

# 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:** Nicky Kerr R.N. B.Sc.N. MN. in partnership with Course Professors from Cambrian College, Laurentian University and Northern College

**DATE:** Jan. 2015 **PREVIOUS OUTLINE DATED:** 2014

**APPROVED:** *"Marilyn King"* *Dec. 2014*

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**CHAIR, HEALTH PROGRAMS**

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**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 Wellness and Continuing Education.*  
*(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 concepts and skills. Interpersonal relationships 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 builds upon the learner's guided exploration of self in NURS 1206 as a precursor to the development of therapeutic engagement with another. Specifically, this course extends the lens of self to include the learner's developing professional identity. Such identity is contextualized within interpersonal relationships with individuals who seek nursing services. This course provides opportunities for learners to understand, articulate, and apply concepts relevant to interpersonal therapeutic relationships. Learners will expand their nursing knowledge and praxis capacities relative to interpersonal relationships.

**Process:**

This course offers opportunities for engagement in an interactive way with literature, practice, peers, and the course professor. Learners are to access the NURS 1207 D2L course module for weekly learning activities that will direct them to assigned preparatory readings. Class sessions provide a forum to summarize and discuss questions arising from the preparatory readings, engage in critical thinking about the intersection of weekly content and nursing practice and participate in individual and small group knowledge application activities.

The independent completion of preparatory activities for each class is a critical course element given the interactive nature of in-class activities. In addition, learners will have opportunities to further develop evidence informed practice through completion of self-directed searches of literature for knowledge relevant to the course. Case-studies, storytelling, webpage links to audio and video clips, role-playing, and video-taping will provide experiential opportunities for critical reflection on and application of course content.

To facilitate learning, Gentle Persuasive Approach (GPA) training will be completed in your scheduled lab hours for this course. GPA lab is a mandatory component of this course; students who successfully complete the GPA training provided will obtain a certificate of completion for their professional portfolio.

## III. TOPICS:

Week of	Class Topics	Required Readings Prior to Class
1: Jan. 8	<b>Getting started: Basics for a building a therapeutic relationship</b> Course Introduction Getting to know each other	Choose small groups (3-4)
2: Jan.15	<b>Communication and culture: Working with individuals and groups from the client and nurse's perspective</b>	Chapter 1, 2, 3, 4, & 5 in Balzer Riley, *
3: Jan. 22	<b>Building relationships through communication: From the client and nurse's perspective</b>	Chapter 7, 8, 9, 10, & 11 in Balzer Riley, *
4: Jan. 29	(cont.) <b>Building relationships with communication: From the client and nurse's perspective</b>	Chapter 12,13, 14, 15, & 16 in Balzer Riley, *
5: Feb. 5	<b>Building confidence with communication</b>	Chapter 17, 18, & 19 in Balzer Riley, * Chapter 20, 21, & 22 in Balzer Riley, *
6: Feb. 12	<b>SBAR and Electronic Communication</b>	Sault Area Hospital handouts, Chapter 6 in Balzer Riley, *
<b>Feb.12 Assignment #1 due by 12 noon <u>for all students</u> (35 points)</b>		
<b>7: Feb. 16-20 <i>Study Week!</i></b>		
8: Feb. 26	<b>Relational dimensions: Conflict</b>	Chapter 23, 24, & 25 in Balzer Riley, * Chapter 26, 27, & 28 in Balzer Riley, *
9: Mar. 5	<b>Relational dimensions: Hope and end-of-life Professional communication in groups</b>	Chapter 29 in Balzer Riley, *, handouts
10: Mar.12	<b>Videotaping</b>	
11: Mar 19	<b>Videotaping</b>	
12: Mar. 26	<b>Case Studies</b>	<b>Assignment #2 due!!! Hand in, in class.</b>
13: Apr. 2	<b>Wrap Up</b>	

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

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

Advanced Gerontological Education, Inc. (2010) *Gentle persuasive approaches in dementia care: Responding to persons with challenging behaviors* (2<sup>nd</sup> ed.).

American Psychological Association. (2009). *Publication manual of the American psychological association* (6<sup>th</sup> ed.). Washington, DC: Author.

Balzer Riley, J. (2012). *Communication in nursing* (7<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/Global/docs/prac/41040\\_CulturallySens.pdf](http://www.cno.org/Global/docs/prac/41040_CulturallySens.pdf)

College of Nurses of Ontario. (2009). *Ethics*. Toronto, Canada: Author. Retrieved from [http://www.cno.org/Global/docs/prac/41034\\_Ethics.pdf](http://www.cno.org/Global/docs/prac/41034_Ethics.pdf)

College of Nurses of Ontario. (2009). *Professional standards: Revised 2002*. Toronto, Canada: Author. Retrieved from [http://www.cno.org/Global/docs/prac/41006\\_ProfStds.pdf](http://www.cno.org/Global/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/Global/docs/prac/41033\\_Therapeutic.pdf](http://www.cno.org/Global/docs/prac/41033_Therapeutic.pdf)

Registered Nurses' Association of Ontario. (2002). *Client centered 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. (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)

One course dedicated recordable DVD (DVD-R) for assignment #2

You will be required throughout the course of the semester to obtain supportive articles from library databases, and bring those to class for our group discussion.

**RECOMMENDED RESOURCES:**

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

**V. EVALUATION PROCESS/GRADING SYSTEM:****Assignment # 1: Therapeutic Relationship DVD Analysis Paper: 35%**

For all students is due *February 12<sup>th</sup>* @1200 in D2L drop box

**Assignment # 2: Formal Paper (structured reflection) with DVD-R/Role Play: 65%**

Part A: Recorded Scenario Role Play and Structured Reflection: 45%

Part B: Self-Evaluation Tool: 20%

For all students due date: *March 26<sup>th</sup>* at the beginning of your scheduled class time

**\*\*\* For Further information on Assignment #1 and #2 – see Course Syllabus \*\*\***

Assignment guidelines:

1. Please refer to your BScN Student Manual for policies regarding assignments.
2. All assignments are due at the beginning of class on the designated date unless instructed otherwise.
3. Any assignment extension requests must be made in writing to the 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.
4. Up to 25% may be deducted for APA errors and if professional norms are not followed. Assignments for NURS 1207 may be written in first person and it is suggested that the College Writing Center be fully utilized if possible.
5. Both formal paper assignments must be submitted on time as per due date and time communicated to you by course professor. Assignments not handed in on will be considered late, and program policies regarding late assignments will apply.
6. GPA is mandatory attendance
7. Punctual and regular class attendance is highly recommended as a success strategy in this course.
8. Students are encouraged to access Sault College Student Services, the College Writing Center, and /or the course professor for learning support.
9. Use the provided marking schemes/rubric to guide your work.

The following semester grades will be assigned to students:

Letter Grades	Grade Points	Equivalent Percentages
A+	4.00	90-100
A	3.90	85-89
A-	3.70	80-84
B+	3.30	77-79
B	3.00	73-76
B-	2.70	70-72
C+	2.30	67-69
C	2.00	63-66
C-	1.70	60-62
D+	1.30	57-59
D	1.00	53-56
D-	0.70	50-52
G	Requirements Met Not included in GPA calculation	
NG	Requirements Not Met Not included in GPA calculation	
F	0.00	0-49

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

## VI. SPECIAL NOTES:

### Communication:

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.

### Minimal requirements for passing NURS 1207:

All NURSING courses require 60% for a passing grade

Electronic Devices in the Classroom

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.

**VII. COURSE OUTLINE ADDENDUM:**

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