



## Relational Practice 3: Connecting Across Difference – NURS 313

### Bachelor of Science in Nursing (BSN) Program

### Course Outline

COURSE IMPLEMENTATION DATE: September 2009  
OUTLINE EFFECTIVE DATE: September 2018  
COURSE OUTLINE REVIEW DATE: April 2023

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#### GENERAL COURSE DESCRIPTION:

Building on the concepts introduced in Relational Practice 1 and 2 and other previous courses, Relational Practice 3 provides a synthesis of knowledge that is the basis of critical analysis. This course focuses on enhancing participants' everyday relational practice with individuals, families and groups. The emphasis is on engaging with the complexities of difference in everyday nursing practice and the challenges these complexities might pose for being in-relation with clients.

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

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**Delivery:** This course is delivered face to face.

**COTR Credits:** 3

**Hours for this course:** 42 hours

#### Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	42
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
<b>Total</b>	42

#### Practicum Hours (if applicable):

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

**Course Outline Author or Contact:**

Candice Estrella, RN, MN

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Signature

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**APPROVAL SIGNATURES:**

Department Head  
Sandi Hill  
E-mail: [shill@cotr.bc.ca](mailto:shill@cotr.bc.ca)

Dean of Health and Human Services  
Heather Hepworth  
E-mail: [hepworth@cotr.bc.ca](mailto:hepworth@cotr.bc.ca)

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Department Head Signature

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Dean Signature

EDCO

Valid from: September 2018 – April 2023

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Education Council Approval Date

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**COURSE PREREQUISITES AND TRANSFER CREDIT:**

**Prerequisites:** All previous courses in years one and two of the BSN program at COTR.

**Corequisites:** All courses in semester five of the BSN program at COTR.

**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

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## 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:

- Arnold, E., & Boggs, K. (2007). *Interpersonal relationships: Professional communication skills for nurses* (5<sup>th</sup> ed). St. Louis, Missouri: Saunders Elsevier.
- Doane, G. H., & Varcoe, C. (2015). *How to nurse: Relational inquiry with individuals and families in changing health and health care contexts*. Philadelphia: Lippincott Williams & Wilkins.
- Halter, M. (latest edition). *Varcarolis's Canadian psychiatric mental health nursing: A clinical approach*. Pollard, Ray and Haase. Elsevier-Saunders Canada
- Ross-Kerr, J. C. & Wood, M. J. (Eds.). (latest edition). *Canadian fundamentals of nursing*, (Rev. 5<sup>th</sup> ed.). ON: Harcourt Canada
- Stamler, L. & Yiu, L. (latest edition). *Community health nursing – A Canadian perspective*. Toronto, ON: Pearson Prentice Hall

## Suggested Reading:

- Hart, M. A. (2002). *Seeking mino-pimatisiwin: An Aboriginal approach to helping*. Halifax, NS: Fenwood. (E98 .S46 H37 2002 at the COTR library.)
- Benner, P. (1984). *From novice to expert: excellence and power in clinical nursing practice*. Menlo Park: Addison-Wesley Pub. Co. (available in COTR library)
- Grossman, S. (2013). *Mentoring in nursing: A dynamic and collaborative process*. (2<sup>nd</sup> Edition) Sprinter Publishing Company

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.

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## LEARNING OUTCOMES:

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

- through a process of critical inquiry, enhance and synthesize understanding of the foundations of the curriculum while engaging with individuals, families and groups in the nursing practice;
  - explore challenges in relational practice and possible conflicts with clients, colleagues, organizations or systems;
  - envision nursing approaches to engage with difference to enhance the nursing practice; and
  - critically analyze the impact of tensions on inter-professional team functioning.
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## Concepts and sub-concepts:

### **CLIENT**

- **Situatedness**
- **Constitutedness**
- **Social justice and equity discrimination**

### **CONTEXT**

#### **Diversity**

- Difference of age groups, abilities, gender, sexual orientation, origins, professions
- Stigma
- Working with families and family diversity (family theory carried through from earlier courses)

#### **Ethics (relational)**

- Ethical decision making
- Ethical team and group work

### **RELATIONAL PRACTICE**

#### **Relationship**

- Caring
- Challenges and rewards in intercultural nursing practice
- In groups
- Working with and in groups and teams
- Context
- Connecting across difference (consideration of constitutedness, situatedness)
- Narrative inquiry – deconstructing texts and scripts
- Co-creating meanings – moving from narrative to meaning

#### **Cultural Safety**

- Cultural sensitivity
- Cultural competence

#### **Power/Power Relations**

- Within relationships – one-to-one, within groups
- Leadership
- Privilege
- Conflict
- Oppression, marginalization
- Racism, ageism etc.

#### **Collaboration**

- Interprofessional, interdisciplinary and intersectoral collaboration
- Leadership

### **OPTIONAL COURSE TOPICS:**

- First Nations ways of being in relationship in groups
- Virtues in relational caring

*See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.*

**EVALUATION AND ASSESSMENT:**

Assignments	% Of Total Grade
Critical Inquiry Assignment	20%
Engaging Across Differences Assignment	30%
Reflection Assignment	15%
Relational Practice Academic Paper	<u>35%</u>
Total	100%

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

**ATTENDANCE AND ASSIGNMENT REQUIREMENTS:**

See College of the Rockies Nursing Program and Progression policies.

**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 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.

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**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

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**ACADEMIC POLICIES:**

See [www.cotr.bc.ca/policies](http://www.cotr.bc.ca/policies) for general college policies related to course activities, including grade appeals, cheating, and plagiarism.

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**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 endeavours to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.