



**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 service. The purpose of this course is to understand and apply therapeutic relationship concepts, and to reflect on their application in practice as a means to becoming a nurse.

**Process:**

This course, through guidance and examination of evidence is experientially based. Student learning emerges through class and relational lab activities including group discussions, role playing and critique of self-videos. 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 highly recommended 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 recommended.

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

## III. TOPICS:

<b>Week of</b>	<b>Class: Monday</b>	<b>Lab: Wednesday</b>
1: Jan. 4	<b>Self Within a Therapeutic Relationship</b> Course Introduction Responsible, Assertive, Caring Communication Therapeutic Relationships and Relational Caring Introduction to Assignment #1	Group A Introduction to Relational Skills Lab Engaging, Attending and Listening
2: Jan. 11	<b>Context of Therapeutic Relationship from the Client and Nurse's Perspective</b> CNO Practice Standards RNAO Best Practice Guidelines	Group B as above
3: Jan. 18	<b>Context of Therapeutic Relationship from the Client and Nurse's Perspective</b> CNO Practice Standards RNAO Best Practice Guidelines	Group A Specificity, Asking Questions, Giving Opinions
4: Jan. 25	<b>Relational Dimensions</b> Caring	Group B as above
5: Feb. 1	<b>Relational Dimensions</b> <i>Assignment #1 due Feb 1<sup>st</sup> at beginning of class</i> Warmth, Genuineness, Presence Introduction to Assignment #2	Group A Creating Understanding and Meaning: Responding
6: Feb. 8	<b>Relational Dimensions</b> Comfort, Compassion, Empathy	Group B as above
7: Feb. 15	<b>Study Week</b>	<b>Study Week</b>
8: Feb. 22	<b>Relational Dimensions</b> Respect, Trust	Group A Self Disclosure, Non Judgemental Responding, Confrontation
9: Mar. 1	<b>Relational Dimensions</b> Empowerment	Group B as above
10: Mar.8	<b>Relational Dimensions</b> Hope and Spirituality	Independent Role Play Practice Session
11: Mar. 15	Assignment # 2 Video Role Play	Assignment #2 Video Role Play
12: Mar. 22	Assignment # 2 Video Role Play	Assignment #2 Video Role Play
13: Mar. 29	<i>Assignment #2 due two weeks after video role play session by 1530hrs in D1093</i>	<i>Assignment #2 due two weeks after video role play session by 1530hrs in D1093</i>
14: April 5	<i>Assignment #2 due two weeks after video role play session by 1530hrs in D1093</i>	<i>Assignment #2 due two weeks 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* (5<sup>th</sup> ed.). Washington, DC: Author.

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

College of Nurses of Ontario. (2009). *Culturally sensitive care*. Toronto, Canada: Author. Retrieved from [http://www.cno.org/docs/prac/41040\\_CulturallySens.pdf](http://www.cno.org/docs/prac/41040_CulturallySens.pdf)

College of Nurses of Ontario. (2009). *Ethics*. Toronto, Canada: Author. Retrieved from [http://www.cno.org/docs/prac/41040\\_CulturallySens.pdf](http://www.cno.org/docs/prac/41040_CulturallySens.pdf)

College of Nurses of Ontario (2009). *Professional standards: Revised 2002*. Toronto, Canada: Author. Retrieved from [http://www.cno.org/docs/prac/41006\\_ProfStds.pdf](http://www.cno.org/docs/prac/41006_ProfStds.pdf)

College of Nurses of Ontario. (2009). *Therapeutic nurse-client relationship: Revised 2006*. Toronto, Canada: Author. Retrieved from [http://www.cno.org/docs/prac/41033\\_Therapeutic.pdf](http://www.cno.org/docs/prac/41033_Therapeutic.pdf)

Registered Nurses' Association of Ontario. (2002). *Client centred care*. Toronto, Canada: Author. Retrieved from [http://www.rnao.org/Storage/15/932\\_BPG\\_CCCare\\_Rev06.pdf](http://www.rnao.org/Storage/15/932_BPG_CCCare_Rev06.pdf) (**Note:** pp. 12 – 24 only)

Registered Nurses' Association of Ontario. (2007). *Embracing cultural diversity in health care: Developing cultural competence*. Toronto, Canada: Author. Retrieved from [http://www.rnao.org/Storage/29/2336\\_BPG\\_Embracing\\_Cultural\\_Diversity.pdf](http://www.rnao.org/Storage/29/2336_BPG_Embracing_Cultural_Diversity.pdf) (**Note:** pp. 17 – 34 only)

Registered Nurses' Association of Ontario. (2002). *Establishing therapeutic relationships*. Toronto, Canada: Author. Retrieved from [http://www.rnao.org/Storage/15/936\\_BPG\\_TR\\_Rev06.pdf](http://www.rnao.org/Storage/15/936_BPG_TR_Rev06.pdf) (**Note:** pp. 12 – 25 only)

Supportive Readings: on reserve in library, found on relevant databases or to be handed out in class. Two binders of course readings are at the front desk in the library. Readings from one binder are to be read in the library while readings from the other binder may be taken out over night.

One DVD –R for assignment #2

**Recommended Resources:**

Gottlieb, L., Feeley, N., & Dalton, C. (2006). *The collaborative partnership approach to care: A delicate balance* (Rev. ed.). Toronto, Canada: Mosby. Copies on reserve in library.

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 1<sup>st</sup> 1230hrs at beginning of class

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 two weeks following role play session by 1530hrs in D1093.

Please refer to BScN Student Manual 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 in their entirety to SafeAssign by their due date and time.

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

Assignments not handed in on time to SafeAssign and by hardcopy will be considered late and program policies regarding late assignments will apply.

Assignments not handed directly to the professor and outside the designated date and time must be dated and signed by a Health Program staff or faculty member.

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

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

Students are encouraged to access Sault College Student Services and /or course professor for learning support.

## EVALUATION PROCESSES

### Criteria For Assessing Quality of Assignments #1 and #2

- The extent to which the paper addresses each of the assignment questions/directions - includes introduction and conclusion
- Demonstrated understanding of course concepts and relevant theories
- Coherent and logical unfolding of ideas supported by selected scholarly references
- Written presentation in accordance with APA guidelines: may use first person
- Assignment submitted in accordance with the guidelines outlined in the North Eastern Ontario Collaborative Nursing Program Student Manual

### ASSIGNMENT # 1: STRUCTURED REFLECTION WITH ROLE PLAY VIDEO: 40%

**Due Date: Monday, February 1st, 2010, 1230hrs at the beginning of class.**

**Purpose:** Learners will demonstrate their ability using an adaptation of Johns' (2006) Model of Structured Reflection to analyze relational abilities in establishing a **therapeutic relationship** within a pre-taped clinical scenario. The purpose of using Johns' cue questions is to guide reflection of the relationship and analyze the interaction through empirics and theory.

#### Assignment Process/Guidelines:

- View the pre-taped clinical scenario. Five copies (DVD) of the scenario have been placed on reserve in the library.
- Using the adaptation of Johns' (2006) Model of Structured Reflection as described in Assignment #1 marking scheme, analyze relational abilities of the nurse in establishing a **therapeutic relationship**. Core questions of reflection include : What was the nurse's image of nursing as portrayed within her therapeutic relational behaviours? What was the meaning for the client and the nurse? Students are encouraged to use direct quotes from the scenario within their reflection.
- Maximum page length is 5 pages not including cover or reference pages. Pages beyond the page limit will not be marked. References within the assignment must include CNO and RNAO documents as studied within the course and 2 nursing scholarly articles not used within the course readings. Carper's (1978) "Fundamental Patterns of Knowing in Nursing" cannot be used as one of these 2 articles. References using course materials (textbooks & required readings) may be included but do not meet minimal requirements as described above.

**ASSIGNMENT #1: STRUCTURED REFLECTION: MARKING SCHEME**

**Core Questions: What was the nurse’s image of nursing as portrayed within her therapeutic relational behaviours?  
What was the meaning for the client and the nurse?**

Reflective Cue Questions	Marks
Focus (write) on a description of the therapeutic encounter including verbal and nonverbal behaviours – how did the nurse relate to the client? What particular issues seem significant to pay attention to?	6
What was the nurse trying to achieve and did she respond effectively? What were the consequences of her actions for the client, for the nurse?	6
What factors might have influenced the way the nurse was feeling, thinking and responding in this situation? (personal, organizational, professional, cultural) What knowledge did or might have informed the nurse?	6
To what extent did the nurse act for the best and in tune with professional values? Given this situation again, how might the nurse respond differently? What would be the consequences of responding in new ways for the client and the nurse? What factors might constrain her from responding in new ways?	10
What insights have I gained about relational abilities within a therapeutic nurse client relationship? (framing perspectives: Carper’s (1978) ways of knowing and Johns’ (2006) Being Available Template) How will I use these insights in my nursing practice?	12
APA/Writing Format	
Total	40
Comments	

**ASSIGNMENT # 2: PART A: VIDEO ROLE PLAY (40%) AND  
PART B: STRUCTURED REFLECTION (20%)  
TOTAL: 60%**

**Due Date: Parts A & B due by 1530hrs in D1093 two weeks following video role play scenario session.**

**Purpose:** The purpose of this assignment is to demonstrate praxis within a therapeutic relationship. Learners will be video recorded with the objective of showing therapeutic relational capacities with a client. The video will be evaluated on the learner's ability to provide relational care and not on knowledge of disease processes or relevant nursing care of such processes. Using Johns' (2006) Model of Structured Reflection learners will reflect on their relational abilities addressing the Core questions: How did I portray my image of nursing? How did I portray my therapeutic relational abilities? and What was the meaning for the client?

**Assignment Process/Guidelines:**

1. Choose one case study to role play from the three given in Appendix B.
2. Sign up for a 15 minute video session. The sign up schedule will be brought to one class and then posted on LMS.
3. For your scenario session bring a DVD-R. Wear professional attire including your name tag. The role playing session will be 5 - 7 minutes in length. The clients in the case studies will be role played by actors or the course professor.
4. Following the taping session complete the video assessment tool as preparation for writing the structured reflection using Johns' (2006) Model of Structured Reflection: see video assessment tool and written reflection guide/marking schemes following these instructions.
5. Hand in your video and reflective paper by 1530hrs in D1093 two weeks following your video session. Please use an envelope to enclose assignment #2. The assignment will be considered incomplete unless all components are handed in together. Be sure your video is labeled with your name.
6. Maximum page length of the structured reflection is 6 pages not including cover, reference or appendix pages. Pages beyond this limit will not be marked. Students are encouraged to use direct quotes from the scenario in their reflection.
7. A minimum of 3 scholarly nursing journal articles not used within course readings is required (excluding Carper's "Fundamental Patterns of Knowing in Nursing"). References using course materials (textbooks, CNO & RNAO documents and required readings) may be included but do not meet minimal requirements as described above.

**ASSIGNMENT #2: PART A: ASSESSMENT OF RELATIONAL ABILITIES**

Assessment Criteria	Grade	Comments
<p><b>A. Sensitivity to Other’s Experience</b>                      1: self-absorbed                      2: task-oriented (fix-it or ambivalence)                      3: appropriate application of understanding skills                      4: relationship focus with client centeredness</p>		
<p><b>B. Type of Relationship</b>                      1: social                      2: behavioural (limited expression of caring/ relating, emphasis on skills                      3: transitory closeness                      4: therapeutic</p>		
<p><b>C. Trust</b>                      1: attitude of nurse demonstrates lack of value of other’s abilities                      2: defensive responses                      3: use of skill with some awareness of patient’s experience                      4: acknowledgement of client’s sharing of more personal concerns</p>		
<p><b>D. Listening</b>                      1: not listening to client’s story                      2: nonverbal demonstration                      3: picking cues that facilitate further understanding                      4: suspending one’s own judgments and demonstrating understanding of themes</p>		
<p><b>E. Warmth</b>                      1: disinterested                      2: neutral                      3: attention/interest shown                      4: acceptance of client</p>		

<p><b>F. Therapeutic Empathy</b>                  1: irrelevant                  2: a verbal response that demonstrates an awareness of surface feelings                  3: a verbal response that demonstrates an understanding of client’s affect and content                  4: a verbal response that demonstrates depth of understanding that is reflected back to the client</p>		
<p><b>G. Genuineness</b>                  1: flat affect                  2: hides behind the professional facade                  3: controlled and refrains from expressing feelings that could impede the development of the relationship                  4: congruency demonstrated</p>		
<p><b>H. View of Client</b>                  1: dismissive                  2: as a client                  3: as a person                  4: as a unique person with unique experiences (who suffers)</p>		
<p><b>I. Commitment of Self to Client</b>                  1: not receptive to client’s experience                  2: attending to distractions                  3: concern for client                  4: acceptance of other as Presented</p>		
<p><b>J. Outcome</b>                  1: no engagement                  2: no connectedness                  3: some comfort                  4: connectedness</p>		
<p><b>TOTAL</b></p>		

Balzer Riley, J. (2008). *Communication in nursing* (6<sup>th</sup> ed.). St. Louis, MO: Mosby & Watson, J. (1979). *Nursing: The philosophy and science of caring*. Boston, CO: Associated Press.

**ASSIGNMENT #2: PART B: STRUCTURED REFLECTION: MARKING SCHEME**

**Core Questions: How did I portray my image of nursing?  
 How did I portray my therapeutic relational abilities?  
 What was the meaning for the client?**

Assessment of Content	Marks
Focus on a description of the therapeutic encounter including verbal and nonverbal behaviours – how you <i>related</i> to the client. What particular issues seem significant to pay attention to?	3
How were others feeling and why did they feel that way? How was I feeling and why did I feel that way? What was I trying to achieve and did I respond effectively? What were the consequences of my actions on the client, others and myself?	3
What factors influenced the way I was/am feeling, thinking or responding to this situation? (personal, organizational, professional, cultural) What knowledge did or might have informed me?	3
To what extent did I act for the best and in tune with my values? How does this situation connect with previous experiences? Given this situation again, how might I respond differently? What would be the consequences of responding in new ways for the client, others and myself? What factors might constrain me from responding in new ways?	4
How do I now feel about this experience? Am I able to support myself and others better as a consequence? What insights have I gained? (framing perspectives: Carper’s (1978) ways of knowing) Am I more able to realize desirable practice? (Being Available Template: Johns, 2006)	4
What have I learnt through reflecting?	3
APA/Writing Format	
Total Video: /40 + Paper: /20 = /60	
Comments:	

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%	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:**

***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.***

***All NURS courses require 60% for a passing grade***

**VI. SPECIAL NOTES:**

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.

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.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Disability Services:

If you are a student with a disability (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.

Communication:

The College considers *WebCT/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.

**This course's LMS site, its features, and its contents are for the exclusive use of nursing students registered in this section of this course. The information contained herein is privileged and confidential. Any unauthorized use, dissemination, or copying is strictly prohibited.**

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Students are asked to turn off their cell phones during class time and labs. For extenuating circumstances where a student needs to have continued phone contact, permission from the professor is required to have the phone set for vibrate. Students found talking or texting on their phone during class or labs will be asked to leave.

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.