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BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline Part A

School of Health Sciences

Program: Nursing

Option:

NURS 1050**Interpersonal Communication**

Hours/Week:	2	Total Hours:	34	Term/Level:	2
Lecture:		Total Weeks:	17	Credits:	2
Lab to group of:	24				

Prerequisites

Course No.	Course Name
None	

NURS 1050 is a Prerequisite for:

Course No.	Course Name
NURS3030	Practicum III

Course Goals

Interpersonal Communication helps students develop the ability to establish partnerships with people by developing shared meaning.

Course Description

In this lab course students will study how various aspects of communication promote shared meaning with patient/clients and others. The course emphasizes attitudes, knowledge and skills necessary for healing communication. Simulated patients, student demonstrations of their communication abilities (live and on video), interactive exercises and class activities, including discussion of works of literature and/or film are part of the course.

Evaluation

Haiku verses expressing feelings and perceptions about partnership, dialogue and shared meaning.

Collage class activity and reflection.

Analysis of an interaction in order for the student to demonstrate his or her understanding of how the people achieved or did not achieve shared understanding.

Videotaped demonstration of healing communication with a simulated patient experiencing one of the common experiences of people in hospital. Students will also provide an analysis of their interaction with the simulated patient including the feedback from the simulated patient.

Participation in lab activities.

Course Outcomes

The student will:

1. identify own strengths and weaknesses as a communicator.
2. analyze healing communication from a theoretical base.
3. demonstrate healing communication in selected situations.
4. appreciate the impact of context in achieving shared meaning.
5. value communication as essential to Professional Caring.

Process Threads Relevant to this Course

- Professionalism:** The central position of communication in the practice of nursing as described in the *Standards for Nursing Practice in BC* will be clarified.
- Learning:** The process of this course will be experiential. The emphasis will be on the process of people creating and sharing meaning.
- Systematic Inquiry:** The experiential nature of the course is enhanced by the intellectual processes of reasoning and reflection which are facilitated by questioning and feedback
- Creative Leadership:** Dialogue and achieving shared meaning are essential to partnership and the leadership process.

Course Record

Developed by: Katherine Doyle Nursing Program Date: December 1996
Instructor Name and Department (signature)

Revised by: Katherine Doyle Date: August 1997
Instructor Name and Department (signature)

Approved by: M. Denadit Ralsay Start Date: August 1997
Associate Dean / Program Head (signature)



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline **Part B**

School of Health Sciences

Program: Nursing

Option:

NURS 1050

Interpersonal Communication

Text(s) and Equipment

Required:

One blank videotape, 60 minutes, 1/2 inch VHS

Arnold, E. and Boggs, K. (1995). *Interpersonal Relationships. Professional Communication Skills for Nurses*. Philadelphia: Saunders.

Montgomery, C.L. (1993). *Healing through Communication*. Newbury Park, CA: Sage.

Optional:

Texts

Callahan, M. & Kelley, P. (1992). *Final Gifts*. New York: Bantam.

Young-Mason, Jeanne. (1997). *The Patient's Voice: Experiences of Illness*. Philadelphia: Davis.

Excerpts from Psychiatric Nursing Texts. (On reserve in the library.)

Psychiatric nursing textbooks have a lot of good reading related to the non-physical, non-technological aspects of nursing in all settings.

Brady, P.F. (1993). Therapeutic relationships. In B.S. Johnson, *Psychiatric Mental Health Nursing*, 3rd ed., pp. 79–87. Philadelphia: Lippincott. *

Reakes, J.C. (1993). Communication. In B.S. Johnson, *Psychiatric Mental Health Nursing*, 3rd ed., pp. 61–77. Philadelphia: Lippincott. *

Gelazis, R.S. and Coombe-Moore, J. (1993). Developing a therapeutic relationship. In R.P. Rawlins, S.R. Williams & C.K. Beck, Eds., *Mental Health-Psychiatric Nursing. A Holistic Life-Cycle Approach*, 3rd ed., pp. 109–133. St. Louis: Mosby. #

Hedlund, N.L. and Jeffrey, F.B. (1993). Therapeutic communication. In R.P. Rawlins, S.R. Williams & C.K. Beck, Eds., *Mental Health-Psychiatric Nursing. A Holistic Life-Cycle Approach*, 3rd ed., pp. 87–108. St. Louis: Mosby. #

Kneisl, C.R. (1996). Therapeutic communication. In H.S. Wilson & C.R. Kneisl, *Psychiatric Nursing*, 5th ed., pp. 109–130. Menlo Park, CA: Addison-Wesley.

McDonald, S.F. (1996) Principles of communication. In K.M. Fortinash & P.A. Holoday-Worrett, *Psychiatric Mental Health Nursing*, pp. 143–167. St. Louis: Mosby.

Stuart, G.W. and Sundeen, S.J. (1996). *Principles and Practice of Psychiatric Nursing*, 5th ed., pp. 21–63. St. Louis: Mosby.

Readings marked with * should be read together.

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Course Notes (Policies and Procedures)

1. Students are encouraged to identify individual learning needs that may be met in this course. Please talk with the teacher to see how this might be accomplished.
2. During the first class, the evaluation methods will be discussed.
3. The reference readings are on reserve in the library. The material will be on one-day loan.
4. All the readings do not have to be read by every student. Reading groups can be formed so that readings are distributed among the members. Reading groups should have a maximum of four members to ease working relationships and communication between members.
5. Students will participate in a verbal review of the course at midterm and the end of the term. This review will include a discussion of teaching methods, resources, and course structure. The midterm review is aimed at meeting the needs of the students currently taking the course. The end of term review is aimed at modifying the course for the next class.

Participation / Attendance:

Attendance is required in this course because of the importance of dialogue to thinking, self-awareness, and learning. The different viewpoints shared during the class will help expand the thinking of all participants. If students are absent for more than 10% (i.e., 3.4 hours) of the planned activities without a medical certificate they may be prohibited from completing the course.

It is not enough that people are present in body. People must participate so that everyone can expand his or her thinking about the subject being discussed.

I prefer students to take the initiative to participate however, if you don't, I will call on students individually to share your thoughts.

Videotaping: Live videotaping of student-teacher and student-student interactions will be done in order to gain awareness and insight about our verbal and nonverbal behavior.

Course Content

- Theoretical perspectives: Humanism, caring, symbolic interactionism – what do they mean and what role do they play? How do they relate to professional caring and partnership?
- General ways of being in relation to others (our predisposition) that promote helpful, healing interaction:
 - ▶ orientation toward persons rather than professional role
 - ▶ concern for the human element of health care; anticipating/imagining
 - ▶ intention to *connect with* rather than to *do to* a person
 - ▶ transcendence of judgement
 - ▶ hopeful orientation
 - ▶ lack of ego involvement and expanded personal boundaries (Montgomery, 1993).
- Specific behavioral ways of relating: this will include some micro communication skills, for example, ways to convey empathy, and some more general macro skills, for example, expressing authenticity or empowering others.
- Ways to analyze our interactions with others in order to increase our awareness and set goals to improve our communication.
- Common experiences of people in hospital:
 - ▶ the person who is anxious
 - ▶ the person who is sad, bereaved or depressed
 - ▶ the person who is confused
 - ▶ the person who is angry and hostile.

Assignment Details

1. Haiku Assignment:

(10%)

Haiku is an unrhymed Japanese verse form. Each Haiku consists of three lines containing five, seven and five syllables respectively. The essence of Haiku is to capture a moment in time and space. Haiku is a creative, simple way for you to reflect on your clinical experience and specifically on interpersonal communication experiences that you have or observe.

The first few weeks of the Interpersonal Communication course are more theoretical than practical. To compensate for this and to encourage you to reflect on the interpersonal aspects of your practice, I would like you to write five (5) Haiku verses, one each week until Week 6. You are free to write more than five if you wish.

Grading: You will receive 2% for each verse submitted, to a maximum of 10%. The marks are for writing and submitting the verses according to the criteria below. Please do not be overly concerned about your literary creativity or artistry as a poet.

Grading Criteria:

- ▶ Follow the format described above, that is, three lines consisting of five, seven and five syllables respectively.
- ▶ Express your feelings or perceptions about some interactive experience from your clinical practicum. This could involve your perceptions about the components of partnership – open communication, mutual respect, cooperation. It could involve your perceptions about dialogue and shared meaning.

2. Collage Activity and Reflective Journal: (10%)

The collage is used to stimulate discussion among the class participants (students and faculty). It will help us as individuals to make meaning from the course concepts and it will help us to share those meanings with each other.

How to create the collage: Each week, students will bring something to class (a picture, an article, a poem, a cartoon, an object) and add it to the collage. You need to "own" and document your contributions by including your name, a brief description of the contribution, and how it relates to the day's session.

How we will use the collage: During each class session, we will spend some time discussing how the collage reflects the ideas under discussion in the class. At the end of each class, time will be given for you to write a reflective paragraph of what the collage means to you and how it relates to the content of the class. Alternatively, you can reflect on course readings or activities or on interactive clinical/personal experiences.

The faculty will respond in writing to each reflective paragraph and return them to you at or before the next class. The collage will be used at the end of the course to summarize or bring closure to the meaning of the course for us as individuals and learning partners.

Grading

You will receive 1% for each paragraph submitted, to a maximum of 10%. The criterion for receiving the mark is that you describe the meaning that the collage and/or the course activities has for you in the context of the week's topic. Also, you must make a minimum of 6 contributions to the collage throughout the course in order to receive the marks.

3. Demonstration Videotape/Analysis of Helping Skills

The purpose of this assignment is to provide you with the opportunity to examine your current ability to communicate effectively in a caring, helping relationship. This tape will serve two purposes:

- skill demonstration, and
- critical analysis

Part A: Skill Demonstration

(s/u)

Feedback will be given to you and a grade assigned, based on the criteria listed below.

1. The interaction flows smoothly with clear transitions from introduction to closure.
2. Caring, empathic responses are evident.
3. You demonstrate interpersonal skillfulness and use of communication concepts.
4. Blocks to effective communication rarely, if ever, occur.

Part B: Analysis

(25%)

Due date TBA

Identify three responses from your interactions and critique these responses in terms of the interpersonal helpfulness and/or effectiveness.

1. State your internal response; your thoughts or feelings. Note your intended purposes or goal in responding.
2. Identify the underlying personal belief for the response.
3. Identify the communication skill used and the underlying concept that supports the use of the skill.
4. Judge the effectiveness of the response.
5. Reformulate the response as necessary.

Process of the Assignment

The details of this assignment will be given to you in class. Briefly, you will make a 10-minute videotape of an interaction with a "client" assigned to you by the faculty. This will be done outside of class time. You will submit the videotape and a written analysis of the interaction as described above in Part B: Analysis

4. Demonstration Videotape with Simulated Patient

The purpose of this assignment is to provide you with an opportunity to demonstrate therapeutic communication skills and examine your own growth as a therapeutic communicator.

Part A: Interaction

(s/u)

Make a 10-minute unscripted videotape recording in which you are the helper exploring an issue or problem with a simulated patient.

Explore the presenting issue or problem in sufficient depth and clarity so as to demonstrate a thorough understanding of the patient's concern(s). The overall objective is for you to provide an effective demonstration of your helping style, incorporating the concepts and skills learned, according to the needs presented by your client. Feedback and grading will be based on the criteria distributed in class.

Part B: Critical Analysis of Learning

(40%)

Four typewritten pages. Due date TBA. No extensions are possible.

While viewing your taped interview:

1. Reflect and write about your own growth and improvement as a therapeutic communicator during this course. Include your beliefs and values about communication in regard to professional caring.
2. Outline your strengths and weaknesses in this helping interview. Comment on your behavior and how it affected your client.
3. Discuss turning points or transitions in your interactions, note times when you or your client seemed to make a shift. Indicate how these shifts influenced the interaction.
4. Identify three concepts in relation to helping that you were aware of and/or utilized in this session and discuss the significance of each concept. Support your views using the professional literature on communication, caring, etc.
5. Describe the context of the interaction and how it influenced the interaction.
6. Formulate goals for continued improvement as a therapeutic communicator.
7. Enclose the Feedback from Standardized Patient form.

NB: A satisfactory grade in at least one of the videotaped interactions is required to pass the course.

5. Attendance and Participation in Lab Activities

(15%)

"Attendance must be recorded for courses in which there is a specified attendance requirement for successful completion of the course." BCIT Policy 5410 Evaluation of Students. Students and faculty will determine how to maintain this record.

Participation: The group skills that you have been learning in the Nursing and Health Issues courses (PBL strategy) are the same skills required for this course. Other ways to participate are: responsible role-playing, sharing your ideas about the readings, discussing ideas from literary sources, volunteering to interact with simulated patients, respectfully critiquing others' ideas, contributing meaningful poems or other literary works.

At mid term each student will assess her or his own participation and discuss this assessment with the instructor. This will be repeated at the end of the course and the student and instructor will decide on a mark.



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Nursing

Option:

Schedule

NURS 1050

Interpersonal Communication

Date	Week	Outcome/Material Covered	References	Call No.
Aug. 19	1	Introduction and review of course outline Learning needs and goal setting Lab process, participation, reading, viewing Course requirements, evaluation	Please Note R = Required O = Optional Those marked # should be read together. Those marked * should be read together.	
Aug. 26	2	Theoretical Perspectives	R Arnold, E. & Boggs, K. (1995). Interpersonal relationships. <i>Professional Communication Skills for Nurses</i> , 2nd ed. Philadelphia: Saunders, pp. 1–20. O Beck, C.T. (1993). Caring relationships between nursing students and their patients. <i>Nurse Educator</i> , 18(95), pp. 28–32. R Montgomery, C.L. (1993). Part I: The concept of caring. In <i>Healing through Communication</i> . Newbury Park, CA: Sage. pp. 9–37. O Wilson, H.S. (1996). Philosophy and theories for interdisciplinary psychiatric care. In H.S. Wilson & C.R. Kneisl, Eds. <i>Psychiatric Nursing</i> , 5th ed. Menlo Park, CA: Addison-Wesley. pp. 26–32.	 B456 B413 B473

Date	Week	Outcome/Material Covered	References	Call No.
Aug. 26 cont'd	2	Ways of Being	<p>One of the following:</p> <p>R Arnold, E. and Boggs, K.U. (1995). <i>Interpersonal Relationships. Professional Communication Skills for Nurses</i>, 2nd ed. Philadelphia: Saunders, pp. 32-83.</p> <p>O Kneisl, C.R. and Wilson H.S. (1996). The psychiatric nurse's personal integration and professional role. In <i>Psychiatric Nursing</i>, 5th ed. Menlo Park, CA: Addison Wesley. pp. 2-14.</p> <p>R Montgomery, C.L. (1993). Caring begins with the caregiver: Predispositional qualities of the caregiver. In <i>Healing through Communication</i>. Newbury Park, CA: Sage. pp. 41-51.</p> <p>O Wandel, J. C. (1990). On the nature and place of empathy in clinical nursing practice. <i>Journal of Professional Nursing</i>, 6(4), pp. 235-241.</p>	<p>B467</p> <p>B475</p> <p>B412</p> <p>B543</p>
Sept. 2, 9, 16	3, 4, 5	Ways of Relating	<p>R Arnold, E. and Boggs, K. (1995). <i>Interpersonal Relationships. Professional Communication Skills for Nurses</i>. Philadelphia: Saunders, pp. 198-232.</p> <p>O Brady, P.F. (1993). Therapeutic relationships. In B.S. Johnson, <i>Psychiatric Mental Health Nursing</i>, 3rd ed., pp. 79-87. Philadelphia: Lippincott. *</p> <p>O Reakes, J.C. (1993). Communication. In B.S. Johnson, <i>Psychiatric Mental Health Nursing</i>, 3rd ed., pp. 61-77. Philadelphia: Lippincott. *</p>	<p>B469</p> <p>B470</p>

Date	Week	Outcome/Material Covered	References	Call No.
Sept. 2, 9, 16	3, 4, 5	Ways of Relating (cont'd)	O Gelazis, R.S. and Coombe-Moore, J. (1993). Developing a therapeutic relationship. In R.P. Rawlins, S.R. Williams & C.K. Beck, Eds., <i>Mental Health-Psychiatric Nursing. A Holistic Life-Cycle Approach</i> , 3rd ed., pp. 109-133. St. Louis: Mosby. #	B472
			O Hedlund, N.L. and Jeffrey, F.B. (1993). Therapeutic communication. In R.P. Rawlins, S.R. Williams & C.K. Beck, Eds., <i>Mental Health-Psychiatric Nursing. A Holistic Life-Cycle Approach</i> , 3rd ed., pp. 87-108. St. Louis: Mosby. #	B464
			O Kneisl, C.R. (1996). Therapeutic communication. In H.S. Wilson & C.R. Kneisl, <i>Psychiatric Nursing</i> , 5th ed., pp. 109-130. Menlo Park, CA: Addison-Wesley.	B478
			O McDonald, S.F. (1996) Principles of communication. In K.M. Fortinash & P.A. Holoday-Worrett, <i>Psychiatric Mental Health Nursing</i> , pp. 143-167. St. Louis: Mosby.	B466
			O Stuart, G.W. and Sundeen, S.J. (1996). <i>Principles and Practice of Psychiatric Nursing</i> , 5th ed., pp. 21-63. St. Louis: Mosby.	B465
		Ways of Analyzing our Interactions	R Arnold, E. and Boggs, K. (1995). <i>Interpersonal Relationships. Professional Communication Skills for Nurses</i> . Philadelphia: Saunders, pp. 557-562.	B458
			O Gelazis, R.S. and Coombe-Moore, J. (1993). Developing a therapeutic relationship. In R.P. Rawlins, S.R. Williams & C.K. Beck, Eds., <i>Mental Health-Psychiatric Nursing. A Holistic Life-Cycle Approach</i> , 3rd ed. St. Louis: Mosby, pp. 113-115.	B472

Date	Week	Outcome/Material Covered	References	Call No.
Sept. 2, 9, 16	3, 4, 5	Ways of Analyzing our Interactions (cont'd)	<p>O Reakes, J.C. (1993). Communication. In B.S. Johnson, <i>Psychiatric Mental Health Nursing</i>, 3rd ed. Philadelphia: Lippincott, pp. 61–77.</p> <p>O Wilson, H.S. and Kneisl, C.R. (1996). <i>Psychiatric Nursing</i>, 5th ed. Menlo Park, CA: Addison-Wesley, pp. 153–156.</p>	<p>B470</p> <p>B474</p>
Sept. 23	6	Interacting with a Person who is Anxious	<p>R Anxiety – Related Disorders</p> <p>R Arnold, E. and Boggs, K.U. (1995). <i>Interpersonal Relationships. Professional Communication Skills for Nurses</i>, 2nd ed. Philadelphia: Saunders, pp. 451–483.</p>	B538
Sept. 30	7	Simulation #1		
Oct. 7	8	Interacting with a Person who is Confused	<p>R One of the following:</p> <p>Feil, N. (1992). Validation therapy. <i>Geriatric Nursing</i>, 13(3), pp. 129–133.</p> <p>Fine, J.I. and Rouse-Bane, S. (1995). Using validation techniques to improve communication with cognitively-impaired older adults. <i>Journal of Gerontological Nursing</i>, 21(6), pp. 39–45.</p> <p>Jones, G. (1985). Validation therapy: a companion to reality orientation. <i>The Canadian Nurse</i>, March, pp. 20–23.</p>	<p>B411</p> <p>B409</p> <p>B 410</p>

Date	Week	Outcome/Material Covered	References	Call No.
Oct. 7	8	Interacting with a Person who is Confused (cont'd)	R Hutchinson, S. & Wilson, H.S. (1996). Clients with delirium, dementia, amnesic disorders and other cognitive disorders. In H.S. Wilson and C.R. Kneisl, Eds. <i>Psychiatric Nursing</i> , 5th ed. Menlo Park, CA: Addison-Wesley, pp. 216-246.	
Oct. 14	9	Simulation #2		
Oct. 21	10	Interacting with a Person who is Bereaved or Depressed	R All of the following: Callanan, M. and Kelley, P. (1992). <i>Final Gifts. Understanding the Special Awareness, Needs and Communications of the Dying</i> . New York: Bantam Books, pp. 1-20. Kiger, A.M. (1994). Student nurses' involvement with death: the image and the experience. <i>Journal of Advanced Nursing</i> , 20, pp. 679-686. Ufema, J. (1991). Meeting the challenge of a dying patient. <i>Nursing 91</i> , February, pp. 42-47.	B547 B408 B455
Oct. 28	11	Simulation #3		

Date	Week	Outcome/Material Covered	References	Call No.
Nov. 4	12	Interacting with a Person who is Angry	<p>R Hamolia, C.C. (1995). Managing aggressive behavior. In G.W. Stuart & S.J. Sundeen <i>Principles and Practice of Psychiatric Nursing</i>, 5th ed. St. Louis: Mosby, pp. 719–735.</p> <p><i>Please note that this excerpt was written primarily for nurses working with people with psychiatric/mental health problems. However, much of it is relevant for all nurses.</i></p> <p>R And one of the following:</p> <p>Staples, P., Baruth, P., Jefferies, M. and Warder, L. (1994). Empowering the angry patient. <i>The Canadian Nurse</i>, April, pp. 28–30.</p> <p>Zook, R. (1996). Take action before anger builds. <i>RN</i>, April, pp. 46–50.</p>	<p>B471</p> <p>B457</p> <p>B459</p>
Nov. 18	14	Simulation #4		
Nov. 25	15	Course Closure (Set J)	VIDEO EXAM — SET K	
Dec. 2	16	Course Closure (Set K)	VIDEO EXAM — SET J	