



## COURSE OUTLINE: BSCN3206 - RELATIONAL PRACT III

Prepared: Kay Vallee

Approved: Bob Chapman, Chair, Health

<b>Course Code: Title</b>	BSCN3206: RELATIONAL PRACTICE III				
<b>Program Number: Name</b>	3400: COLLAB BSCN				
<b>Department:</b>	BSCN - NURSING				
<b>Semesters/Terms:</b>	20F				
<b>Course Description:</b>	This course advances the development of empirical, theoretical, and experiential relational praxis. Opportunities are provided to demonstrate advanced relational competencies to establish, maintain and bring closure to professional relationships in challenging circumstances. Learners are required to integrate new and prior learning.				
<b>Total Credits:</b>	3				
<b>Hours/Week:</b>	3				
<b>Total Hours:</b>	36				
<b>Prerequisites:</b>	BSCN2057, BSCN2107, BSCN2144, CHMI2220				
<b>Corequisites:</b>	There are no co-requisites for this course.				
<b>Substitutes:</b>	NURS3206				
<b>This course is a pre-requisite for:</b>	BSCN3066, BSCN3094, BSCN3416				
<b>Course Evaluation:</b>	Passing Grade: 60%, C  A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.				
<b>Books and Required Resources:</b>	You will need to purchase the Nonviolent Crisis Intervention course book by There are no books for this class. Publisher: Details to follow at course orientation.				
<b>Ends in View and Processes:</b>	<table><tr><th>Ends in View</th><th>Process</th></tr><tr><td>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</td><td></td></tr></table>	Ends in View	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	
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In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



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	<p>'how' to make purposeful connections with patients living with complex care needs. To accompany a learner 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.</p>	<p>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 concept. Relevant literature will be facilitated by a combination of preparatory work, class discussions, 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 concepts. The learners 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.</p>
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#### Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Aesthetic Project - Visual	30%
Aesthetic Project - Peer Review	10%
Aesthetic Project - Written	25%
Critical Analysis	35%
Non-Violent Crisis Intervention	0%

#### Date:

August 17, 2020

#### Addendum:

Please refer to the course outline addendum on the Learning Management System for further

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