



CAMOSUN COLLEGE
School of Health & Human Services
Department: Baccalaureate of Science
in Nursing Program



NURS 260 Relational Caring
Summer 2020

COURSE OUTLINE

The course 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. Students are recommended to keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

- (a) **Instructor** [Click or tap here to enter text.](#)
- (b) **Office hours** [Click or tap here to enter text.](#)
- (c) **Location** [Click or tap here to enter text.](#)
- (d) **Phone** [Click or tap here to enter text.](#) **Alternative:** [Click or tap here to enter text.](#)
- (e) **E-mail** [Click or tap here to enter text.](#)
- (f) **Website** [Click or tap here to enter text.](#)

2. Intended Learning Outcomes

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.

Upon successful completion of this course a student will be able to:

- 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 the principles of team dynamics and group processes to enable effective interprofessional team collaboration.
- f) describe the importance of sharing information, listening attentively, and respecting other opinions in an interprofessional setting*.
- g) describe motivational interviewing principles.
- h) Integrate knowledge and skills for effective interprofessional and intraprofessional practice*.
- i) participate effectively in class groups.
- j) apply relational ethics as a foundation for nursing practice in the complex health care environment.
- k) generate ethical responses to 'everyday nursing ethics' challenges in the health care setting.
- l) engage in family-centered nursing practice, across the lifespan.

*Note: Interprofessional and intraprofessional learning outcomes will also be covered in N 280 seminar

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

Course Type: Distance Learning (online)

Nursing 260 (May 4-June 20, 2020) 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
Week 1	Relational Practice II: Relational Caring Module 1: Relational Practice and Patient-Centred Care	Intro to relational caring <ul style="list-style-type: none"> Overview of term Introduction to Relational Practice II <ul style="list-style-type: none"> Relational Practice and PCC Therapeutic Nurse-Patient Relationship 	Introduction and Community of Practice Activity Learning Activity
Week 2	Module 2: Relational Practice in Groups	<ul style="list-style-type: none"> Group development Therapeutic communication in groups 	Learning Activity and discussion
Week 3	Module 3: Health Promoting Communication	<ul style="list-style-type: none"> Health teaching and learning Health promoting relationships Health promoting communication Motivational interviewing 	Learning Activity and discussion
Week 4	Module 4: Cultural Competence in Communication	<ul style="list-style-type: none"> Exploring culture and client needs Exploring culture as context Cultural Safety 	Learning Activity and discussion
Week 5	Module 5: Relational Ethics Part I:	<ul style="list-style-type: none"> Understanding the Relational Ethics Model Relationships, ethics and everyday nursing 	Learning Activity and discussion
Week 6	Module 5: Relational Ethics cont'd: Part 2:	<ul style="list-style-type: none"> Using relational ethics Moral agency, moral courage, and moral imagination 	Learning Activity and discussion
Week 7	Module 6: Relational Practice Across the Lifespan	<ul style="list-style-type: none"> Family-Centred Care Across the lifespan Family-centred Care Across the Lifespan The nurse-child Therapeutic Relationship Caring for Clients and Their Families in the Context of Life-limiting illness and end-of-life 	
Week 8	Exam Week	Written Assignment is due: Wednesday, June 24	Written Assignment Submitted

5. Basis of Student Assessment (Weighting)

Significant Discussion Postings and Responses– 60%

On-line courses provide an opportunity for students to engage in robust discussion and exploration on diverse ideas and understanding of the course content on an education platform such as Desire to Learn (D2L) (Boettcher & Conrad, 2016). Research has demonstrated that the on-line 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 engaging in a variety of on-line discussions and activities over the next 7 weeks in the Relational Practice II: Relational Caring

- Students are expected to actively participate each week in discussions arising from the Learning Activities posted to D2L each week.
- Students will make one *significant posting* each week in response to the weekly learning activities (see rubric)
- Students will also make *significant responses* each week to a minimum of 2 classmates' postings.
- Students are also expected to contribute to the discussions each week in an on-going conversation

NB: Our week will be considered as Monday at 0900 to Saturday at 1900 hrs.

Objectives:

Students will:

- Analyze concepts and knowledge from assigned readings
- Apply learning to on-line activities and discussion
- Integrate personal knowledge and experience (where appropriate) and concepts, ideas, and knowledge from the assigned readings and learning activities into discussion postings

Instructions:

For this assignment, you will participate in weekly 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:

- discuss at least 2 *specific* points from the assigned readings (appropriately referenced using correct APA6 Publication Manual referencing and citation).
- relate information in an article or reading to *clinical* or *personal* experience or prior learning (i.e.: N160, N133).
- Students may choose to include other creative approaches, such as, photos, videos, poetry, graphs, or other visual media **to supplement** your post and academic discussion.
- 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 250 – 350 words (**maximum**) in length, clear and concise with correct grammar and spelling.

NB: This will require you learn to write with clarity and to be succinct and concise in your postings. You will use these skills in your professional nursing practice and throughout the remainder of your academic writing career. The APA6 Publication Manual also describes these key writing skills.

Responses to others' postings will:

- respond to the points or ideas others in your small discussion groups have posted, ask a thought-provoking question, provide your own analysis or understanding to engage in further inquiry.
- be 150-250 words in length, clear and concise with correct grammar and spelling and correctly formatted referencing and citations as per APA6 Publication Manual.

Evaluation:

- **Initial postings** will be uploaded by **Wednesday at 1900 hrs** each week to ensure enough time for discussion.
- Your **response postings** will be uploaded by **Saturday at 1900 hrs** each week.
- Posting uploaded too late to allow for discussion (Sunday afternoon) will be marked accordingly. Responses posted after 1900 hrs on Saturday will receive a mark of zero.
- Please refer to the rubric posted on D2L for marking criteria.

Summarizing Group Discussion (Pairs) – 15%

The purpose of this activity is to summarize the learning activity discussions within your small group at the end of a specific week. Students will be assigned, to work in pairs, and will summarize the weekly discussion postings *once* over the course of this term.

Objectives:

Students will:

- Review postings and responses in the threaded discussions
- Synthesize the key ideas from that week's discussion
- Integrate the key ideas into a paragraph which summarizes the main themes of the discussion, opposing positions, and agreements on the concepts discussed by your classmates that week.

Instructions:

For this assignment, you will participate in the on-line learning activities and discussion by posting to the discussion board on D2L. At the end of the week (Saturday or Sunday), you and your partner will:

- review all of the postings
- identify the themes or key ideas discussed
- identify any opposing thoughts
- describe common perspectives or understandings
- integrate these elements into a 1-2 paragraph summary of the discussion
- Please refer to the rubric posted on D2L for marking criteria.

Due:

Your summary will be posted to your assigned week's discussion board by **Monday at 1900 hrs**.

Final Written Assignment (25%)

OBJECTIVE:

The purpose of this assignment is to provide the learner with the opportunity to demonstrate knowledge, understanding and application of course concepts. The assignment will cover content from Modules 1 to 6.

Instructions:

You will be provided a list of 5 questions 48 hours before (**1000 hrs June 22**) the assignment submission date. You will choose **2** questions to which you will respond.

- Your assignment will be submitted as a Word document and be written and formatted according to APA6 Publication Manual instructions and include a title page and reference.

- Each question response will be 500-600 words in length **for each question**.
- You will respond to your chosen questions, integrate knowledge from N260 and other courses (I.e.: N160; N133) related to concepts or ideas around which the questions are focused.

NB: Students will not copy or use previously submitted content from the discussion post in this assignment.

Timeframe:

- You will have forty-eight hours to complete and submit your assignment.

Date:

- The Assignment will be submitted during Exam Week (**June 22-26th**).

Due:

Wednesday, June 24, 2020 by 1000 hrs

6. Grading System

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

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

Click or tap here to enter text.

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>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services>

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 college policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Grading](#), [Involuntary Health and Safety Leave of Absence](#), [Prior Learning Assessment](#), [Medical/Compassionate Withdrawals](#), [Sexual Violence and Misconduct](#), [Standards for Awarding Credentials](#), [Student Ancillary Fees](#), [Student Appeals](#), and [Student Penalties and Fines](#).

Student Conduct Policy

The [Student Conduct Policy](#) provides clear expectations of appropriate academic and non-academic student conduct and establishes processes for resolution of conduct issues or the imposition of sanctions for inappropriate conduct. It is the student's responsibility to become familiar with the content of this policy.

1. GRADING SYSTEMS

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

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.

1. 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://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/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.