

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Relational Practice I

CODE NO. : BSCN 1206

SEMESTER:

PROGRAM: Collaborative BScN

AUTHOR: Lucy Pilon (In Partnership with Cambrian College,
Laurentian University, Northern College & St. Lawrence
College).

DATE: June 2015 **PREVIOUS OUTLINE DATED:** June 2014

“Marilyn King”

Sept. 4, 2015

APPROVED:

CHAIR, HEALTH PROGRAMS

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): none

HOURS/WEEK: 3 Hours/Week

Copyright ©2012 The Sault College of Applied Arts & Technology
*Reproduction of this document by any means, in whole or in part, without prior
written permission of Sault College of Applied Arts & Technology is prohibited.*
For additional information, please contact Marilyn King, Chair, Health Programs
School of Health Wellness and Continuing Education
(705) 759-2554, Ext.2689

I. COURSE DESCRIPTION:

This course focuses on the learner's discovery of self as nurse and self in relation to others. Opportunities are provided to engage in structured reflection guided by the literature and interaction with others. Emphasis is placed on understanding how select concepts relate to and impact on experiences with self and others. Learners are required to integrate concurrent learning. (lec/sem 3) cr 3.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**TEACHING/LEARNING PROCESS:**

This course, through guidance and dialogue with others (especially peers) is experientially based. Student learning emerges from various learning activities such as class and group discussions, as well as guided reflection. The learner is encouraged to think about self in relation to choices and behaviours as a basis for structuring the reflective process. The learner is expected to bring preparatory and reflective work to each class to help guide his/her learning.

Humans have the capacity to introspectively consider the activities that they engage in and then moderate their future activities. Learning from experiences – reflection-on-action is the ability to reflect after an experience has occurred (retrospective), and will be each learner's goal of this course. Reflection-in-action - the ability to reflect on an experience while in the moment (real-time) will be the goal of your nursing career. This will take years of practice to achieve, and the first step is learning the process of reflection-on-action.

Although the materials selected for classes facilitate self-directed learning, participation in preparatory and in-class work is an expectation. The intent of the learning materials is to engage the learner in the challenge of becoming a professional nurse. As a learner in a professional school, he/she is encouraged to find "critical peers" and to access other forums for collegial exchange. In relation to BSCN 1004, you will be required to write structured reflections based on a model used for reflection which will be integrated within the course assignments for BSCN 1206.

As a learner, you are encouraged to read the syllabus in complement with the Policy and Regulation Manual. Browse through the course information to get a sense of the course as a whole. Note due dates (and record such on your calendar now) for the preparatory and assigned work. As you progress through this course, keep in contact with the course instructor to prevent confusion and alleviate any concerns you may have regarding the course.

This course is supported by the D2L. It is your responsibility to check this course site frequently for informational updates.

ENDS-IN-VIEW

This course introduces learners to a guided exploration of self. As opposed to 'self-analysis', it focuses on illuminating aspects of self as a precursor to the development of therapeutic engagement with another. The transformation from a self-focus towards being a nurse within a professional relationship requires that the student continually reflect on the presence of self for an understanding of living the nursing role. As a complement to the learning process, Johns (2009) model of structured reflection will facilitate the expansion of the personal blueprints of thinking, to begin charting a way in becoming a nurse.

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*.

Washington DC: Author.

Or

Haig, J., MacMillan, V., & Raikes, G. (2010). *Cites & sources: An APA documentation guide (4th ed.)*. Toronto: Nelson.

Bulman, C., & Schutz, S. (Eds.) (2013). *Reflective practice in nursing (5th ed.)*. West Sussex, UK: Wiley-Blackwell.

Weekly learning activities available on D2L

Recommended Only

Sherwood, G. D., & Horton-Deutsch, S. L. (2012). *Reflective practice: Transforming education and improving outcomes*. Indianapolis, IN: Sigma Theta Tau International.

IV. TOPICS:**CONCEPTS FOR EXPLORATION**

- Scholarly writing expectations
- Self as a student nurse
- Nursing Knowledge
- Ways of Knowing in Nursing
- Self-awareness, self-knowledge, self-reflection
- Models of Reflection

Forming perceptions and perspectives
 Utilizing critical lenses
 Influencing factors
 Reflexivity
 Praxis and transformation
 Self-care
 Self and others: being in-relation

V. EVALUATION PROCESS/GRADING SYSTEM:

See course syllabus for detailed descriptions.

1. Assignment #1: Self Portrait Art and Written Reflection (3 - 4 pages) (25%)
2. Test - 35%
3. Assignment #3: Written Reflection (Growth and Change) (40%)
4. Laurentian Online Library Workshop Certificate (S/U)

Please remember that the assignments be written in a way that protects the right to privacy for the individual and the institution. References to individuals or institutions should be generically documented in that they cannot be identifiable. Some examples include made up names/initials, generic labels like mother, father, resident, client, nurse, nurse administrator, hospital, nursing home, etc...

GRADING SCALE

<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.	

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:

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 BSCN courses require 60% for a passing grade.

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.

As active participants in the learning process, it is expected that all student will attend classes. Absence in excess of 20% may jeopardize receipt of credit for the course (refer to Policy and Regulation Manual).

Personal Electronic Devices in the Classroom:

Students are asked to turn off their cell phones during class times and labs.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.

1. Course Outline Amendments:

The faculty member reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

2. 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.

3. Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Key Dates Calendar for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio. Student Services, located in E1101, can provide information regarding the Prior Learning Assessment and Recognition policy or it can be viewed on the student portal.

Substitute course information is available in the Registrar's office.

4. Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

5. Communication:

The College considers **Desire2Learn (D2L)** 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 this Learning Management System (LMS) communication tool.

6. Accessibility Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with the Accessibility Services office. Visit Room E1101, call Ext. 2703 or email studentsupport@saultcollege.ca so that support services can be arranged for you.

7. Audio and Video Recording Devices in the Classroom:
Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. Students with disabilities who require audio or visual recording devices in the classroom as an accommodation will receive approval from their counsellor once the Audio and Video Recording Devices in the Classroom Policy has been reviewed by the student. Recorded classroom instruction will be used only for individual academic use and will not be used for any other purpose. Recordings may only be used for individual study of materials presented during class and may not be published or distributed. Intentional misuse of audio and video recordings or intentional misrepresentation when requesting the use of a device for recording shall constitute a violation of this policy and laws protecting intellectual property.

8. Academic Dishonesty:
Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in academic dishonesty will be issued a sanction under the Student Code of Conduct which could lead to and include expulsion from the course/program. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, students must use a documentation format for referencing source material.

9. Tuition Default:
Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.