Exercise 3.1: Answer this question in your own words before continuing.
- How is the integrity of the profession of Licensed Practical Nurses maintained?

Exercise 3.2: Think carefully now about professions. As you know, Licensed Practical Nurses belong to the profession of nurses. More specifically, they belong to the profession of Licensed Practical Nurses and are regulated by the College of Licensed Practical Nurses of Alberta (CLPNA).
- Can you say the same for occupational therapists, social workers, lawyers, accountants, doctors, sonographers (ultrasound technicians)?
- What about taxi drivers, waiters and waitresses, hospital porters, health care assistants, and life skills workers? Do these fit the criteria you’ve just read?

Exercise 3.3: In Table 5, list members of a healthcare team that belong to a profession, and those members that are not considered professionals.

Table 5: Professional and Non-Professional Members of a Healthcare Team

| Members of the Healthcare Team who belong to a Profession | Members of the Healthcare Team who do NOT belong to a Profession |
Exercise 3.4: Now look at your table again. Remembering that this is a course in relational practice, did you put the client in the left column? Stop and consider that. Using a relational practice approach, the client and perhaps also family members or other supports should appear in that column. If you didn’t, please review Chapters 1 and 2.

Exercise 3.5: Practicing professional boundaries takes practice! Using the concept of reflective practice, consider how you might respond to the client with a full, thick head of wavy hair who asks you to completely shave his head, ‘for fun’. Do 3 things:

- reflect on your skills and abilities to shave someone’s head
- reflect on your professional boundaries and decide if this a social activity or professional one
- respond to the client in a manner that is respectful and does not harm the partnership in care that the two of you have.

Exercise 3.6: Enhance your learning through recall. Define the following relational practice terms and concepts from Chapters 1 and 2 of this Study Guide.

- Nursing Intention
- Presencing or being fully present
- Participatory relationship
- Mutuality and partnering
**Exercise 3.7:** Read the following case study and think about it beyond the superficial. What is the client really telling you through his narrative? What is deeply meaningful to him?

**Figure 6: Case Study**

Raymond, 88 years old, lives in residential care. You’ve noticed he sits for long periods looking out the window at the park just next door. You sit and talk with him, open to explore this and anything else he might like to talk about right now. You begin by commenting on the pretty park and you note how green it is. Raymond engages. He tells you about the farm he grew up on. He says the trees in the park are the same as the ones that his parents planted for a windbreak around the house. He asks you if you know what a windbreak is and laughs when you say you do not. In a very friendly way, he tells you. You ask him to say more about the farm. He begins a long conversation about growing up there. He talks about the sounds of the wind in the trees and the smell of the leaves in the different seasons. He recalls the sound of crunching in the dead leaves at the end of autumn. He talks about sitting under a big tree like one across the street, making small talk with his new girlfriend, whom he later married. They were wed 55 years before she passed away. He pauses and gazes out the window then in silence. You touch his arm gently and invite him to go across the street to sit in the park for a while. You have time — not much, you admit, but you have some time. He is very touched; very pleased to accept.

- **Question:** What was the underlying theme in Raymond’s narrative?
- **Question:** Why did the LPN do what she did? What did she ‘hear’ beyond the superficial conversation about trees and the farm that she responded to?
- **Question:** Is there anything therapeutic about the nurse’s intention to take Raymond over to the park?

**Thoughts about Case Study (Figure 6)**

Raymond is feeling nostalgic (sentimental) about his earlier life. He is triggered* into happy memories of his time in the outdoors, especially as he grew up on the farm with his parents. Being outside in nature also triggers him to recall a special, loving time with his wife. Mostly, he is missing his freedom to go outside and to be with nature, able to see it, smell it, touch it, and enjoy it. The relational nurse perceives this and makes an effort to fulfill this for him. Taking him over to the park, sitting and being fully present with him there is therapeutic in assisting him engage in an activity that he loves and reminds him of people and times he has loved in his life.

*To be triggered means to be cued, prompted or caused to initiate an action or thought.