



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Nursing

Option:

Course Outline **Part A****NURS 1050****Interpersonal Communication**


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

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**Prerequisites**

Course No.	Course Name
None	

**NURS 1050 is a Prerequisite for:**

Course No.	Course Name
NURS3030	Practicum III

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**Course Goals**

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

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**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 helpful 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.

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**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 she or he 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 her or his own strengths and weaknesses as a communicator in professional, caring encounters.
2. analyze professional, caring communication from the theoretical perspectives of caring, philosophy and nursing.
3. demonstrate professional, caring communication during course activities.
4. appreciate the impact, for all the participants, of the physical, emotional, social, cultural, economic, political and spiritual context of an interaction in achieving shared meaning.
5. understand and value the essential nature of communication to professional caring.

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## 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 the students and the instructor creating and sharing meaning in a collaborative, caring and respectful way.
- 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:** Making positive assumptions about people's abilities, valuing individuality, self-direction and dialogue are essential to partnership and the leadership process.

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## Course Record

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

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

Approved by: M. Dennis Ratsoy Start Date: January 1998  
Associate Dean / Program Head (signature)



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Nursing

Option:

Course Outline **Part B**

**NURS 1050**

**Interpersonal Communication**

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## **Text(s) and Equipment**

### **Required:**

One blank videotape, 30 or 60 minutes, 1/2 inch VHS

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

Stuart, G.W. (1995). Therapeutic nurse-patient relationship., In G.W. Stuart & S.J. Sundeen, *Principles and practice of psychiatric nursing*, (5th ed., pp. 21–63). St. Louis: Mosby.

### **Optional:**

### **Texts**

Arnold, E., & Boggs, K. (1995). *Interpersonal relationships. Professional communication skills for nurses*, (2nd ed.). Philadelphia: Saunders.

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

Young-Mason. (1997). *The patient's voice: Experiences of illness*. Philadelphia: Davis.

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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 loan period (1 day; 2 days, etc.) will be discussed and determined during the first class.
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.

6. Conduct and Harrassment and Discrimination: It is the student's responsibility to read the Institute's conduct guidelines on pages 2-3 of the Calendar and to behave accordingly.

It is the student's responsibility to read the Institute's published commitment to an environment free from harassment and discrimination and to behave accordingly.

### 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.

Take responsibility for your own learning by asking the instructor, during office hours, to:

- clarify and expand on ideas from class.
- suggest additional readings.
- discuss upcoming assignments.
- provide detailed feedback on assignments or progress.

### Course Content

- Theoretical perspectives: The relationship of communication theories to professional caring will be examined. Theories of caring will be reviewed from the perspectives of philosophy and nursing (Montgomery, 1993).
- 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, reflecting feelings, identifying themes 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.

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### 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. 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.

## 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. It is the student's responsibility to keep track of journal entries, collage contributions and Haiku on the form provided by the faculty.

### 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

(10%)

Feedback will be given to you and a grade assigned, based on the criteria listed below and described in more detail on the form distributed in class.

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

(15%)

Due date TBA

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

- State your internal response; your thoughts or feelings. Note your intended purposes or goal in responding.
- Identify the communication skill used and or the responsive action dimensions (Stuart and Sundeen, 1995) present in the interaction.
- Judge the effectiveness of the response.
- Write an alternate.

#### 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

### Requirements for the Written Assignment

This paper is a 3-5 page academic expository essay. Please follow the APA guidelines distributed in Communication 1177. An abstract, visuals, running head and header are not necessary. The essay must include an introduction that states the thesis and orients the reader to the points to be made in the body of the essay. The essay must include a conclusion that summarizes the points you have presented in the body of the essay to support your thesis. Please support your ideas in the body of the essay using the professional literature. You may use the required and optional readings from the course or you may do your own literature search. You must cite from at least one source.

### Marking of the Assignment

Twenty percent (20%) of the grade will be allotted to language, grammar and mechanics (spelling and punctuation), citations and reference(s).

Eighty percent (80%) of the grade will be allotted to composition/content.

Please see the faculty for clarification of the requirements and marking scheme for the essay. This is especially important if you have not taken Communication 1177.

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## 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

(15%)

Make a 7-10-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 and used for the first taped interaction.

### Part B: Critical Analysis of Learning

(25%)

Due date TBA. No extensions are possible.

Four to six typewritten pages.

The requirements for the written assignment and the marking of the assignment (above) apply to this assignment also.

Write about the following points specifically in relation to the taped interview.

- Outline your strengths and weaknesses in this helping interview. Comment on your behavior and how it affected your client. Assessor's and patient's feedback can be included but **your own** opinions are essential.

- Describe turning points or transitions in your interactions, note times when you or your client seemed to make a shift. Explain how these shifts influenced the interaction.
- Identify three helping skills that you were aware of and/or utilized in this session and discuss the significance of each skill to the progress of the interaction. Support your views using the professional literature on communication, caring, etc.

Write about the following point in relation to your progress as an effective communicator **this term**.

Describe some insights and improvements in your interactive ability since the beginning of this course. What goals and strategies do you have for continued improvement as you continue in the nursing program?

Submit the feedback you received from the patient and the assessor with your essay.

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## 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 or film 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 faculty in her or his journal. This will be repeated at the end of the course and the student and instructor will decide on a mark.





Date	Week	Outcome/Material Covered	References	Call No.
Jan. 27, Feb. 3, 10	4, 5, 6	<p><b>Ways of Relating</b></p> <p><b>Ways of Analyzing our Interactions</b></p> <p><b>Haiku # 3, 4, 5</b></p>	<p><b>R</b> Arnold, E., &amp; Boggs, K. (1995). <i>Interpersonal relationships. Professional communication skills for nurses</i> (2nd ed.). Philadelphia: Saunders, pp. 198–232.</p> <p><b>R</b> Stuart, G.W. (1995). Therapeutic nurse-patient relationship. In G.W. Stuart &amp; S.J. Sundeen, <i>Principles and practice of psychiatric nursing</i> (5th ed., pp. 21–63). St. Louis: Mosby.</p> <p><b>R</b> Arnold, E., &amp; Boggs, K. (1995). <i>Interpersonal relationships. Professional communication skills for nurses</i> (2nd ed.). Philadelphia: Saunders, pp. 557–562.</p> <p><b>O</b> Selazis, R.S., &amp; Coombe-Moore, J. (1993). Developing a therapeutic relationship. In R.P. Rawlins, S.R. Williams &amp; C.K. Beck (Eds.), <i>Mental health-psychiatric nursing. A holistic life-cycle approach</i> (3rd ed., pp. 113–115). St. Louis: Mosby.</p> <p><b>O</b> Reakes, J.C. (1993). Communication. In B.S. Johnson, <i>Psychiatric mental health nursing</i> (3rd ed., pp. 62–77). Philadelphia: Lippincott.</p> <p><b>O</b> Wilson, H.S., &amp; Kneisl, C.R. (1996). <i>Psychiatric Nursing</i> (5th ed.). Menlo Park, CA: Addison-Wesley, pp. 153–156.</p>	<p><b>B465</b></p> <p><b>B458</b></p> <p><b>B472</b></p> <p><b>B470</b></p> <p><b>B474</b></p>
Feb. 17	7	<b>Interacting with a Person who is Anxious</b>	<p><b>R</b> Keltner, N.L., Schwecke, L.H., &amp; Bostrom, C.E. (1991). <i>Psychiatric nursing: A psychotherapeutic management approach</i>. St. Louis: Mosby, pp. 351–359.</p> <p><b>R</b> Arnold, E., &amp; Boggs, K.U. (1995). <i>Interpersonal relationships. Professional communication skills for nurses</i> (2nd ed.). Philadelphia: Saunders, pp. 451–483.</p>	<b>B538</b>
Feb. 24	8	<b>Simulation #1</b>		

Date	Week	Outcome/Material Covered	References	Call No.
Mar. 3	9	<b>Interacting with a Person who is Confused</b>	<p><b>R</b> One of the following:</p> <p>Feil, N. (1992). Validation therapy. <i>Geriatric Nursing</i>, 13(3), 129–133.</p> <p>Fine, J.I., &amp; Rouse-Bane, S. (1995). Using validation techniques to improve communication with cognitively-impaired older adults. <i>Journal of Gerontological Nursing</i>, 21(6), 39–45.</p> <p>Jones, G. (1985). Validation therapy: a companion to reality orientation. <i>The Canadian Nurse</i>, March, 20–23.</p> <p><b>R</b> Hutchinson, S., &amp; Wilson, H.S. (1996). Clients with delirium, dementia, amnesic disorders and other cognitive disorders. In H.S. Wilson &amp; C.R. Kneisl, (Eds.). <i>Psychiatric Nursing</i>, (5th ed., pp. 216–246). Menlo Park, CA: Addison-Wesley.</p>	<p><b>B411</b></p> <p><b>B409</b></p> <p><b>B410</b></p> <p>B437</p>
Mar. 10	Break			
Mar. 17	10	<p><b>Midterm course evaluation</b></p> <p><b>Midterm evaluation of student participation</b></p> <p><b>Interacting with a Person who is Confused</b></p>	Reread course outline.	
Mar. 24	11	<b>Simulation #2</b>		

Date	Week	Outcome/Material Covered	References	Call No.
Mar. 31	12	<b>Interacting with a Person who is Bereaved or Depressed</b>	<p><b>R</b> All of the following:</p> <p>Callanan, M., &amp; Kelley, P. (1992). <i>Final gifts</i>. New York: Bantam Books, pp. 1–20.</p> <p>Kiger, A.M. (1994). Student nurses' involvement with death: the image and the experience. <i>Journal of Advanced Nursing</i>, 20, 679–686.</p> <p>Ufema, J. (1991). Meeting the challenge of a dying patient. <i>Nursing 91</i>, February, 42–47.</p>	<p><b>B547</b></p> <p><b>B408</b></p> <p><b>B455</b></p>
Apr. 7	13	<b>Simulation #3</b> Collage activity finished		
Apr. 14 12:30 –14:30 Both sets	14	<b>Interacting with a Person who is Angry</b>	<p><b>R</b> Hamolia, C.C. (1995). Managing aggressive behavior. In G.W. Stuart &amp; S.J. Sundeen <i>Principles and Practice of Psychiatric Nursing</i> (5th ed., pp. 719–735). St. Louis: Mosby.</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><b>R</b> And one of the following:</p> <p>Staples, P., Baruth, P., Jefferies, M., &amp; Warder, L. (1994). Empowering the angry patient. <i>The Canadian Nurse</i>, April, 28–30.</p> <p>Zook, R. (1996). Take action before anger builds. <i>RN</i>, April, 46–50.</p>	<p><b>B471</b></p> <p><b>B457</b></p> <p><b>B459</b></p>

Date	Week	Outcome/Material Covered	References	Call No.
Apr. 21	15	<b>Assessment of interaction skills</b> Individual appointments for each student	Readings from Weeks 3, 4, 5	
Apr. 28	16	<b>Student self-evaluation of participation</b> <b>Course evaluation</b> <b>0930 – 1020 SET J</b> <b>1030 – 1120 SET K</b>	Re-read Course Outline	