

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: COURSE TOPICS*

Relational Concept	Context of care	Group
Caring Competency	Diverse	-
Philosophy, ethics, theories	Diverse	-
Engagement/Detachment	Anger/Aggression	A
Reciprocity	Chronically ill	B
Creating Meaning	Impaired Cognition	C
Presence	Overwhelmed or hopelessness	D
Comfort	Dying	E
Revisiting Competency	Meaning for client	-

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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**REQUIRED COURSE TEXT:**

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

Relevant articles specific to topic areas

REQUIRED MATERIAL

Purchase one video tape. This will contain all 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:
COURSE EVALUATION:**

1. The midterm is valued at 30% of your final grade. 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). Either John's or Gaut's model can serve as a framework in demonstrating the learner's ability to move from textbook knowing to praxis. The maximum length of this paper is THREE pages excluding references. The submission must be in accordance with APA and School policy. Due date is week prior to study week.

The role play can be set early by a representative of a small group of learners. Begin to plan earlier as the role players may have time constraints. From the group, a learner will be assigned the role of nurse. This learner will describe a challenging helping situation in order to script the role player. The situation will be enacted and recorded. The tape will be shared with the group for critical examination.

Assessment of the quality of written work will consider: a) extent to which the paper addresses the focus of assignment, b) demonstrates understanding of relational theory and concepts, c) analysis is sustained by logic and evidence, d) use of appropriate and relevant literature, e) writing presentation, and f) APA.

2. Demonstration of praxis worth 45% of your final grade. 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. Prior to the testing, the student has the opportunity to practice with the peers and be guided by the professor. After the testing, the learner will be required to complete a self-evaluation. If the student requires more than one opportunity to demonstrate their abilities the maximum amount possible grade is 60%. The demonstration of praxis is scheduled near the end of term.
3. Short paper worth 25 % of the final mark. 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. Paper should incorporate Gaut’s model. Your critique must include relevant references to support your relational approach. The work length is THREE 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%	4.00
A	80 – 89%	
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: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 703 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.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. 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.