:** pp. 12 – 25 only)

One course dedicated recordable DVD (DVD-R) for assignment #2

You will be required throughout the course of the semester to obtain supportive articles from library databases, and bring those to class for our group discussion.

**RECOMMENDED RESOURCES:**

Readings and learning resources from NURS 1206, 1056 and 1004.

**V. EVALUATION PROCESS/GRADING SYSTEM:****Assignment # 1: Therapeutic Relationship DVD Analysis Paper: 40%**

For all students is due *February 13<sup>th</sup> @ 1200* in D2L dropbox

**Assignment # 2: Formal Paper (structured reflection) with DVD-R/Role Play: 60%  
Supported by Gentle Persuasive Approach Curriculum**

Part A: Recorded Scenario Role Play: 40%

Part B: Formal Paper: Structured Reflection: 20%

Due *April 3<sup>rd</sup> @ at the beginning of your scheduled class* (hard copy)

Assignment guidelines:

1. Please refer to your BScN Student Manual for policies regarding assignments.
2. All assignments are due at the beginning of class on the designated date unless instructed otherwise.
3. Any assignment extension requests must be made in writing to the professor and must include a new due date and time. Extension penalties for non-extenuating circumstances will be 10% per day including weekends and holidays.
4. Up to 25% may be deducted for APA errors and if professional norms are not followed. Assignments for NURS 1207 may be written in first person and it is suggested that the College Writing Center be fully utilized if possible.
5. Both formal paper assignments must be submitted on time as per due date and time communicated to you by course professor. Assignments not handed in on will be considered late, and program policies regarding late assignments will apply.
6. Assignments not handed directly to the professor and outside the designated date and time must be dated and signed by a Health Program staff or faculty member.
7. Attendance in relational skills labs is highly recommended and any missed time will be made up as determined by the course professor and student (GPA is mandatory attendance, time missed must be made up).
8. Punctual and regular class attendance is highly recommended as a success strategy in this course.
9. Students are encouraged to access Sault College Student Services, the College Writing Center, and /or the course professor for learning support.
10. Use the provided marking schemes/rubric to guide your work.

### Marking Rubric

The following rubric will be used when marking each assignment.

A (80 – 100)	B(70 – 79)	C(60 – 69)	D/F (0 – 59)
Comprehensively addresses each component of assignment	All components of assignment addressed	Most components of assignment addressed	Minimal to no assignment components addressed
Consistent coherent and logical unfolding of topic/theme throughout work	Coherent development of topic/theme – may at times waver from theme	Some coherent logical development of topic/theme – difficulty following theme throughout work	Minimal to no coherent logical development of topic/theme – theme not evident
Many new ideas and insights presented: creative thought evident	Some new ideas and insights presented: creative thought evident at times	Few new ideas and insights presented –	Rare to no new ideas and insights presented
Excellent integration of relevant scholarly literature. Primary sources evident. References mostly paraphrased with a few quotes. Goes beyond assignment expectations for number of references	Good integration of relevant scholarly literature. Use of primary sources evident. Use of paraphrases and quotes. Meets assignment requirements for minimum number of references	Some integration of relevant scholarly literature. Little use of primary sources. Heavy use of quotes. Disconnection between references and work. May not meet assignment requirements for minimum number of references	Very few references used. Use of non scholarly resources. Primary sources not included. Only quotes used within work. Does not meet assignment requirements for minimum number of references
Writing consistently clear, succinct, scholarly and professional	Writing clear, succinct, scholarly and professional	Writing somewhat unclear, rambling, non-scholarly, unprofessional	Writing unclear, rambling, non-scholarly, unprofessional
Free of grammatical, spelling and APA errors.	A few grammatical, spelling and/or APA errors	Many grammatical, spelling and/or APA errors	Numerous grammatical, spelling and/or APA errors

**ASSIGNMENT # 1: STRUCTURED REFLECTION ON OBSERVED DVD: 40%****Due Date: February 13<sup>th</sup> 2014, 0830 hrs – Submit to D2L Drop Box**

**Purpose:** Learners will demonstrate their ability using an adaptation of Johns' (2006) Model of Structured Reflection (FOLLOW MARKING SCHEME) to analyze relational abilities in establishing a **therapeutic relationship** within a pre-taped clinical scenario. The purpose of using Johns' cue questions is to guide reflection of the relationship and analyze the interaction through empirics and theory.

**Assignment Process/Guidelines:**

- View the DVD clinical scenario. (The clinical scenario will be uploaded to D2L for your viewing).
- Using the adaptation of Johns' (2006) Model of Structured Reflection as described in Assignment #1 marking scheme, analyze relational abilities of the nurse in establishing a **therapeutic relationship**. Core questions of reflection include: What was the nurse's image of nursing as portrayed within her therapeutic relational behaviors? What was the meaning for the client and the nurse? Students are encouraged to use direct quotes from the scenario within their reflection in their paper analysis.
- Maximum page length is 5 pages not including cover or reference pages. Pages beyond the page limit will not be marked. References within the assignment must include CNO and RNAO documents as studied within the course and 2 nursing scholarly articles beyond those identified as required readings in the course. Carper's (1978) "Fundamental Patterns of Knowing in Nursing" nor Johns Model (2006, 2009) cannot be counted as either of these 2 articles. But must be referenced if referring to them in paper. References using course materials (textbooks & required readings) may be included but do not meet minimal requirements as described above.

**ASSIGNMENT #1: STRUCTURED REFLECTION: MARKING SCHEME**

**Core Questions: What was the nurse’s image of nursing as portrayed within her therapeutic relational behaviors?  
What was the meaning for the client and the nurse?**

<b>REFLECTIVE CUE QUESTIONS TO ADDRESS</b>	<b>POS. PTES.</b>	<b>EARNED PTES.</b>
Focus (write) on a description of the therapeutic encounter including verbal and nonverbal behaviors – how did the nurse relate to the client? What particular issues seem significant to pay attention to?	<b>6</b>	
What was the nurse trying to achieve and did she respond effectively? What were the consequences of her actions for the client, for the nurse?	<b>6</b>	
What factors might have influenced the way the nurse was feeling, thinking and responding in this situation? (personal, organizational, professional, cultural). What knowledge did or might have informed the nurse?	<b>6</b>	
To what extent did the nurse act for the best and in tune with professional values? Given this situation again, how might the nurse respond differently? What would be the consequences of responding in new ways for the client and the nurse? What factors might constrain her from responding in new ways?	<b>10</b>	
What insights have I gained about relational abilities within a therapeutic nurse client relationship? (framing perspectives: Carper’s-1978-ways of knowing and Johns’ Structured Reflection Model -2006. How will I use these insights in my nursing practice?	<b>12</b>	
<b>Total</b>	<b>40</b>	
<b>POSSIBLE DEDUCTIONS</b>		
APA format (up to 10%)	<b>-0</b>	
Professional norms (envelope, timeliness, length of paper, flow of ideas, articles of support, etc...) (up to 10%)	<b>-0</b>	
<b>TOTAL POINTS EARNED ON ASSIGNMENT #1</b>	<b>40</b>	
Comments:		



**ASSIGNMENT # 2: PART A: Scenario ROLE PLAY (40%)**  
**PART B: STRUCTURED REFLECTION (20%)**  
**TOTAL: 60%**

**Due Date: Parts A & B due April 3<sup>rd</sup>, at the beginning of your scheduled class.**

**Purpose:** The purpose of this assignment is to demonstrate praxis within a therapeutic relationship. Learners will be video recorded with the objective of showing therapeutic relational capacities with a client utilizing Gentle Persuasive Approach in Dementia Care. The video will be evaluated on the learner's ability to provide relational care and **not on knowledge of disease processes** or relevant nursing care of such processes. Using Johns' Model of Structured Reflection (2006), learners will reflect on their relational abilities addressing these core questions:

- a. How did I portray my image of nursing?
- b. How did I portray my therapeutic relational abilities? and
- c. What was the meaning for the client?

**Assignment Process/Guidelines:**

1. You will be given one case scenario from 3 provided in Prep week to role play on the spot with a partner.
2. Sign up for a 15-minute recording session. The sign up schedule will be brought to one class and then posted on D2L.
3. For your scenario session... You must be professional in our appearance with your uniform and name tag. The role playing session will be 5 - 7 minutes in length beginning with an introduction. The clients in the case studies will be role played by your partner.  
***ALL role play interaction is considered confidential. And will be recorded.***
4. Following the recording session, complete the assessment tool in preparation for writing the structured reflection using Johns' Model of Structured Reflection (2006): see video assessment tool and written reflection guide/marketing schemes following these instructions.
5. Submit your Reflective Paper and assessment tool in class on the required date and time. The assignment will be considered incomplete unless all components are submitted and labeled with your name and submitted on time.
6. Maximum page length of the structured reflection is 6 pages not including cover, reference or appendix pages. Pages beyond this limit will not be marked. Students are required to use direct quotes from the scenario in their written reflection.
7. The three scholarly nursing journal articles must be beyond those required in the course readings.

**ASSIGNMENT #2: PART A: ASSESSMENT OF RELATIONAL ABILITIES**

ASSESSMENT CRITERIA	EARNED PTES.	COMMENTS
<p><b>A. Sensitivity to Other’s Experience</b>                      1: self-absorbed                      2: task-oriented (fix-it or ambivalence)                      3: appropriate application of understanding skills                      4: relationship focus with client centeredness</p>		
<p><b>B. Type of Relationship</b>                      1: social                      2: behavioral (limited expression of caring/ relating, emphasis on skills                      3: transitory closeness                      4: therapeutic</p>		
<p><b>C. Trust</b>                      1: attitude of nurse demonstrates lack of value of other’s abilities                      2: defensive responses                      3: use of skill with some awareness of patient’s experience                      4: acknowledgement of client’s sharing of more personal concerns</p>		
<p><b>D. Listening</b>                      1: not listening to client’s story                      2: nonverbal demonstration                      3: picking cues that facilitate further understanding                      4: suspending one’s own judgments and demonstrating understanding of themes</p>		
<p><b>E. Warmth</b>                      1: disinterested                      2: neutral                      3: attention/interest shown                      4: acceptance of client</p>		

<p><b>F. Therapeutic Empathy</b>                  1: irrelevant                  2: a verbal response that demonstrates an awareness of surface feelings                  3: a verbal response that demonstrates an understanding of client’s affect and content                  4: a verbal response that demonstrates depth of understanding that is reflected back to the client</p>		
<p><b>G. Genuineness</b>                  1: flat affect                  2: hides behind the professional facade                  3: controlled and refrains from expressing feelings that could impede the development of the relationship                  4: congruency demonstrated</p>		
<p><b>H. View of Client</b>                  1: dismissive                  2: as a client                  3: as a person                  4: as a unique person with unique experiences (who suffers)</p>		
<p><b>I. Commitment of Self to Client</b>                  1: not receptive to client’s experience                  2: attending to distractions                  3: concern for client                  4: acceptance of other as Presented</p>		
<p><b>J. Outcome</b>                  1: no engagement                  2: no connectedness                  3: some comfort                  4: connectedness</p>		
<p><b>TOTAL (40 points)</b></p>		

**ASSIGNMENT #2: PART B: STRUCTURED REFLECTION: MARKING SCHEME**

**Core Questions: How did I portray my image of nursing?  
 How did I portray my therapeutic relational abilities?  
 What was the meaning for the client?**

ASSESSMENT CRITERIA	POSS. PTES.	EARNED PTES.
Focus on a description of the therapeutic encounter including verbal and nonverbal behaviors – how you <i>related</i> to the client. What particular issues seem significant to pay attention to?	3	
How were others feeling and why did they feel that way? How was I feeling and why did I feel that way? What was I trying to achieve and did I respond effectively? What were the consequences of my actions on the client, others and myself?	3	
What factors influenced the way I was/am feeling, thinking or responding to this situation? (personal, organizational, professional, cultural) What knowledge did or might have informed me?	3	
To what extent did I act for the best and in tune with my values? How does this situation connect with previous experiences? Given this situation again, how might I respond differently? What would be the consequences of responding in new ways for the client, others and myself? What factors might constrain me from responding in new ways?	4	
How do I now feel about this experience? Am I able to support myself and others better as a consequence? What insights have I gained? (framing perspectives: ways of knowing: Carper’s (1978), and Am I more able to realize desirable practice? (being available: Johns’ (2006)	4	
What have I learned through reflecting?	3	
<b>Total</b>	<b>20</b>	
<b>POSSIBLE DEDUCTIONS</b>		
APA format Professional norms (timeliness, length of paper, flow of ideas, articles of support, intro, conclusion, etc...) (up to -25%)	-0	
<b>TOTAL POINTS EARNED ON ASSIGNMENT #2-PART B</b>	<b>20</b>	
Total 40 + 20 (A + B)	<b>60</b>	
Comments:		

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%	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	

## VI. SPECIAL NOTES:

### Communication:

This course's LMS site, its features, and its contents are for the exclusive use of nursing students registered in this section of this course. The information contained herein is privileged and confidential. Any unauthorized use, dissemination, or copying is strictly prohibited.

### Minimal requirements for passing NURS 1207:

All NURSING courses require 60% for a passing grade

Electronic Devices in the Classroom

Students are asked to turn off their cell phones during class time and labs. For extenuating circumstances where a student needs to have continued phone contact, permission from the professor is required to have the phone set for vibrate. Students found talking or texting on their phone during class or labs will be asked to leave.

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.