



CAMOSUN COLLEGE
Health and Human Services
Nursing

Nursing 360
Fall

Advanced Relational Practice
Amid Similarities and Differences

COURSE OUTLINE

The calendar description is available on the web @

<http://camosun.ca/learn/calendar/current/web/nurs.html#NURS360>

Learners will extend and develop their knowledge, skills, and dispositions for effective nurse-client relationships in situations that are difficult, contentious, or distressing. Learners explore the influence of power and oppression on individual and population health, using a post-colonial perspective. Learners will examine historical patterns of racism, ethnocentrism, colonialism, and neocolonialism in relation to health and health care systems. Social justice, interdisciplinary collaboration, and relational ethics are used to promote a culturally safe and compassionate nursing practice. Learners will gain competences to provide care for critically ill and dying persons, encompassing physical, spiritual, emotional and social needs in a patient and family-centered approach.

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 learner will be able to:

- a) provide culturally safe, competent, ethical and compassionate nursing care in difficult, contentious and distressing situations.
- b) provide competent and compassionate care to clients and families in the context of death and dying.
- c) contribute to the resolution of conflict and tensions within interdisciplinary teams.
- d) recognize and respond to racism, neocolonialism, and ethnocentrism in the practice setting.
- e) engage in evidence-informed relational nursing practice.
engage in scholarly critical reflection using phenomenology, critical theory, post-colonialism, and humanism.

3. Required Materials

Adams, P.A., Holland, L.N., Urban, C. (2014) *Pharmacology for nurses. A pathophysiologic approach* (Fourth ed.) Toronto: Pearson.

Arnold, E., & Boggs, K. U. *Interpersonal relationships: Professional communication skills for nurses* (6th ed.). St. Louis, MS: Elsevier

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.

Deglin, J., & Vallerand, A. (2007). *Davis's drug guide for nurses* (11th ed). Philadelphia: F.A. Davis Company.

Jarvis, C. (2014). *Physical examination and health assessment*, (2nd Cdn ed). Toronto: Elsevier.

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.

Oberle, K. & Raffin Bouchal, S. (2009). *Ethics in Canadian nursing practice: Navigating the journey*. Toronto: Pearson Canada.

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

Pickar, G.A., Pickar Abernethy, A., Swart, B.F., Graham, H., & Swedish, M. (2014). *Dosage calculations* (3rd Cdn ed). Toronto: Nelson Education Ltd.

Perry, A.G., Potter, P.A. & Ostendorf, W.R. (2014). *Clinical Nursing Skills and Techniques* (8th ed). St.Louis:Elsevier.

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.)

| Module | Course Content |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction | <ul style="list-style-type: none"> • Course Introduction • Similarity, Difference, and Complexity • Social Justice and Ethical Practice |
| Module 1 | <p>Connecting With Similarity and Difference</p> <ul style="list-style-type: none"> • Cultural Sensitivity, Competence, and Safety • Racism, Colonialism, Oppression, and Privilege Within Nursing Practice • Marginalization, Stigma, Diversity, and Intersectionality |
| Module 2 | <p>Living with Dying</p> <ul style="list-style-type: none"> • History and Principles of Hospice, End-of-Life, and Palliative Care • End-of-Life and Advance Care Planning • Principle Based Symptom Control - Advanced Nursing Practice • Psychosocial Dimensions of Dying and Bereavement • Interdisciplinary Collaboration |

| | |
|----------|----------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Communication for Crisis, Loss, and Endings across the life span |
| Module 3 | <ul style="list-style-type: none"> • Loss, Grief and Bereavement |
| Module 4 | <p>Student Presentations Consolidation of course concepts</p> |

5. Basis of Student Assessment (Weighting)

(Should be directly linked to learning outcomes.)

Quiz 1 – 15%

Assignment 1 (Scholarly Academic Paper) – 35%

Quiz 2 – 15%

Assignment 2 (Student Presentation) – 25%

Assignment 3 (Critical Reflection of Presentation) – 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. |