



CAMOSUN COLLEGE
School of Health & Human Services
Department of Nursing
Baccalaureate of Science in Nursing Program
NURS 260 – Relational Caring
Fall 2019

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 _____ **Alternative:** _____
(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 a diverse and complex health care environment.
- i) generate ethical responses to everyday nursing ethics challenges in the health care setting.
- j) engage in family-centered nursing practice, across the lifespan.

3. Required Materials

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.).

Washington, DC: Author.

Austin, W., Kunyk, D., Peternelj-Taylor, P., & Boyd, M. (Eds.). (2019). *Psychiatric & mental health nursing for Canadian practice* (4th ed.). Philadelphia, PA: Wolters Kluwer.

Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., Wilson, D., Keenan-Lindsay, L., & Sams, C. A. (2017). *Maternal child nursing care in Canada* (2nd ed.). Toronto, ON: Elsevier.

Potter, P., Perry, A. G., Stockert, P., Hall, A., Astle, B. J., & Duggleby, W. (2019). *Canadian fundamentals of nursing* (6th ed.). Toronto, ON: Elsevier Canada.

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

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

Nursing 260 (Sept 5--Dec 5, 2019) COURSE SCHEDULE "AT-A-GLANCE"

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

DATE/ CLASS	TOPIC	Focus of the Week	Assignments
<i>Week 1</i>	Relational Practice II: Relational Caring	Intro to relational caring <ul style="list-style-type: none"> Review N160 concepts Overview of term 	
<i>Week 2</i>	Module 1: Relational Practice and Patient-Centred Care	Introduction to Relational Practice II <ul style="list-style-type: none"> Relational Practice and PCC Therapeutic Nurse-Patient Relationship 	Reflective summary (RS) ungraded
<i>Week 3</i>	Module 2: Health Promoting Communication Part 1	<ul style="list-style-type: none"> Health teaching and learning Health promoting relationships 	Paper topic bonus mark
<i>Week 4</i>	Module 2: Health Promoting Communication Part 2	<ul style="list-style-type: none"> Health promoting communication Motivational interviewing 	Paper APA references bonus mark RS 1
<i>Week 5</i>	Module 3: Relational Practice in Groups	<ul style="list-style-type: none"> Group development Therapeutic communication in groups 	Paper detailed outline bonus mark

Week 6	Module 4: Cultural Competence in Communication	<ul style="list-style-type: none"> • Exploring culture and client needs • Srivastava's model of cultural competence 	Blended class 1 RS 2
Week 7	Module 5: Relational Ethics Part 1:	<ul style="list-style-type: none"> • Understanding the Relational Ethics Model • Relationships, ethics and everyday nursing 	Term paper due (35%)
Week 8	Module 5: Relational Ethics cont'd: Part 2:	<ul style="list-style-type: none"> • Using relational ethics • Moral agency, moral courage, and moral imagination 	Blended class 2 RS 3
Week 9	Module 6: Interprofessional Communication	<ul style="list-style-type: none"> • Interprofessional practice, collaboration, and negotiating power 	
Week 10	Module 6 cont'd: Interprofessional Practice	<ul style="list-style-type: none"> • Collaboration, conflict, and communication across differences • Healthy workplace: standards & elements of interprofessional communication 	RS 4
Week 12	Module 7: Relational Practice Across the Lifespan Part 1:	<ul style="list-style-type: none"> • Family-Centred Care Across the lifespan 	
Week 12	Module 7: cont'd Part 2:	<ul style="list-style-type: none"> • The nurse-child therapeutic relationship 	Blended class 3
Week 13	Module 7: cont'd Part 3:	<ul style="list-style-type: none"> • Caring for clients and their families in the context of life-limiting illness and end-of-life 	RS 5
Week 2	Bringing it all together Term Wrap-up	<ul style="list-style-type: none"> • Clarification and Q & A • Exam review and prep 	Exam week Final exam (35%)

5. Basis of Student Assessment (Weighting)

(Should be directly linked to learning outcomes.)

In-Class Reflective Summaries– 10%

This activity includes five reflective summaries based on the week's assigned pre-reading. These will occur in weeks 4, 6, 8, 10, and 13. We will have a practice ungraded reflective writing summary to assist you to understand what is required for successful completion of this assignment.

Objectives:

Students will integrate their understanding of the course concepts from pre-reading and previous classes by responding to a question provided during the class.

Instructions:

- Time will be provided at the beginning of the class.
- Each summary will be approximately one-half to one page long single-spaced in the examination booklet provided (250 to 300 words). At the discretion of the instructor, you may submit your summary electronically via Assignments in D2L at the end of the writing period. If it is successfully submitted, you will receive a D2L notification.
- Students will respond to an instructor question to demonstrate their understanding of their pre-reading with a focus on new perspectives or fresh insights (beyond Year 1), and how it will influence your practice.
- Summaries will be legible, and ideas and thoughts will be concise and clearly presented.

Evaluation:

- Each summary will be marked out of 10 marks and is worth 2% of the total mark.
- Those absent from class will not complete the weekly reflective summary.
- Please refer to the rubric posted on D2L for marking criteria of writing activity.

****Note: This is not an open-book activity****

Blended Classroom On-line Discussion Postings– 20%

Blended learning combines on-line activities on an education platform such as Desire to Learn (D2L) with classroom activities or discussion to maximize learning (Boettcher & Conrad, 2016). Research has demonstrated that the blended classroom enhances learning, critical thinking, supports development of collaboration and problem-solving skills, and improves retention of clinical skills (Terry, Terry, Maloney, Bowtell, 2018; Boettcher & Conrad, 2016; Arasaratnam-Smith & Northcote, 2017).

We will be blending three classes this fall: **Week 6-** Cultural Competence in Communication; **Week 8-** Relational Ethics, Part 2; **Week 12-** Relational Practice Across the Lifespan: *The nurse-child therapeutic relationship*

- Students are expected to actively participate in *each* blended class discussion this term.
- Students will complete three learning activities—one for each blended class—and post to the appropriate D2L discussion board.
- Students will also respond to 2 classmates' postings.

Objectives:

Students will:

- Analyze concepts and knowledge from assigned readings
- Apply learning to on-line activities and discussion
- Integrate personal knowledge and experience with learning from assigned readings and activities

Instructions:

For this assignment, you will participate in on-line activities and discussion by posting to the discussion board on D2L. There are two parts to this assignment:

1. Your posting
2. Your response to two classmates' postings

Posted messages will be *significant* – they will help the discussion move forward by increasing the depth of understanding or offering new perspectives for consideration and discussion for all participants. There are several ways to foster discussion, including:

Your postings will:

- mention at least 2 *specific* points from the article or reading (appropriately referenced using APA).
- relate *new* information to *old* information learned in the course to date or in N160.
- relate information in an article or reading to *clinical* or *personal* experience.
- use critical thinking to discuss and provide a rationale for your perspective or understanding; increase the **depth of analysis**, not just provide a recitation of facts from the article.
- be $\frac{3}{4}$ - 1 page long in *Word*. (double-spaced, 12-point font.)
- be posted by 2200 hours the day prior to class.

Responses to others' postings will:

- discuss a point you like/agree with, and one point you dislike/disagree OR ask a thought-provoking question and provide your analysis or understanding to engage in further inquiry.
- be $\frac{1}{2}$ page in *Word*, double spaced, 12-point font.
- be posted at least 48 hours prior to class.

Evaluation:

- Postings will appear prior to class, early in the week to ensure enough time for discussion. Posting after a blended class (i.e.: after the due date) or late in the week, will not allow for stimulating discussions with your classmates and will receive a mark of zero.
- Please refer to the rubric posted on D2L for marking criteria.

Schedule:

The blended classes are identified in the Term-at-a-Glance document posted to D2L.

Week 6- Week of Oct 7

Week 8- Week of Oct 21

Week 12- Week of Nov 18

Relational Practice Academic Research Paper (Individual or Group) – 35%

For this assignment, you will choose one of the following concepts from the Nursing 260 Syllabus:

Relational practice

Relational ethics

Interprofessional practice

Intraprofessional practice

Family-centred care

Conflict resolution

Moral responsibility

Moral imagination

Cultural competence

Patient-centred care

Trauma-informed care

*Feel free to discuss your topic ideas and articles with your instructor **well in advance of the due date.***

Write a 6-8 page (not including title and reference page) on the topic of your choice from the N260 Syllabus.

Objective: This paper provides an opportunity to engage in research on a selected topic. Choose a topic from the above list. Select an aspect or application of the topic that interests you.

Writing the paper:

Address one aspect of one of the key course topics listed above

- Use a minimum of three peer-reviewed articles. You may also reference assigned class readings(not PowerPoint slides or teacher lecture videos).
- Identify the aspect of the topic you are discussing.
- Demonstrate the position you are taking on this topic.
- Use your sources to support your thesis.
- Provide citations and references as per APA6.

Bonus Marks (5 marks):

- Students have the opportunity to earn 5 bonus marks as they develop their paper

Bonus Mark I	➤ Identify the chosen topic/focus for your paper and the aspect or application you are considering	Week 3 0.5 marks
Bonus Mark II	➤ Submit a document with three peer-reviewed or scholarly reference articles for your academic research paper in an APA6 Reference List Word document.	Week 4 0.5 marks
Bonus Mark III & IV	➤ Submit a detailed outline of your paper (3 marks) which includes your highlighted or underlined thesis statement (1 mark), indicating the position you are taking in your Academic Research Paper.	Week 5 4 marks

- See the **Academic Research Paper Bonus Marks** document posted to D2L Assignments for further details of the bonus marks.

Evaluation:

Instructor feedback will address both your knowledge of the topic, clarity of writing, and argument. For marking criteria, see the rubric posted on D2L. Bonus marks may be attained by submitting components of your paper in advance, as specified by your instructor: topic, article references in APA6 format, thesis statement, and a detailed outline. Adherence to APA Manual 6th edition standards for scholarly writing is required.

Submission:

- Submit your paper to your instructor via D2L Assignments.
- Eight-page **maximum**, double-spaced, not including title or reference pages.
- Grade will decrease by 5% per day for unauthorized late submission.

Due: At 2200 the night prior to your week 7 class

Final Exam (35%)

OBJECTIVE:

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The purpose of the exam is to allow the learner to demonstrate knowledge, understanding and application of course concepts. The exam will include content from Modules 1 to 7, including textbook and article readings. There will be multiple-choice, short answer, and long answer questions. As per Bloom's Taxonomy, the purpose of the exam is to assess six levels of learning: knowledge, comprehension, application, analysis, synthesis and evaluation in all areas of course content.

Timeframe:

- Ninety (90) minutes

Date:

- Final Exam Week (Dec 8-20th) – **Date to be confirmed**

Reference:

Bloom's Taxonomy: <http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf>


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

Students are strongly advised to book appointments early with the Writing Centre, or the ESL Writing Centre if applicable, to progress their writing ability in this academic program. Review of feedback on previous academic papers will also support students in this endeavor.

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.

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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.
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.

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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.