



## 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 COURSE SCHEDULE**

<b><i>Week:</i></b>	<b><i>In Class</i></b>
Thursday, Sept. 10	Course Introduction & Caring Competency
Thursday, Sept. 17	Philosophy, Ethics, and Theories of Caring Relationships
Thursday, Sept. 24	Philosophy, Ethics, and Theories of Caring Relationships: From the Nurses' View
Thursday, Oct. 1	Philosophy, Ethics, and Theories of Caring Relationships: From the Client's View
Monday, Oct. 5	***Interdisciplinary Class: Chronic Illness (There is no class Thursday, Oct. 8 <sup>th</sup> )
Thursday, Oct. 15	Overwhelmed/Hopelessness ( <i>On-Line Learning Activity</i> ) <b>Assignment #1 is due in my mailbox by 16:00</b>
Thursday, Oct. 22	Anger/Aggression
Thursday, Oct. 29	Study Break
Thursday, Nov. 5	Impaired Cognition
Thursday, Nov. 12	Dying/Comfort /Revisiting Competency <b>Assignment #2 is due at the beginning of class</b>
Thursday, Nov. 19	<b>Final Taping ** Scheduled Time Will occur during between 8-12 a.m. and 15:30 – 18:00</b>
Thursday, Nov. 26	<b>Videos and papers are due in my mailbox by 16:00</b>

Note: The course schedule is NOT carved in stone. Changes are dependent on availability of resources and learning needs.

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

Relevant articles specific to topic areas.

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

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:

Assignment One: Critical Analysis of Nurse Patient Encounter 25%

Assignment Two: Aesthetic Project 15%

Assignment Three & Four: Final Video 30% and Final Critique 30%

Please refer to the learning activity package for the assignment rubrics.

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.***

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.

## VI. SPECIAL NOTES:

### 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.

### 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.

### 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 Academic Calendar of Events 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.

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

### Disability 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 your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### 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*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic 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. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.