



CAMOSUN COLLEGE
School
Department

Nursing 260 Fall

Relational Practice II

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

(a) Instructor	Betty Poag MN, BSN, RN
(b) Office hours	Tuesdays and Thursdays 1330-1630- <i>**please email to book an appointment**</i>
(c) Location	F350B
(d) Phone	250-370-3509 Alternative: _____
(e) E-mail	PoagB@camosun.bc.ca
(f) Website	_____

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

Paul, P., Day, R. A., S. C., & Williams. (2016). *Brunner & Suddarth's Canadian textbook of medical-surgical nursing* (3rd cdn ed). Philadelphia: Lippincott, Williams, & 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.

Oberle, K., & Bouchal, S. (2009). *Ethics in Canadian nursing practice*. Toronto, ON: 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

Nursing 260 (Sept 6-Dec 6) COURSE SCHEDULE “AT-A-GLANCE”

****NB:** *The schedule as shown is tentative and may change as the course progresses.***

DATE/ CLASS	TOPIC	Focus of the Week	Assignments
Sept 6 Class 1	Module 1: Foundations for Communication in Nursing Part 1:	<ul style="list-style-type: none"> • Introduction to Relational Practice II • <i>Therapeutic Nurse-Patient Relationship</i> 	
Sept 13 Class 2	Part 1:	<ul style="list-style-type: none"> • <i>Therapeutic Nurse-Patient Relationship</i> 	
Sept 20 Class 3	Part 2:	<ul style="list-style-type: none"> • <i>Health Promoting Relationships</i> 	
Sept 27 Class 4	Part 3:	<ul style="list-style-type: none"> • <i>Cultural Competence in Communication</i> 	<i>Assignment #2 Peer-Led Teaching Sessions begin</i>
Oct 4 Class 5	Module 2: Relational Ethics, Health Care and “Best Practice”	<ul style="list-style-type: none"> • <i>Relational Ethics, Health Care and “Best Practice”</i> • <i>Relational Ethics, social justice, moral accountability and everyday ethics in nursing</i> 	
Oct 11 Class 6		<ul style="list-style-type: none"> • <i>Code of Ethics and Nursing Practice</i> 	
Oct 18 Class 7		<ul style="list-style-type: none"> • <i>Critical Thinking and Decision-Making in Nursing (ethics)</i> 	
Oct 25 Class 8	Module 3: Relational Practice in Groups	<ul style="list-style-type: none"> • <i>Relational Practice in Groups</i> 	
Nov 1 Class 9	Module 4: Interprofessional Practice	<ul style="list-style-type: none"> • <i>Interprofessional Communication- Barriers and Facilitators</i> 	
Nov 8 Class 10	Review and catch up	<ul style="list-style-type: none"> • <i>Review ,catch up and check-in prn</i> • <i>Regroup & plan for rest of term</i> 	
Nov 15 Class 11	Module 4: Interprofessional Practice Healthy workplace: standards and	<ul style="list-style-type: none"> • <i>Collaboration, conflict, and communication across differences</i> 	
Nov 22 Class 12	Module 5: Relational Practice Across the Lifespan Part 1-	<ul style="list-style-type: none"> • <i>Therapeutic nurse-client relationships across the lifespan</i> 	<i>Assignment #2 Peer-Led Teaching Sessions Completed</i>
Nov 29 Class 13	Module 5: Part 1 cont'd - Part 2-	<ul style="list-style-type: none"> • <i>Therapeutic nurse-client relationships across the lifespan</i> • <i>Approaching End-of-Life with clients and their families</i> 	<i>Assignment #3 Term Paper Due (30%)</i>
Dec 6	Module 5: Part 2 cont'd - Term Wrap-up	<ul style="list-style-type: none"> • <i>Approaching End-of-Life with clients and their families</i> • <i>Exam review and prep</i> 	<i>Exam Week- Final exam (35%)</i>

5. Basis of Student Assessment (Weighting)

Evaluation of this course will be based on the following:

Final Exam - 35% - Exam Week

Small Group Presentations – 20% - Weeks 4-13

Term Paper – 30% - Week 13

Class Participation – 15%

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.