



**CAMOSUN COLLEGE**  
**School of Health & Human Services**  
**Department of Nursing**  
**Baccalaureate of Science in Nursing Program**  
**NURS 360 –Relational Practice in Crisis &**  
**Complexity**  
**Fall 2018**

## **COURSE OUTLINE**

**The calendar description is available on the web @**

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

*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**

<b>(a) Instructor</b>	Kerry-Ann Dompierre
<b>(b) Office hours</b>	Friday 1130-1330, Monday 1400-1600
<b>(c) Location</b>	Fisher 252A
<b>(d) Phone</b>	250-370-3260 <b>Alternative:</b>
<b>(e) E-mail</b>	<a href="mailto:dompierrek@camosun.bc.ca">dompierrek@camosun.bc.ca</a>
<b>(f) Website</b>	N/A

### **2. Course Description and Intended Learning Outcomes**

#### *Course Description:*

Learners will extend and develop their foundational knowledge, skills, and dispositions for effective nurse-client therapeutic relationships in situations that are difficult, contentious, or distressing. Learners explore the influence of power and oppression on individual and population health. Learners will examine historical patterns of racism, ethnocentrism, colonialism, and neocolonialism in relation to health and health care systems. Social justice, Interprofessional 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 person and family-centered approach.

#### *Intended Learning Outcomes:*

- Articulate the components of culturally safe, competent, ethical and compassionate nursing care in difficult, contentious and distressing situations.
- Engage in scholarly critical reflection to inform nursing practice applying foundational curricular perspectives.
- Incorporate diverse frameworks to enhance and synthesize understanding of complexity in relational practice.
- Develop strategies to enact competent, ethical, and compassionate nursing care in difficult, contentious and distressing situations.

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- e) Integrate relational ethics into effective clinical decision making in order to enhance quality of care. Integrate knowledge of pathophysiology with clinical decision making in the context of health crisis, and/or end-of-life care, to enable therapeutic presence and competent care.
- f) Integrate knowledge of pathophysiology with clinical decision making in the context of health crisis, and/or end-of-life care, to enable therapeutic presence and competent care.
- g) Articulate the nurse's role in prognostication.
- h) Identify nurse's role in the delivery of care regarding choices at end-of-life, including advance care planning.
- i) Examine and articulate current theories of grief and loss.
- j) Integrate principles of relational practice and theoretical frameworks to develop personal strategies to support patients and families related to end-of-life.
- k) Develop a personal approach amid similarity and difference among people for use in practice settings.
- l) Recognize and develop responses to racism, neocolonialism, and ethnocentrism as it occurs in the practice setting.
- m) Discuss the importance of applying a strength-based approach to Indigenous peoples' health, as a way of reducing colonizing approaches such as judgement, marginalization, and stigmatization of Indigenous peoples.
- n) Analyze the implications of power and oppression on Indigenous people's individual and population health, in the context of colonization and residential schools in Canada on Indigenous peoples' health.
- o) Formulate strategies to nurture cultural safety, applying principles of social justice to plan de-colonizing care.

### **3. Required Materials**

Arnold, E., & Boggs, K. U. (2015). *Interpersonal relationships: Professional communication skills for nurses* (7<sup>th</sup> ed.). St. Louis, MO: Elsevier.

Canadian Nurses Association. (2017). Code of ethics for registered nurses. Retrieved from

<https://www.cna-aiic.ca/~media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive>

Paul, P., Day, R.A., & Williams, B. (2016). *Brunner & Suddarth's Textbook of Canadian medical-surgical nursing* (3<sup>rd</sup> Cdn ed.). Philadelphia, PA: Wolters Kluwer/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* (3<sup>rd</sup> Cdn ed.). Toronto, ON: Pearson.

Yeo, M., Moorhouse, A., Khan, P., Rodney, P., (Eds.). (2010) *Concepts and cases in nursing ethics*. Toronto, ON: Broadview Press.

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**4. Course Content and Schedule**

Module One: Weeks 1-5	<p><b>Week One:</b> Introduction: Relational Ethics</p> <p><b>Week Two:</b> Living with Dying: History and Principles of HEOLPC</p> <p><b>Week Three:</b> End-of-Life, Supporting Decision Making (Advance Care Planning)</p> <p><b>Week Four:</b> The Future of HEOLPC</p> <p><b>Week Five:</b> Compassion Fatigue</p>
Module Two: Weeks 6-7	<p><b>Week Six:</b> Death and Beyond: Loss, Grief, and Bereavement. The Journey And the End</p> <p><b>Week Seven:</b> Theory/Theorizing about Loss, Grief, and Bereavement</p>
Module Three: Weeks 8-11	<p><b>Week Eight:</b> Exploring Diversity through the Lens of Intersectionality, Understanding Social Justice and Ethical Practice.</p> <p><b>Week Nine &amp; Ten:</b> Racism, Colonialism, Oppression, and Privilege Within Nursing Practice</p> <p><b>Week Eleven:</b> Marginalization, Stigma</p>
Weeks 12-14	<b>Week 12-14:</b> Student Presentations and Closure

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**5. Basis of Student Assessment (Weighting)**

*(Should be directly linked to learning outcomes.)*

	Due Date	Percentage	Comments
Assignment 1, Scholarly Academic Paper	Week 7 Due: Friday, October 19, 2018 at 2359	35%	To be submitted to D2L. Papers should be saved and uploaded to D2L using the same naming convention as your N380 ePAF. e.g.: Doe JE 1234567 N360 Paper
Assignment 2, Student Presentation	Weeks 12 – 14	20%	Presentation dates vary according to sections. 15% Instructor evaluation 5% Peer evaluation.
Final exam	During exam week TBA	35%	Multiple choice and short answer.
Participation/ Evaluation	Weeks 1 -14	10%	5% instructor evaluation 5% self-evaluation. <b>NB:</b> there is an allowance of two missed classes without notification or explanation. The third missed class with no notification / explanation will deduct 1% per class missed from your participation mark.

**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**

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## 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>

### **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)**

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

<b>Grade</b>	<b>Description</b>
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 section F of the [Grading Policy](#) for information on conversion to final grades, and for additional information on student record and transcript notations.

<b>Temporary Grade</b>	<b>Description</b>
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.