



MA

Course Outline

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Operating Unit: Health Sciences

Program: Nursing

Option:

NURS 1050

Interpersonal Communication

Start Date: January, 2000

End Date: May, 2000

Course Credits: 2

Term/Level: 2

Total Hours: 34

Total Weeks: 17

| Hours/Week: 2 | Lecture: | Lab: | Shop: | Seminar: | Other: |
|---------------|----------|------|-------|----------|--------|
|---------------|----------|------|-------|----------|--------|

Prerequisites

Course No. Course Name

None.

NURS 1050 is a Prerequisite for:

Course No. Course Name

NURS 3032 Family Nursing Theory

NURS 3034 Nursing of Families Practicum

NURS 3036 Mental Health Issues in Nursing Practice

NURS 3038 Mental Health Nursing Practicum

Course Calendar 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.

Course Goals

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

Evaluation

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

30%

Students will participate in deciding the percentage of marks assigned to the essay and the midterm examination. 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 midterm examination or the essay in order to pass the course.

Course Learning Outcomes/Competencies

The student will:

1. 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.
2. 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.
3. Incorporate professional interpersonal skills with her/his personal way of being.
4. Demonstrate professional, caring communication during course activities.
5. 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 <u>experiential</u> 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 Content Verification

I verify that the content of this course outline is current, accurate and complies with BCIT Policy.

Program Head/Chief Instructor

Date

Note: Should changes be required to the content of this course outline, students will be given reasonable notice.



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Option:

NURS 1050

Interpersonal Communication

Instructor(s)

Katherine Doyle

Office No.: SE12-418

Office Phone: 451-7189

Karen Driol

Office No.: SE12-418

Office Phone: 451-6946

Learning Resources

Required:

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.

BCIT Policy Information for Students

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 one 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 it is 2 days.
4. 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.
5. Harassment and Discrimination, Conduct and Attendance: It is the student's responsibility to read the Institute's guidelines and commitment to an environment free from harassment and discrimination in the current BCIT Calendar and to behave accordingly.

Participation/Attendance

30%

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 her or his thinking about the subject being discussed.

The instructor will assign you randomly to a small group for in-class discussion. You may want to meet with your group outside of class to share readings. However, each student needs to be very familiar with the course readings in order to be successful in the midterm examination and the essay.

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 instructor 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, some 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

This activity is part of the marks allotted to participation (30%). 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 your collage contributions and your participation on the form provided by the faculty. You will submit this record of your participation on April 10.

2. Essay on Your Observation/Analysis of Interactions

To be decided by students

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 suggest that you 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: Tuesday, April 25, 1200 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 use APA style guidelines.* An abstract, visuals, running head and header are not necessary. The essay must include an introduction that states the thesis and also 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, style and content.

* APA style guidelines (4th edition) for Reference citations in text are on pp. 168–174. Guidelines for the Reference list are on pp. 174–188.

3. Midterm Exam

To be decided by students

Your understanding of *Everyday encounters*, Chapters 1–6, will be tested with a multiple choice and short answer exam on Monday, February 28. *All* students will write the exam at 0830. Location: TBA.

8³⁰-10³⁰ Town Sq. A+B.



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Schedule

NURS 1050

Interpersonal Communication

| Date | Week | Outcome/Material Covered | References | Call No. |
|---------|------|--|---|----------------------|
| Jan. 10 | 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 | |
| Jan. 17 | 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. 24 | 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). (Handout) 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. 31 | 4 | Perception and communication * Collage | R Wood, Sept & Duncan. Chapter 3 | |

| Date | Week | Outcome/Material Covered | References | Call No. |
|---------|------|--|--|------------------------------|
| Feb. 7 | 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. R Hartrick, G. (1997). Relational capacity: The foundation for interpersonal nursing practice. <i>Journal of Advanced Nursing</i> , 26, 523-528. (Handout) | B828 |
| Feb. 14 | 6 | Non-verbal communication * Collage | R Wood, Sept & Duncan. Chapter 5. . | |
| Feb. 21 | 7 | Listening * Collage | R Wood, Sept & Duncan. Chapter 6. | |
| Feb. 28 | 8 | MIDTERM EXAM All student 0830-1030 Town Sq A+B | R Wood, Sept & Duncan. Chapters 1-6. | |
| March 6 | 9 | Midterm course evaluation Interacting with a person who is anxious * Collage | Reread 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 |

Spring Break.

Analyzing interactions

* Collage

| Date | Week | Outcome/Material Covered | References | Call No. |
|----------|------|---|--|--|
| April 10 | 13 | 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, February). Meeting the challenge of a dying patient. <i>Nursing</i> 91, 42-47. <i>Video Dealing with death & dying</i> | B549 B455 |
| April 17 | 14 | Simulation #3 – Margaret Logan | <i>class notes on Final Gifts</i> | |
| April 24 | 15 | HOLIDAY Essay due Tuesday April 25 12 noon | | |
| May 1 | 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, April). Empowering the angry patient. <i>The Canadian Nurse</i> , 28-30. Zook, R. (1996, April). Take action before anger builds. <i>RN</i> , 46-50. | B471 B457 B459 |