

I. COURSE DESCRIPTION:

This course introduces therapeutic use of knowledge and skills in relation to others in the context of professional relationships. Opportunities are provided to develop beginning competencies in the establishment of respectful and safe engagement for client-centered care. Learners are required to integrate new and prior learning.

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 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 interactive classroom activities including group discussions, role playing and critique of scenarios. The learner is expected to be prepared for class and to actively engage in the ideas expressed in class. Attendance in GPA seminar is mandatory.

To facilitate learning, GPA training is scheduled for one full day (your class will be split in 2 groups – you will attend one session). Practice for recording for assignment number two can be done in the apartment lab with equipment borrowed from the library or your own equipment during open lab hours and in the classroom weekly at the scheduled practice times. Respecting that 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). Practicing outside of lab/classroom 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	Getting started: Basics for a building a therapeutic relationship Course Introduction Responsible, Assertive, Caring Communication Being in Relation	CNO Practice Standards and the RNAO Best Practice Guidelines *bring these to your class each week*
2: Jan.16	Communication and culture: Working with individuals and groups from the client and nurse's perspective	Chapter 1, 2, 3, 4, & 5 in Balzer Riley
3: Jan. 23	Emotional Intelligence	http://ra.ocls.ca/ra/login.aspx?inst=sault&url=http://search.ebscohost.com.eztest.ocls.ca/login.aspx?direct=true&db=cin20&AN=103863209&site=eds-live&scope=site
4: Jan. 30	Building relationships through communication: From the client and nurse's perspective	Chapter 7, 8, 9, 10, & 11 in Balzer Riley
5: Feb. 6	(cont) Building relationships with communication: From the client and nurse's perspective	Chapter 12,13, 14, 15, & 16 in Balzer Riley
6: Feb. 13	Building Confidence with communication PAPER #1 DUE – dropbox Feb 20/2017	Chapter 17,18 & 19 in Balzer Riley Chapter 20, 21 & 22 in Balzer Riley
7: Feb. 20	STUDY WEEK	NO CLASS
8: Feb. 27	Relational dimensions: Conflict SBAR and Electronic Communication	Chapter 23, 24, & 25 in Balzer Riley Chapter 26, 27, & 28 in Balzer Riley Sault Area Hospital handouts, Chapter 6 in Balzer Riley
9: Mar.6	Relational dimensions: Hope and end-of-life Professional communication: Groups/Emotional Intelligence	Chapter 29 in Balzer Riley, handouts
10: Mar. 13	In class case studies/role playing	Will provide examples of Assign#2
11: Mar. 20	Prep for Role Play (video recording)	
12: Mar. 27	Video recording – working on Assignment #2	
13: Apr. 3	Wrap Up, Evaluations	ASSIGNMENT #2 due

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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Advanced Gerontological Education, Inc. *Gentle persuasive approaches in dementia care: Supporting Persons with Responsive Behaviours (3rd ed.)*
ISBN 9780969102038

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

Balzer Riley, J. (2017). *Communication in nursing 8th ed.*. St. Louis, MI: Elsevier.

College of Nurses of Ontario. (2009). *Culturally sensitive care*. Toronto, Canada: Author. Retrieved from
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

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

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

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 (**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 (**Note:** pp. 12 – 25 only)

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 BSCN 1206, 1056 and 1004.

V. EVALUATION PROCESS/GRADING SYSTEM:**Assignment # 1: Therapeutic Relationship Analysis Paper: 35%**

For all students is due *February 20th @1600* in D2L dropbox

Supported by Gentle Persuasive Approach Curriculum

Assignment # 2: Formal Paper (structured reflection) with Video Recording Role

Play: 65% Due April 3rd at the beginning of class (hardcopy)

Part A: Recorded Scenario Role Play and Structured Reflection: 35%

Part B: Self Evaluation Tool: 30%

Assignment guidelines:

1. Please refer to your BScN Student Manual for policies regarding assignments.
2. 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.
3. Up to 25% may be deducted for APA errors and if professional norms are not followed. Assignments for BSCN 1207 may be written in first person and it is suggested that the College Writing Center be fully utilized if possible.
4. 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.
5. Punctual and regular class attendance is highly recommended as a success strategy in this course.
6. Students are encouraged to access Sault College Student Services, the College Writing Center, and /or the course professor for learning support.
7. Use the provided marking schemes on each assignment and general rubric to guide your work.

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

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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

Midterm grades

Midterm 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.

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 in D2L and on the portal form part of this course outline.