



CAMOSUN COLLEGE
School of Health & Human Services
Department of Nursing
Baccalaureate of Science in Nursing Program
NURS 260 – Relational Caring
Fall 2018

COURSE OUTLINE

The calendar description is available on the web @

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

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** _____
- (b) **Office hours** _____
- (c) **Location** _____
- (d) **Phone** _____
- (e) **E-mail** _____
- (f) **Website** _____

2. Course Description and Intended Learning Outcomes

Course Description:

Learners will focus on developing therapeutic relationships with diverse clients, families, and other health care professionals. Learners will explore the evolution of various conceptualizations of therapeutic nurse-patient relationships. Key concepts include therapeutic communication, cultural competence, relational ethics, and patient and family-centered care. Interprofessional relationships, working on teams and in groups, are a focus across modules. Relational ethics concepts and approaches are applied to everyday nursing practice situations. Moral responsibility and moral imagination are emphasized as necessary to professional nursing practice. These topics are examined from health promotion, evidence-informed, and phenomenological perspectives.

Intended Learning Outcomes:

- a) validate the therapeutic nurse-client relationship for patient-centered care across the lifespan.
- b) develop knowledge and skill related to cultural competence for culturally safe health care.
- c) integrate indigenous values of holism with planning for culturally competent care.
- d) demonstrate health-promoting communication with clients and families.
- e) describe motivational interviewing principles.
- f) integrate knowledge and skills for effective interprofessional and intraprofessional practice.
- g) participate effectively in class groups.
- h) apply relational ethics as a foundation for nursing practice in the complex health care environment.

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- i) generate ethical responses to 'everyday nursing ethics' challenges in the health care setting.
- j) develop knowledge and skill related to cultural competence for culturally safe health care.
- k) engage in family-centered nursing practice, across the lifespan.

3. Required Materials

- Arnold, E. C. & Boggs, K. (Eds.). (2016). *Interpersonal relationships: Professional communication skills for nurses* (7th ed.). St. Louis, MO: Elsevier.
- Austin, W., Kunyk, D., Peternelj-Taylor, P., & Boyd, M. (Eds.). (2019). *Psychiatric & mental health nursing for Canadian practice* (4th ed.). Philadelphia, PA: Wolters Kluwer.
- Kozier, B., Erb, G., Berman, A., Snyder, S. J., Buck, M., Yiu, L., & Stamler, L. L. (Eds.). (2014). *Fundamentals of Canadian nursing: Concepts, process and practice* (3rd Cdn ed.). Toronto, ON: Pearson.
- Oberle, K., & Bouchal, S. (2009). *Ethics in Canadian nursing practice*. Toronto, ON: Pearson.
- Pillitteri, A. (2014). *Maternal and child health nursing: Care of the childbearing and childrearing family* (7th ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.

Selected articles for required reading are outlined in weekly modules.

Additional readings may be provided by individual teachers through the term.

4. Course Content and Schedule

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
Week 1	Module 1: Part 1: Introduction	<i>Introduce course content, key concepts and assignments</i>	
Week 2	Module 1: Part 2: Relational Practice, PCC, Our History & Perspectives	<i>Therapeutic Nurse-Patient Relationship, PCC</i>	
Week 3	Module 2: Relational Practice in Groups	<i>Therapeutic Communication in Groups, trauma, peace and power</i>	
Week 4	Module 3: Cultural Competence in Communication	<i>Exploring culture and client needs, cultural competence</i>	
Week 5	Module 4: Relational Ethics Part 1:	<i>Understanding the Relational Ethics Model Relationships, ethics and everyday nursing</i>	
Week 6	Module 4: Relational Ethics Part 2:	<i>Understanding the Relational Ethics Model Relationships, ethics and everyday nursing</i>	Term Paper Due (30%)
Week 7	Module 5: Interprofessional Practice: Part 1:	<i>Interprofessional practice, collaboration, and negotiating power</i>	

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Week 8	Module 5: Interprofessional Practice: Part 2:	<i>Interprofessional practice, collaboration, and negotiating power</i>	
Week 9	Module 6: Health Promoting Communication	<i>Health promoting relationships, communication, and motivational interviewing</i>	
Week 10	Module 7: Part 1: Relational Practice Across the Lifespan	<i>Family-centred care across the lifespan</i>	
Week 11	Module 7: Part 2 Relational Practice Across the Lifespan	<i>The nurse-child therapeutic relationship</i>	
Week 12	Module 7: Life-limiting illness, end-of-life Part 3a:	<i>Developmental stages and communication, trauma and children</i>	
Week 13	Module 7: Life-limiting illness, end-of-life Part 3b:	<i>Caring for clients and their families in the context of life-limiting illness and end-of-life</i>	
Week 14	Term Wrap-up	Complete Modules Exam review and prep	Exam Week- Final exam (35%)

5. Basis of Student Assessment (Weighting)

(Should be directly linked to learning outcomes.)

- (a) Assignments –Peer Led Teaching Session (Group), weekly, weeks 4 through 13 = 20%
- (b) Quizzes - Weekly in-class writing and quizzes = 15%
- (c) Exams – Final exam = 35%
- (d) Other (e.g. Project, Attendance, Group Work) – Academic Research Paper = 30%

6. Grading System <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>

- Standard Grading System (GPA)
- Competency Based Grading System

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

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

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Learning Support and College Services for Students

(see Student Services Section of our [website](#) for more detailed information)

Camosun offers a variety of health and academic support services, including counselling, dental, [Centre for Accessible Learning \(CAL\)](#), help center, learning skills, sexual violence support & education, library, and writing center.

College Policies

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

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 website.

A. GRADING SYSTEMS [E-1.5 GRADING POLICY](#)

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.

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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 section F of the [Grading Policy](#) 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.