



**NURS 360–Relational Practice in Crisis & Complexity**  
**Fall 2019**

**COURSE OUTLINE**

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**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 is 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.

*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.*

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**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**

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

- a) Articulate the components of culturally safe, competent, ethical and compassionate nursing care in difficult, contentious and distressing situations.
- b) Engage in scholarly critical reflection to inform nursing practice applying foundational curricular perspectives.
- c) Incorporate diverse frameworks to enhance and synthesize understanding of complexity in relational practice.
- d) Develop strategies to enact competent, ethical, and compassionate nursing care in difficult, contentious and distressing situations.
- e) Integrate relational ethics into effective clinical decision making in order to enhance quality of 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). *2017 Edition: Code of ethics for Registered Nurses*. Ottawa, ON: Author. Retrieved from <https://cna-aiic.ca/html/en/Code-of-Ethics-2017-Edition/files/assets/basic-html/page-1.html#>

Canadian Interprofessional Health Collaborative. (2010). *A National Interprofessional Competency Framework*. Retrieved from [https://www.cihc.ca/files/CIHC\\_IPCompetencies\\_Feb1210.pdf](https://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf)

#### 4. Course Content and Schedule

Individual teachers will provide a schedule based on unique needs of each section.

This schedule is tentative and is subject to change as necessary during the semester. Flexibility has been built in to accommodate missed classes due to statutory holidays.

<b>Module</b>	<b>Course Content</b>
<b><u>Module One:</u></b> Weeks 1-5	<b>Week 1:</b> Introduction: Relational Ethics <b>Week 2:</b> Exploring Diversity through the Lens of Intersectionality, Understanding Social Justice and Ethical Practice. <b>Weeks 3-4:</b> Racism, Colonialism, Oppression, and Privilege Within Nursing Practice <b>Week 5:</b> Marginalization, Stigma
<b><u>Module Two:</u></b> Weeks 6-9	<b>Week 6:</b> Living with Dying: History and Principles of HEOLPC <b>Week 7:</b> End-of-Life, Supporting Decision Making (Advance Care Planning) <b>Week 8:</b> The Future of HEOLPC <b>Week 9:</b> Compassion Fatigue, Burnout
<b><u>Module Three:</u></b> Weeks 10-11	<b>Week 10:</b> Death and Beyond: Loss, Grief, and Bereavement. The Journey And the End <b>Week 11:</b> Theory/Theorizing about Loss, Grief, and Bereavement
<b><u>Wrap Up:</u></b> Weeks 12-14	<b>Week 12-14:</b> Student Presentations and Closure

## 5. Basis of Student Assessment (Weighting)

### (a) Assignments

All written assignments must be typewritten and adhere to APA 6<sup>th</sup> edition writing and referencing format. Please refer to your Course Manual, Camosun College grading policy, and the Department of Nursing Handbook. Note that the grading policy incorporates APA format, spelling, grammar and quality of critical thinking in the assigned grades. Late assignments will be deducted 5% per day, weekend and holiday days included. Assignment and student evaluation information will be provided in the first two weeks of the course. All assignments must be completed to achieve a passing grade. There will be no extensions or rewrites of quizzes/assignments and exams.

Evaluation Component	Due Date	Percentage	Comments
Social Location Map	Week 3: beginning of class	Part of Participation Grade	Activities completed in class
Knowledge Assessment	Week 6	20%	60 minutes, written in class, knowledge assessment on Module 1 content.
Proposal for Creative Assignment	Week 8: beginning of class	10%	1 page proposal for creative assignment.  To be submitted to D2L. Proposals should be saved and uploaded to D2L using the same naming convention as your N380 ePAF. (e.g., Doe JE 1234567 N360 Proposal)
Group Presentations	Week 13: all materials for presentations handed in by beginning of class. Week 13&14: presentations given	25%	Groups will be assigned. Presented in class. Covers concepts from Modules 2 & 3, informed through an intersectionality lens.
Participation	Weeks 1 -14: self-evaluation submitted beginning of class.	20%	10% social location map (week 2) 5% instructor evaluation 5% self-evaluation.
Creative Assignment	Week 14 – beginning of class	25%	Creative representation of learning as well as a written reflection.  To be submitted to D2L. Written assignments should be saved and uploaded to D2L using the same naming convention as your N380 ePAF. (e.g., Doe JE 1234567 N360 Assignment)

## 6. Grading System

- 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>

### 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.

## A. 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.

## 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.