

I. COURSE DESCRIPTION:

This course provides an opportunity for learners to develop a conceptual and experiential understanding of effective interpersonal relationships. Opportunities will be provided for learners to become aware of their interpersonal style as it impacts on their relationships with clients and colleagues. Through integration of the principles of effective interpersonal strategies, learners will participate in initiating, maintaining and bringing to closure care relationships.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

ENDS-IN-VIEW:

This course examines underlying philosophical, ethical and theoretical perspectives of **being in relation** within a nursing context. This course builds on the learners' basic interpersonal skills addressed in Self and Others I and II. Such learning will serve as a building block in demonstrating the practical knowledge and skills of **being in relation** with a client presenting with a variety of complex health challenges. Learners' willingness to critically examine their role in a therapeutic relationship is a must in order to identify the salient features of competent relational care. The discussion and examination of caring incidents combined with nursing knowledge assists learners to acquire insight, identify patterns, find meanings and make competent nursing decisions with respect to **being in relation**.

PROCESS:

In this course learners are required to be active and involved in learning and hence, this course is experiential in nature. That is, learning emphasizes the "to do" and "to be" of nursing practice. Learners are not expected to be a 'perfect helper" (as there is no such thing); instead, feeling "off-balance" in role play scenarios is acceptable. It is an expected dimension of the process of cultivating learning. Theoretical and experiential understanding of caring relationships will be facilitated by a combination of preparatory work, class discussion, case studies, small group work, role-playing, student presentations and individual study. Due to the number of students, time will be put aside in class to assist smaller groups to integrate relational theory within a variety of client contexts. To this end, a member of a group is expected to self- initiate in order to demonstrate his/her **being in relation**.

III. TOPICS:

Proposed Class Schedule

Introduction, Caring Competency
Philosophy, Ethics, and Theories of Caring Relationships
Philosophy, Ethics, and Theories of Caring Relationships

Relational Concept

Engagement/Detachment
Reciprocity
Creating Meaning
Presence
Comfort
Revisiting Competency
Final Videos
Sequencing of topics and assignments subject to change based on teacher/learner needs.

Context of Care

Anger/Aggression
Chronically Ill
Impaired Cognition
Overwhelmed/Hopelessness
Dying

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Leppanen Montgomery, C. (1993). *Healing through communication: The practice of caring*. Newbury Park: Sage.

Relevant articles specific to topic areas.

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author

College of Nurses of Ontario. (2004). *Compendium of Standard of Practice for Nurses in Ontario* (2nd ed.). (Available at www.cno.org)

A communication skills text of your choice.

Please purchase one video tape. This will contain all of your role playing for this course. This is a means to demonstrate your growth during this course. Throughout the term, these tapes will be a source of reflection for each learner.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. *Midterm: Video and Critical Analysis of a Nurse/Patient Encounter (30%)*

The purpose of this assignment is for the learner to critically analyze a nurse-patient encounter from a theoretical/empirical perspective. More specifically, the learner is expected to understand the dynamics beyond the spoken words or communication skill (or lack thereof). Gaut's or John's model will serve as a framework in demonstrating the learner's ability to move from textbook knowing to praxis. The maximum length of this paper is FOUR pages excluding references. No more than four pages will be accepted. A minimum of 5 different scholarly references is required. The video must accompany the formal paper and it is to be handed in as an appendix. The submission must be in accordance with APA and School policy.

You will work in groups of 4. From the group, a learner will be assigned to the role of the nurse. This learner will describe a challenging helping situation in order to script the role player. This situation could be something you have experienced in the clinical setting. The situation will be enacted and recorded. One tape will be submitted by the group and each individual will then write an individual paper.

2. *FINAL: VIDEO AND ANALYSIS OF NURSE- PATIENT ENCOUNTER*

a) Video (45%)

The purpose of this assignment is for each learner to demonstrate praxis. The learner is expected to competently demonstrate his/her therapeutic abilities during a role play. Each student will randomly pick a relational concept and context from the course schedule. See attached Course Syllabus for dates. Prior to the testing, the student will have the opportunity to practice with their peers and be guided by the professor in each praxis class. It is strongly recommended that students use this time in class to prepare for the final video praxis examination. After the testing, both the student and course professor will complete an evaluation. If the student requires more than one opportunity to demonstrate their abilities, the maximum amount possible for this portion of the grade is 60%.

b) Paper (25%)

Based on the context of the video, a written critique that reflects on the core question, “What is the meaning for the patient?” is required. Gaut’s or John’s model will serve as a framework in demonstrating the learner’s ability to move from textbook knowing to praxis. Your critique must include relevant references to support your relational approach. A minimum of 5 different scholarly references is required. You may use your course texts. The word length is FOUR pages and again, must be in accordance with APA and School policy. The video and self-evaluation must accompany the paper for submission. The deadline for the paper is one week after the self-video.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
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 /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:

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:

Please refer to your Student Manual on policies regarding assignments. Guidelines regarding the marking of assignments will be followed for each assignment. All written assignments must use APA format. Two copies are required for submission of all formal papers. A second copy will be emailed to the course professor by the due date. All assignments are due at the beginning of class unless otherwise directed. Late assignments without an extension request ahead of time (prior to the beginning of class) will be given a zero grade.

Students may lose up to **10% of the total possible marks** for an assignment because of poor form and writing style. It is expected that students who have experienced difficulties with writing competency in past courses will seek writing assistance **prior** to submission of the formal paper. Students are to keep their papers within the allowed page limit. The course professor will not read past the allowed page limit.

Please refer to the Course Syllabus for additional information regarding this course.

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 post-secondary institutions.

Communication:

The College considers **WebCT/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 *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 Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.