



JAN 29 1999

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline **Part A**

Operating Unit: Health Sciences

Program: Nursing

Option:

**NURS 1050**

**Interpersonal Communication 1**

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

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### Prerequisites

### NURS 1050 is a Prerequisite for:

Course No.	Course Name
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None.

Course No.	Course Name
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NURS 3030	Nursing Practicum 3
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### Course Goals

Interpersonal Communication 1 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 interpersonal 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, interactive exercises and class activities are part of the course.

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### Evaluation

Participation in collage class activity and reflection.

Midterm examination.

Videotaped demonstration of helpful communication.

Description and analysis of interactions in order for the student to demonstrate his or her understanding of interpersonal communication theory in action.

## Course Outcomes

The student will:

- Develop interpersonal awareness in order to identify the:
  - context of an interaction (physical, emotional, social, cultural, economic, political and spiritual).
  - verbal and non-verbal attitudes and skills that facilitate shared meaning.
  - verbal and non-verbal attitudes and behaviors that block shared meaning.
- Develop interpersonal self-awareness in order to identify her or his own:
  - contextual variables in a given interaction.
  - verbal and non-verbal attitudes and skills that facilitate shared meaning.
  - verbal and non-verbal attitudes and behaviors that block shared meaning.
- Incorporate professional interpersonal skills with her/his personal way of being.
- Demonstrate professional, caring communication during course activities.
- Explain and commit to the essential nature of communication to professional nursing.

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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. This includes identification and competent application of specialized knowledge and adherence to professional ethical standards.
- Learning:** Students will use their clinical experience as well as NURS 1050 course activities to learn about the process of interpersonal communication. It is expected that the personal as well as professional nature of communication will lead to personal and professional growth for students and faculty.
- 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:** Developing interpersonal awareness of self and others requires creativity and risk-taking. Students and faculty are expected to make positive assumptions about each other's abilities and to value individuality. Self-direction and dialogue are essential to partnership.

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## Course Record

Developed by:

Katherine Doyle  
Instructor Name and Department (signature)

Date:

Dec 96

Revised by:

Katherine Doyle  
Instructor Name and Department (signature)

Date:

Aug 98

Approved by:

M. Bernadette Ratney  
Associate Dean / Program Head (signature)

Start Date:

Aug. 98



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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.

Haber, J. (1997). Therapeutic communication. In J. Haber, B. Krainovich-Miller, A.L. McMahon, & P. Price-Hoskins, *Comprehensive psychiatric nursing* (5th ed.). St. Louis: Mosby. On Reserve.

Wood, J., Sept, R., & Duncan, J. (1998). *Everyday encounters. An introduction to interpersonal communication*. Scarborough, ON: ITP Nelson.

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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. Currently 2 days.
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 Harassment 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.

7. Unforeseeable circumstances may necessitate the alteration of course content, sequencing, timing or evaluation. As much as possible, students will be given adequate notice of such changes.

## 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. Everyone's comments deserve and will receive respectful hearings.

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.

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.

## Course Content

- **Theoretical perspectives:** Contemporary interpersonal communication research and theory will be examined. The relationship of communication and social trends is also included in the course.
- **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, engaging in dual perspectives and self-monitoring.
- **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. Collage Activity

(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, on the collage.

**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.

#### Grading

You must make a minimum of 6 contributions to the collage throughout the course in order to receive the marks. You must also share the meaning of at least one of your collage contributions in the large group. It is your responsibility to keep track of collage contributions and your participation on the form provided by the faculty.

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### 2. Demonstration Videotape

(10%)

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.

#### Skill Demonstration

Feedback will be given to you based on course outcomes and 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.

#### 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 to the instructor who will return it to you with feedback.

#### Grading

You will receive 10% for contacting your client, videotaping an interaction with her or him and submitting it for feedback. If you do not do the assignment, 25% will be deducted from your course grade.

### 3. Essay on Your Observation/Analysis of Interactions

(40%)

The purpose of this assignment is to increase your awareness of interactions that occur during your clinical experience and to describe and analyze interpersonal communication theory as you observe/experience it in practice.

You will write an essay describing and analyzing four (4) nurse-patient interactions that you participate in and four (4) that you observe. You will describe interactions that demonstrate eight (8) different principles, processes, skills or blocks, guidelines and/or factors related to interpersonal communication that are described in the course readings.

Analysis of interaction can include:

- identifying aspects of the context in which the interaction occurs
- identifying the goal(s) of the interaction
- identifying specific aspects of communication as listed above
- determining the effectiveness of the interaction
- supporting your analysis with the course readings.

Each description/analysis will be at least half a page long. Four interactions will be analyzed thoroughly and four will be analyzed briefly.

In order to do this assignment you will need to attend to your own and other's interactions with patients. I would advise you to keep a journal of suitable interactions and relevant literature from week to week. (You may want to include this in your NURS 2030 clinical journal.) This will ensure that you have plenty of interactions to choose from for your essay. It will also enable you to start writing the essay early in the term.

Due date: Monday, November 23, 1600 hrs.

#### Requirements for the Written Assignment

This paper is a 5–7 page academic expository essay. Please follow the APA guidelines distributed in ENGL 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 must use the required readings from the course. 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.

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### 4. Midterm Exam

Your understanding of Everyday Encounters, Chapters 1–6, will be tested with a multiple choice and short answer exam on Monday, October 5.



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Option:

Schedule

**NURS 1050**

**Interpersonal Communication 1**

Date	Week	Outcome/Material Covered	References	Call No.
Aug. 17	1	<b>Introduction and review of course outline</b>  Learning needs and goal setting Lab process, participation, reading, viewing Course requirements, evaluation	<i>Please Note</i>  <b>R = Required    O = Optional</b>	
Aug. 24	2	<b>Interpersonal communication — definition and principles</b>  <b>* Collage</b>	<b>R</b> Wood, Sept & Duncan. Chapter 1.  <b>O</b> Beck, C.T. (1993). Caring relationships between nursing students and their patients. <i>Nurse Educator</i> , 18(5), 28–32.	<b>B456</b>
Aug. 31	3	<b>Self-awareness in nursing</b>         <b>* Collage</b>	<b>R</b> Wood, Sept & Duncan. Chapter 2.  <b>R</b> Stuart, G.W. (1995). Therapeutic nurse-patient relationship. In G.W. Stuart & S.J. Sundeen, <i>Principles and practice of psychiatric nursing</i> (5th ed., pp. 21–63). St. Louis: Mosby. (pp. 23–27).  <b>O</b> Pike, A.W. (1990). On the nature and place of empathy in clinical nursing practice. <i>Journal of Professional nursing</i> , 6(4), 235–241.	<b>B465</b>         <b>B543</b>
Sept. 7	4	<b>HOLIDAY</b>		
Sept. 14	5	<b>Perception and communication</b> <b>Verbal communication</b>  <b>* Collage</b>	<b>R</b> Wood, Sept & Duncan. Chapters 3 & 4.	

Date	Week	Outcome/Material Covered	References	Call No.
Sept. 21	6	<b>Non-verbal communication</b>  * Collage  Videotape due	R Wood, Sept & Duncan. Chapter 5.  R Haber, J. (1997). Therapeutic communication. In J. Haber, B. Krainovich-Miller, A.L. McMahon, & P. Price-Hoskins, <i>Comprehensive psychiatric nursing</i> (5th ed.). St. Louis: Mosby.	B828
Sept. 28	7	<b>Listening</b> <b>Analyzing interactions</b>  * Collage	R Wood, Sept & Duncan. Chapter 6.  R Arnold, E., & Boggs, K.U. (1995). <i>Interpersonal relationships. Professional communication skills for nurses</i> (2nd ed.). Philadelphia: Saunders, pp. 557-562.	B458
Oct. 5	8	<b>MIDTERM EXAM</b>	R Wood, Sept & Duncan. Chapters 1-6.	
Oct. 12	9	<b>HOLIDAY</b>		
Oct. 19	10	<b>Midterm course evaluation</b>  <b>Interacting with a person who is anxious</b>  * Collage	Re-read course outline.  R Keltner, N.L., Schwecke, L.H., & Bostrom, C.E. (1991). <i>Psychiatric nursing: A psychotherapeutic management approach</i> . St. Louis: Mosby, pp. 351-359.  R Arnold, E., & Boggs, K.U. (1995). <i>Interpersonal relationships. Professional communication skills for nurses</i> (2nd ed.). Philadelphia: Saunders, pp. 451-483 (emphasis on pp. 457-460).	B538  B675
Oct. 26	11	<b>Simulation #1</b>		



Date	Week	Outcome/Material Covered	References	Call No.
Nov. 2	12	Interacting with a person who is confused	<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><b>B437</b></p>
Nov. 9	13	Simulation #2		
Nov. 16	14	<p>Interacting with a person who is bereaved or depressed</p> <p>Collage activity finished , Please submit record of your participation</p>	<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</i> 91, February, 42-47.</p>	<p><b>B547</b></p> <p><b>B408</b></p> <p><b>B455</b></p>
Nov. 23	15	Simulation #3 Essay due		

Date	Week	Outcome/Material Covered	References	Call No.
Nov. 30	16	Interacting with a person who is angry	<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>