



Relational Practice 2: Creating Health and Promoting Relationships – NURS 213

Bachelor of Science in Nursing (BSN) Program

Course Outline

COURSE IMPLEMENTATION DATE:	September 2008
OUTLINE EFFECTIVE DATE:	September 2022
COURSE OUTLINE REVIEW DATE:	April 2027

GENERAL COURSE DESCRIPTION:

In this course participants move beyond the personal discovery focus of Relational Practice 1 to a focus on relational caring. The major emphasis of the course is relational practice with individuals, families and groups from diverse backgrounds of age, culture and experience. This is an experiential course designed to deepen the participant's understanding of caring, and how the connection between caring and relationship provides the context for health and healing. Participants explore theories and processes of caring, relational identity, development of self as a nurse and relational practice as enacted across a range of settings and contexts.

Program Information: This course is required for the second year of the Bachelor of Science in Nursing program. The materials in this course represent a component of a four year integrated BSN program.

Delivery: This course is delivered face to face.

COTR Credits: 3

Hours for this course: 42 hours

Typical Structure of Instructional Hours:

Breakdown	Duration
Lecture Hours	42
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
Total	42

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
Total	

Course Outline Author or Contact:

Daniel Wiens BN, BA, MA

Signature

APPROVAL SIGNATURES:

Department Head
Sandi Hill
E-mail: shill@cotr.bc.ca

Department Head Signature

Dean of Health and Human Services
Heather Hepworth
E-mail: hepworth@cotr.bc.ca

Dean Signature

EDCO

Valid from: September 2022 – April 2027

Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT:

Prerequisites: NURS 113

Corequisites: NURS 210, 215 and BIOL 218

Flexible Assessment (FA):

Credit can be awarded for this course through FA

Yes No

Transfer Credit: For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

Prior Course Number: N/A

Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Doane, G. H., & Varcoe, C. (2020). *How to nurse: Relational inquiry in action* (2nd ed.). Philadelphia, PA: Wolters Kluwer-Lippincott Williams & Wilkins.

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

Please see the instructor's syllabus or check COTR's online text calculator

<http://go.cotr.bc.ca/tuition/tCalc.asp> *for a complete list of the currently required textbooks.*

LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to

- understand the relationship with client, family and nursing team and begin to critically reflect on ethical ways of being in these relationships;
 - explore relationships and relational capacities with clients of various ages;
 - examine relational processes that support a growing understanding of the personal meaning clients give to health and healing;
 - formulate a personal conception of the role of a nurse when collaborating with the client, family and nursing team in establishing health-promoting relationships;
 - describe the principles of team dynamics and group processes to enable effective interprofessional team collaboration; and
 - describe the importance of sharing information, listening attentively, and respecting other opinions in an interprofessional setting.
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COURSE TOPICS:

Process:

This course supports the participants' beginning nursing practice through methodologies and assignments that enable participants to reflect on their relationships with actual clients and working groups. Having opportunities to examine critical incidents, within the participants' own relational experiences with a client, the nursing team or life within student groups, plays a central role in the construction of the course. The intention is that course concepts stress more self-awareness and relational ways of being than solely skills and mechanistic approaches to relationship. A beginning ability to examine and critique one's actions in light of espoused beliefs about caring relationship is encouraged. Participants are also encouraged to "follow through" or enact newer understandings that are being acquired throughout the course.

Concepts and Sub-concepts:

CONTEXT

Ethics

- Relational ethics establishing a foundation for nursing practice

HEALTH AND HEALING

Health Promotion

- Collaborative knowledge development
- Pattern recognition
- Naming and supporting capacity
- Emancipatory action

INQUIRY

Personal Meaning

- Clients' experiences and narratives

Relational Inquiry

- Questioning to look beyond the surface
- Identifying and challenging assumptions
- Re-imagining
- Reflexivity
- Ways of knowing – bringing together multiple ways of knowing and forms of knowledge

RELATIONAL PRACTICE

Capacities

- Letting be
- Listening
- Communication skills
- Self-observation
- Observing the “other”
- Intentionality
- Influence of philosophical frameworks
- In the context of individuals, families and groups

Caring

- As a philosophy
- As a way of being
- As a moral imperative
- Dimensions of caring (e.g., 5 C's of caring)

Perception

- Situatedness and constitutedness
- Multiple perspectives

Power/Power Relations

- Hegemony of traditional power structures within the client's environment (home community, institution) and impact on client experience and relationship
- Conflict – in one to one relationships, in groups

Relationship

- Collegial
- Client/patient
- Group process

EVALUATION AND ASSESSMENT:

Assignments	% Of Total Grade
Relational Practice Paper	30%
Relational Practice Presentation	30%
Relational Practice Learning Activities	<u>40%</u>
Total	100%

All written assignments must be completed to achieve a passing grade.

Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments and use of electronic aids.

ATTENDANCE AND ASSIGNMENT REQUIREMENTS:

Refer to instructor's syllabus.

ADDITIONAL RELEVANT INFORMATION/POLICIES:

1. All learning experiences are mandatory. Students who are unable to attend a scheduled learning event must notify the instructor at the earliest possible opportunity.
 2. Absence from learning experiences, for any reason, may prevent the student from being able to meet the requirements for that course. Students who have missed 10% or more of their clinical practice experiences will be evaluated for their eligibility to remain in the program. (**Clinical courses only!**)
 3. All assignments must be submitted by the due date. A penalty of 10% per calendar day will be deducted for late assignments. Extensions will be considered on an individual basis when legitimate circumstances support the student's request, provided the extension is negotiated 48 hours in advance of the due date.
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EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 95	94-90	89-85	84-80	79-75	74-70	69-65	64-60	< 60

ACADEMIC POLICIES:

See www.cotr.bc.ca/policies for general college policies related to course activities, including grade appeals, cheating and plagiarism.

COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor will endeavour to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.