

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: SELF & OTHERS II: INTERPERSONAL RELATIONSHIPS AND AWARENESS

CODE NO. : NURS 1207 **SEMESTER:** 2

PROGRAM: Collaborative BScN

AUTHOR: Brenda Warnock in partnership with Cambrian College, Laurentian University and Northern College

DATE: Jan. 2009 **PREVIOUS OUTLINE DATED:** 2008

APPROVED: "Fran Rose"

CHAIR, HEALTH PROGRAMS

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): NURS 1206

COREQUISITE(S):

HOURS/WEEK: 4 (class 3 hrs, lab 1 hr)

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For additional information, please contact the Chair, Health Programs
School of Health and Community Services
(705) 759-2554, Ext. 2689

I. COURSE DESCRIPTION:

This course is designed to enhance caring interpersonal communication and the therapeutic use of self through the application of interpersonal skills. These communication skills will be considered from the perspectives of contextual awareness, decision making, confidence and performance.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**Ends-in-view:**

This course extends the lens of self to include a therapeutic relationship with another who seeks nursing services. The course continues with emphasis on presence of self with the intention of connecting with a client within a nursing role. The purpose of this course is to know key therapeutic relationship concepts and to reflect on their application in practice as a means to becoming a nurse.

Process:

This course, through guidance and dialogue with others, especially with peers, is experientially based. There are scheduled classes and relational skills labs. Student learning emerges through various learning activities such as class and group discussions, critiques of self-videos, and student presentations, all of which include a reflective process. The learner is expected to be prepared for class and lab and to actively engage in the ideas expressed in class. Attendance in lab is mandatory as reflection is on action. The learner's degree of readiness to learn directly influences the value of the practice lab. The lab will be a safe place for practicing relational skills and establishing a therapeutic relationship. Strict reliance on understanding class content is not a sufficient condition for demonstrating knowledge in this course.

To facilitate learning, relational skills labs are scheduled for two hours every second week. Students must attend labs with their designated group. Respecting that video-taping may be initially an unsettling learning style, students are prohibited from self-scheduling or trading spots without professor permission. The ongoing feedback with familiar critical peers facilitates learning. For students who are absent for extraordinary circumstances, the course professor in collaboration with the students will explore options for lab make up time. Please note that due to the restrictions of resources such alternatives are limited. Practicing outside of lab time is viewed as a success strategy and is highly recommended.

This course is supported by the Learning Management System (LMS).

III. TOPICS:

Week of	Class: Monday	Lab: Wednesday
1: Jan. 12	Self Within a Therapeutic Relationship Course Introduction Communication Process Responsible, Assertive, Caring Communication Introduction to Relational Care Introduction to Therapeutic Relationship	Group A Introduction to Relational Skills Lab Phases of a Therapeutic Relationship Initiating the Relationship
2: Jan. 19	Context of Therapeutic Relationship from the Client and Nurse's Perspective CNO Practice Standards RNAO Best Practice Guidelines Introduction to Assignment #1	Group B as above
3: Jan. 26	Context of Therapeutic Relationship from the Client and Nurse's Perspective Collaborative Partnership Mutuality	Group A Exploring & Zeroing In Attending, Listening, Engaging Creating Understanding & Meaning
4: Feb. 2	Relational Dimensions Caring Presence	Group B as above
5: Feb. 9	Relational Dimensions Compassion, Empathy Comfort <i>Assignment #1 due Feb 9th at beginning of class</i>	Group A Working Out, Reviewing Warmth & Genuineness Responsiveness
6: Feb. 16	Stat Holiday: Family Day	Group B as above
7: Feb. 23	Study Week	Study Week
8: Mar. 2	Respect, Trust Introduction to Assignment #2	Group A Self Disclosure Non Judgemental Responding
9: Mar. 9	Empowerment Limit Setting, Confrontation	Group B as above
10: Mar.16	Hope Spirituality Collaborative Partnership Revisited	Group A Specificity, Information Giving Asking Questions, Giving Opinions
11: Mar. 23	Assignment #2 Video Role Play (A)	Group B as above
12: Mar. 30	Assignment # 2 Video Role Play (A & B)	Assignment #2 Video Role Play (A & B)
13: April 6	<i>Assignment #2 due one week after video role play session by 1530hrs in D1093</i>	

Sequencing of topics/assignments subject to change based on teaching/learning needs.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, DC: Author.

Balzer Riley, J. (2008). *Communication in nursing* (6th ed.). St. Louis, MI: Mosby.

College of Nurses of Ontario. (2008). *Culturally sensitive care*. Toronto, ON: Author. (can be found in Compendium of Standards at www.cno.org)

College of Nurses of Ontario. (2008). *Ethics*. Toronto, ON: Author. (can be found in Compendium of Standards at www.cno.org)

College of Nurses of Ontario (2008). *Professional standards: Revised 2002*. Toronto, ON: Author (can be found in Compendium of Standards at www.cno.org)

College of Nurses of Ontario. (2006). *Therapeutic nurse-client relationship: Revised 2006*. Toronto, ON: Author (can be found in Compendium of Standards at www.cno.org)

Gottlieb, L., Feeley, N., & Dalton, C. (2006). *The collaborative partnership approach to care: A delicate balance* (Rev. ed.). Toronto, ON: Mosby

Registered Nurses' Association of Ontario, (2002). *Client centred care*. Toronto, ON: Author.

(can be found in RNAO Best Practice Guidelines at www.rnao.org) pp. 12 – 24 are essential reading pages and pp. 2-3 in Revised 2006 supplement found at end of document)

Registered Nurses' Association of Ontario, (2002). *Establishing therapeutic relationships*. Toronto, ON: Author.

(can be found in RNAO Best Practice Guidelines at www.rnao.org) pp. 12 - 25 are essential reading pages and pp. 2-3 in Revised 2006 supplement found at end of document)

Supportive Readings: on reserve in library, found on relevant databases or to be handed out in class

Recommended Resources:

Cutcliffe, J., & McKenna, P. (Eds.). (2005). *The essential concepts of nursing*. Toronto, ON: Elsevier

Readings and learning resources from NURS 1206, 1056 and 1004.

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignment # 1: Therapeutic Relationship Video Analysis Paper: 40%
Due Monday, February 9, at 1230hrs.

Assignment # 2: Formal Paper (structured reflection) with Video/Role Play: 60%
Part A: Video Scenario Role Play: 40%
Part B: Formal Paper: Structured Reflection: 20%
Due one week following video role play session by 1530hrs in D1093.

Please refer to Student Manual and Course Evaluation and Learning Activity Package for policies regarding assignments.

All assignments are due at the beginning of class on the designated date unless instructed otherwise. Extension requests must be made prior to the due date and time and must be in writing. Written requests via the course LMS are acceptable with permission from the course professor and must include a new due date and time. Extension penalties for non extenuating circumstances will be 10% per day including weekends and holidays.

Up to 10% will be deducted for APA errors. Each different type of error is a deduction of 0.25 up to a total of 10%.

Both formal paper assignments must be submitted to www.turnitin.com by their due date and time.

An electronic copy of each assignment must be emailed to the course professor via the course LMS site by the due date and time.

A hard copy of each assignment must be submitted to the professor by the due date and time as instructed. The hard copy is marked.

Assignments not handed in on time to turnitin, emailed to the LMS course site and by hardcopy will be considered late and program policies regarding late assignments will apply.

Attendance in relational skills labs is mandatory and any missed time will be need to be made up as determined by the course professor and student.

Punctual and regular attendance at classes is highly recommended as a success strategy in this course.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	4.00
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 placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
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:Disability Services:

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 Disability Services office. Visit Room E1101 or call Extension 2703 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 postsecondary institutions.

Communication:

The College considers *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 the *Student Code of Conduct*. 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 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.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.