

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Self and Others III: Helping Relationships

**CODE NO.**  
NURS3206

**SEMESTER:**  
5

**PROGRAM:** Collaborative Bachelor of Science in Nursing

**AUTHORS:** Leata Rigg, Lori Matthews, June Raymond, Lissa Gagnon

**DATE:** Sept 2010

**PREVIOUS OUTLINE DATED:** 2009

**APPROVED:**

"Marilyn King"

Jul/10

**TOTAL CREDITS:** 3

**CHAIR**

**DATE**

**PREREQUISITE(S):** NURS 1207

**HOURS/WEEK:** 3

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**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**

A core premise of this course is that a nurse-patient relationship, based on purposeful and mutual respect, is central to quality nursing care. Although such an orientation was introduced earlier in the program, this course will expand learning knowing 'how' to make purposeful connections with patients living with complex care needs. To accompany a learner's knowing 'how' involves knowing about empirical, theoretical, and ethical models of nursing relational care. In this course, experiential learning activities are designed for learners to acquire insights, identify relational patterns, and make competent nursing decisions in a safe learning environment. Learners are expected to anticipate and manage 'uncertainty' in simulated scenarios through knowledge and reflection. Previous offerings of this course as well as the literature suggest that learners may experience a tension between knowing a 'cookbook approach' and knowing the complexity of relational care (Stein-Parbury, 2005). To manage this challenge, learners are encouraged be prepared for class, work in smaller groups, participate in simulated scenarios, and ask questions of the Course Professor during class

## Process

The two core features of this course are knowing 'what' and knowing 'how.' To be successful in this course, learners are required to blend both types of knowing when they assume the role of nurse in the simulated scenario. Empirical, theoretical, and ethical relevant literature will accompany each relational topic. Relevant literature will be facilitated by a combination of preparatory work, class discussion, case studies, simulated scenarios, presentations, and individual study. The literature will also assist learners in the being-in-relation with a role player as patient. Throughout the course, learners will be invited to share clinical experiences from their practice to illustrate relational topics. The learner simulated scenario, in comparison to a class discussion or presentation, has a greater potential to enhance the learner's observation of self-as-nurse and to reflect upon the salient features of competent and purposive relational care.

### III. TOPICS: See Attached

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

Relevant articles specific to topic areas.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<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.

&lt;insert course name here&gt;

&lt;insert course code number here&gt;

**V. EVALUATION PROCESS/GRADING SYSTEM:*****See course syllabus***

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.***

**VI. SPECIAL NOTES:**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. *<Optional: It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.>*

&lt;insert course name here&gt;

&lt;insert course code number here&gt;

**VII. COURSE OUTLINE ADDENDUM:**

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

**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.