

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 affects their relationships with clients and colleagues. Through integration of the principles of effective interpersonal strategies, learners participate in initiating, maintaining, and bringing closure to caring interpersonal 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 to ask questions of the Course Professor during class.

Process

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 to be prepared for class, work in smaller groups, participate in simulated scenarios, and to ask questions of the Course Professor during class.

III. TOPICS:

Please refer to the Course Syllabus for a breakdown of what we will be covering each week as well as prep work.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Relevant articles specific to topic areas.

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

EVALUATION	MARKS
Written Assignment	60%
Oral Assignment on Simulated Scenario	30%
Demonstrated Conceptual and Experiential Understanding of Effective Interpersonal Relationships Through An Aesthetic Project	10%

Please refer to the Course Syllabus for additional information regarding assignments and 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.*

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.

VII. COURSE OUTLINE ADDENDUM:

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