



MAR 3 1 1999

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline **Part A**

Operating Unit: Health Sciences

Program: Nursing

Option:

NURS 1050
Interpersonal Communication 1

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

Prerequisites**NURS 1050 is a Prerequisite for:****Course No.** **Course Name**

None.

Course No. **Course Name**

NURS 3030 Nursing Practicum 3

Course Goals

Interpersonal Communication 1 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 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.

Evaluation

- Participation in class and activities. Participation is demonstrated through the creation of a collage and discussion of course readings.
- An essay in which the student describes and analyzes interactions in order to demonstrate her/his understanding of interpersonal communication theory in action.
- A mid-term examination that tests the student's understanding of the course textbook, *Everyday Encounters*.

Students will participate in deciding the percentage of marks assigned to each of the above.

If any one of the assignments is not completed, the student will not achieve a passing grade.

The student must achieve at least a passing grade in either the mid-term examination or the essay in order to pass the course.

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.

Process Threads Relevant to this Course

Professionalism:	The central position of communication in the practice of nursing as described in the <i>Standards for Nursing Practice in BC</i> 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.

Course Record

This course outline is current and accurate and complies with BCIT Policy 5013 for Course Outlines.

Developed by:	<u>Katherine Doyle</u> Instructor Name and Department (signature)	Date:	<u>Dec. 96</u>
Revised by:	<u>Katherine Doyle</u> Instructor Name and Department (signature)	Date:	<u>Dec. 98</u>
Approved by:	<u>[Signature]</u> Associate Dean / Program Head (signature)	Start Date:	<u>Jan. 99</u>

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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., PP. 121–142). St. Louis: Mosby. **On Reserve.** (Call No. B828)

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

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 and the percentage of marks assigned to each will be identified.
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. Students may also raise concerns about the course during any class. 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. Harassment and Discrimination, Conduct and Attendance: It is the student's responsibility to read the Institute's guidelines on pages 4–6 of the 1999–2000 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.

Your learning is directly related to the effort you put into the reading and class activities. Therefore, class participation in NURS 1050 counts for a percentage of your final grade. ***Participation includes doing the reading and writing preparation for class and talking actively in the group.*** The teacher will monitor your preparation and participation.

As well as reading and writing preparation for class, ***you are expected to talk actively with your group members each session.*** Sometimes, you will be called upon to share your group's discussions with the larger class so be prepared to do this. If you have trouble participating in class or are uncomfortable doing so, please get assistance from the instructor and group members.

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

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.

2. Essay on Your Observation/Analysis of Interactions

The purpose of this assignment is to increase your interpersonal awareness. You will do this by describing and analyzing interactions that occur during your clinical experience.

You will write an essay first describing and then analyzing four (4) nurse-patient interactions that you participate in and four (4) that you observe.* The description will be condensed to the essential interpersonal elements. It is not necessary to include all the clinical details and/or the dialogue.

The analysis of the interactions may include:

- identifying aspects of the context in which the interaction occurs
- identifying the goal(s) of the interaction
- identifying specific aspects of communication such as principles, processes, skills or blocks, or guidelines
- determining the effectiveness of the interaction
- supporting your analysis with the course readings.

You cannot realistically write about all of these factors for each interaction. Therefore you will need to make some choices about how you develop your essay.

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, April 19, 1600 hrs.

*N.B. If you are not taking a practicum course concurrently with this course, you must make an appointment by the third week of the term with the course instructor to discuss how you plan to observe and participate in nurse-patient interactions in order to write this essay.

Assignment Details (continued)

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. A marking scheme and guidelines will be discussed in class.

Grading

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.

3. Midterm Exam

Your understanding of Everyday Encounters, Chapters 1–6, will be tested with a multiple choice and short answer exam on Monday, February 22.



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Option:

Schedule

NURS 1050

Interpersonal Communication 1

Date	Week	Outcome/Material Covered	References	Call No.
Jan. 4	1	Introduction and review of course outline Learning needs and goal setting Lab process, participation, reading, viewing Course requirements, evaluation	<i>Please Note</i> R = Required O = Optional	
Jan. 11	2	Interpersonal communication — definition and principles * Collage	R Wood, Sept & Duncan. Chapter 1. O Beck, C.T. (1993). Caring relationships between nursing students and their patients. <i>Nurse Educator</i> , 18(5), 28–32.	B456
Jan. 18	3	Self-awareness in nursing * Collage	R Wood, Sept & Duncan. Chapter 2. R 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). O 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.	B465 B543
Jan. 25	4	Perception and communication * Collage	R Wood, Sept & Duncan. Chapter 3	

Date	Week	Outcome/Material Covered	References	Call No.
Feb. 1	5	Verbal communication * Collage	R Wood, Sept & Duncan. Chapters 4 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., pp. 121-142). St. Louis: Mosby.	B828
Feb. 8	6	Non-verbal communication * Collage	R Wood, Sept & Duncan. Chapter 5.	
Feb. 15	7	Listening * Collage	R Wood, Sept & Duncan. Chapter 6.	B458
Feb. 22	8	MIDTERM EXAM	R Wood, Sept & Duncan. Chapters 1-6.	
Mar. 1	9	Midterm course evaluation Interacting with a person who is anxious * 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. 457-460.	B538 B675
Mar. 8	10	Simulation #1 – Eleanor Dubois * Collage		
Mar. 15		Break Week		

Date	Week	Outcome/Material Covered	References	Call No.
Mar. 22	11	Interacting with a person who is confused Analyzing interactions * Collage	R One of the following: Feil, N. (1992). Validation therapy. <i>Geriatric Nursing</i>, 13(3), 129–133. Jones, G. (1985). Validation therapy: A companion to reality orientation. <i>The Canadian Nurse</i>, March, 20–23. R One of the following: Foreman, M.D., & Zane, D. (1996). Nursing strategies for acute confusion in elders. <i>American Journal of Nursing</i>, 96(4), 44–52. Evans, C.A., Kenny, P.J., & Rizzuto, C. (1993). Caring for the confused geriatric surgical patient. <i>Geriatric Nursing</i>, 14(5), 237–241. R Hutchinson, S., & Wilson, H.S. (1996). Clients with delirium, dementia, amnesic disorders and other cognitive disorders. In H.S. Wilson & C.R. Kneisl (Eds.). <i>Psychiatric Nursing</i> (5th ed.), pp. 216–246). Menlo Park, CA: Addison-Wesley, pp. 216–226. R Arnold, E., & Boggs, K.U. (1995). <i>Interpersonal relationships. Professional communication skills for nurses</i> (2nd ed.). Philadelphia: Saunders, pp. 557–562.	B411 B410 B853 B852 B437 B458
Mar. 29	12	Simulation #2 – Jana Olynuk * Collage		

Date	Week	Outcome/Material Covered	References	Call No.
Apr. 5	13	Holiday		
Apr. 12	14	Interacting with a person who is bereaved or depressed Collage activity finished Please submit record of your participation	R Callanan, M., & Kelley, P. (1992). <i>Final gifts</i>. New York: Bantam Books, pp. 1–20. O Ufema, J. (1991). Meeting the challenge of a dying patient. <i>Nursing 91</i>, February, 42–47.	B547 B455
Apr. 19	15	Simulation #3 – Margaret Logan Essay due		
Apr. 26	16	Interacting with a person who is angry	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., pp. 719–731). St. Louis: Mosby. <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> R And one of the following: Staples, P., Baruth, P., Jefferies, M., & Warder, L. (1994). Empowering the angry patient. <i>The Canadian Nurse</i>, April, 28–30. Zook, R. (1996). Take action before anger builds. <i>RN</i>, April, 46–50.	B471 B457 B459

