



CAMOSUN COLLEGE
Health and Human Services
Nursing

Nursing 260
Fall

Relational Practice II

Communication in Nursing: Caring for and with Others

COURSE OUTLINE

The calendar description is available on the web @

<http://camosun.ca/learn/calendar/current/web/nurs.html#NURS260>

The major emphasis of this course is relational practice with individuals, families, and groups from diverse backgrounds of age, culture and experience. Students explore theories and processes of caring, relational identity, development of self as nurse and relational practice as enacted across a range of settings and contexts.

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

2. Intended Learning Outcomes

Upon successful completion of this course a student will be able to:

- a) discuss the nature of health-promoting relationships with clients, family and nursing team.
- b) demonstrates critical reflection on ethical ways of being in relationship with clients, family and nursing team.
- c) discuss their relationships and relational capacities with clients of varying ages.
- d) describe relational processes that support a growing understanding of their clients' personal meaning of health and healing.
- e) explain their personal conception of their role as a nurse when collaborating with client, family and nursing team.

3. Required Materials

Arnold and Boggs (6th Ed) (ref from other course pack)

Day R.A., Paul, P., Williams, B., Smeltzer, S.C., Bare, B. (2010). *Textbook of Canadian medical-surgical nursing* (2nd ed). Philadelphia: Lippincott, Williams and Wilkins.

Kozier, B., Erb, G., Berman, A., Snyder, S.J., Buck, M., Yiu, L., & Stamler, L.L. (2014). *Fundamentals of Canadian Nursing: Concepts, Process and Practice* (3rd Canadian ed). Toronto: Pearson.

Pillitteri, A (2014) *Maternal & Child Health Nursing Care of the Childbearing & Childrearing Family* (7th ed). Philadelphia: Lippincott, Williams and Wilkins.

4. Course Content and Schedule

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

WEEK:			Course Package
Week 1	Module 1: Foundations for Communication in Nursing	Introduction to Relational Practice II	Page: 7
Week 2	Part 1:	Therapeutic Nurse-Patient Relationship: Our History and Perspectives Caring: as a philosophy, ontology, moral imperative Nursing Theory and caring The Nursing Process: caring, communicating and relational practice Dignity and relational practice	Page: 8-9
Week 3	Part 2:	Health promoting relational practice and integration into nursing practice Client as expert, Communication and collaboration with clients Communication: Myths and Facts Communication, Caring and Empowerment in Relational Practice	Page: 10-11
Week 4	Part 3:	<i>Cultural Competence in Communication</i> Cultural Competence for Culturally Safe Care Srivastava Model of cultural competence Cultural Safety: Barriers and Facilitators <i>Cultural Competence in Communication</i> Personal experiences of cultural competence/incompetence	Page: 12
Week 5	Module 2: Relational Ethics, Health Care, and "Best Practice"	Relational ethics and social justice, moral responsibility, and ethical environments Applying ethical principles: autonomy, justice, beneficence to nursing practice	Page: 13-15 Assignment In-class Essay 20%

Week 6		CNA Code of Ethics and self-regulation, ethical nursing and critical thinking Personal Values and Nursing practice Nursing practice, errors, and communication Ethical practice, clinical contexts, and clients care	Page:13-15
Week 7		Client as expert: shared Decision-making in clinical practice and nursing care Relational ethics and clinical practice Moral imagination (Elizabeth Pask)	Page: 13-15 Participation: #1 Written Response
Week 8	Module 3: Relational Practice In Groups	Individual and Group Communication Group Development and Theory Phases of group development	Page 16
Week 9		Leadership and Effective Group Functioning Maintaining group functioning Nursing and group membership Relational practice in teams and groups	Page 16 Mid-Term Exam 35% (Modules 1 & 2)
Week 10	Module 4: Inter-professional Practice	Communication in professional relationships Communication Tools and effective inter-professional communication	Page 17-19
Week 11		Collaborative health teams Healthy workplace: standards and elements	Page 17-19
Week 12		Communication: Barriers and Facilitators Power and professional relationships	Page 17-19
Week 13	Module 5: Relational Practice Across the Lifespan	Therapeutic nurse-client relationships across the lifespan. Communication and role of family in nurse-client relationship. Relational practice with life-limiting illnesses.	Page 20-21 Assignment Major Paper 35%
Week 14		Advance directive and care planning- guiding clients and families. Approaching clients and families: decision-making related to end-of-life care.	Page 21-22 Participation: #2 Written Response

5. Basis of Student Assessment (Weighting)

(Should be directly linked to learning outcomes.)

1. In-class Essay

Weight: 20% (Week #5)

2. Midterm Exam:

Weight: 35% (Week #9)

3. Final Paper

Weight: 35% (Week #12)

4. **Course Participation:** Due: Weeks 7 & 13

- Submission of 2 clear and concisely **written responses** to a course concept, reading, or class discussion. Each submission should demonstrate a brief summary of your engagement, understanding, or application of the material into your developing relational nursing practice. Each submission should be no longer than one paragraph (150-250 words).

Class Participation: Weeks 1-14

- Evidence of pre-class preparation, understanding, and engaging in course readings and material.
- In-depth and critical contribution to concept discussions and classroom activities.
- Thoughtful and respectful responses to classmates, readings, course material, and discussions.
- Regular and punctual attendance.

Total Course & Class Participation Weight: 10%

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.
<http://www.camosun.bc.ca/policies/policies.html>

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.