



MAY - 2 2002

Course Outline

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Nursing

Option:

NURS 1050**Interpersonal Communication****Start Date:** January, 2001**End Date:** May, 2001**Course Credits:** 2**Term/Level:** 2**Total Hours:** 34**Total Weeks:** 17

Hours/Week: 2	Lecture:	Lab:	Shop:	Seminar:	Other:
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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 introductory 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*.

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.
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Process Threads Relevant to this Course

Professionalism: Students develop an understanding of the professional nurse's role regarding communication. They use assessment knowledge to guide interpersonal communication and use judgment when communicating. They adhere to professional ethical standards.

Communication: Students thoughtfully discuss interpersonal communication verbally and in writing. They dialogue with colleagues and teachers in the process of learning. They work with colleagues and simulated patients to develop abilities in interpersonal communication. They commit to the essential nature of communication in professional nursing. Students anticipate interpersonal communication to be performed in class and prepare themselves to perform them. They are independent with some aspects of interpersonal communication learned this term, but may require assistance with others.

Systematic Inquiry: Students think and reflect about interpersonal communication by appreciating the research base, recognizing real and potential risks associated with communication and making judgments about communication considering the context. Questioning and feedback are two of the strategies that are used to facilitate reasoning and reflection.

Professional Growth: Students take responsibility for their learning and for preparing information for class that is accurate and relevant. Also, they are responsible and accountable for their actions. As students participate in the course experiences, they will grow both personally and professionally.

Creative Leadership: Students are able to discriminate situations in which specific skills would be useful. Developing interpersonal awareness of self and others requires creativity and risk-taking. Students are expected to make positive assumptions about each other's abilities and 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.



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Nursing

Option:

NURS 1050

Interpersonal Communication

Instructor(s)

Marie Labelle

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Office Phone: 451-6947

E-Mail: mlabelle@bcit.ca

Learning Resources

Required:

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

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

15%

Participation 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.

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. 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.*** 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. The instructor will monitor your preparation and participation.

Another focus for discussion is the informal debriefing and analyzing of interpersonal interactions that occur in your practicum from week to week. Sharing these experiences will help you to understand the course material. It is also good preparation for writing the course essay.

There will be three simulated patients this term. Students are strongly encouraged to interact with the simulated patients in this safe environment.

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 (15%). 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 9, 2001.

2. Essay on Your Observation/Analysis of Interactions

To be decided by students

The purpose of this essay is for you to demonstrate your awareness and understanding of:

- the multiple contexts in which interpersonal communication occurs;
- the verbal and non-verbal attitudes and skills in yourself and others that facilitate shared meaning;
- the verbal and non-verbal attitudes and behaviors in yourself and others that block shared meaning.

You will do this by describing and analyzing six (6) nurse-patient interactions that you participate in or observe during your clinical experience. If you have had interactive experience outside of your clinical experience that has had a significant impact on your understanding of interpersonal communication you may include it (only one) in the essay.

Description

Elements or dimensions of interpersonal communication (sometimes called interpersonal dynamics) that you must include:

- the context of the interaction.
- the goal(s) of the interaction.
- verbal and non-verbal skills or blocks evident in the interaction. Give short examples of the words you used to demonstrate the skills you used.
- the effect of the interaction on those involved in it.
- what verbal skills could you have used.

It is not necessary or desirable for you to provide detailed clinical descriptions or extensive dialogues from the interactions. Strive to condense your descriptions to the essential interpersonal elements.

Assignment Details (continued)

Analysis

Analyzing interactions may include:

- describing the interrelationships of the above elements;
- applying theories, principles or guidelines of interpersonal communication from the communication and/or nursing literature to the situations that you describe;
- describing different ways the participants could have behaved or interacted to improve the interaction or its outcome;
- determining if your responses demonstrated an understanding of the patient's behavior (both verbal and non-verbal), perspective and/or situation;
- noting the effects of the participants' values or beliefs on the course of the interaction.

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 others' 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: Monday, April 9, 1230 hours.

You may negotiate an extension of the due date for reasonable cause with the course instructor before 1230 hours on Friday, April 6. The consequence of submitting a paper after the due date (or a negotiated due date) is 5% per school day deduction for the essay. Students are advised to retain a copy (hard or soft copy) of their essay until one week after the end of exam week.

Note: 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.

Requirements for the Written Assignment

This paper is an 8–10 page academic essay. Please use APA style guidelines.* An abstract, visuals, running head and header are not necessary. Use first-level headings (section titles) only, that is, for the body of the essay and the references.

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.

Assignment Details (continued)

Grading

- **The content of the paper (66 marks)**

Body Analysis of 6 interactions.

Each interaction is to include (11 marks per interaction):

- /1 context
- /2 goal(s) of the interaction
- /2 skills or blocks used
- /3 if blocks cited what skills could have been used and/or examples of the verbal skills
- /2 effect of the interaction on those involved
- /1 support from readings

- **The structure of the paper 24%**

- /5 The tone of the paper is appropriate to an academic audience. There are no slang terms, the writing is clear and understandable, and views of others are acknowledged.
- /5 Paragraphs form units of thought, with a topic sentence and details that support it.
- /5 The introduction presents the organization of the paper and the ideas being discussed.
- /3 There is a conclusion that summarizes the ideas of the paper.
- /6 APA format is followed:
 - the necessary information is included in the centered area of the title page.
 - the reference list and citations in the text are according to APA (3 marks).
 - pagination is appropriate and includes a header with appropriate spacing.
 - character spacing, font size, and style, and margins are appropriate.

- **Format and mechanics (10 marks)**

- /2 Spelling
- /2 Punctuation
- /3 Sentence structure
- /3 Grammar

* *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. Also refer to the APA Style Guidelines distributed in Level 1.*

3. Midterm Exam

To be decided by students

Your understanding of *Everyday encounters*, Chapters 1–6, and other course readings will be tested with an exam on Monday, February 26. *All* students will write the exam at 0830–0930.

Location: Town Square A & B, SE6.

Date	Week	Outcome/Material Covered	References	Call No.
Jan. 8	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. 15	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. 22	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. 29	4	Perception and communication * Collage	R Wood, Sept & Duncan. Chapter 3	

Date	Week	Outcome/Material Covered	References	Call No.
Feb. 5	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. 12	6	Non-verbal communication * Collage	R Wood, Sept & Duncan. Chapter 5.	
Feb. 19	7	Listening * Collage	R Wood, Sept & Duncan. Chapter 6.	
Feb. 26	8	MIDTERM EXAM All student 0830-1030		
Mar. 5	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
Mar. 12		SPRING BREAK		

Date	Week	Outcome/Material Covered	References	Call No.
Mar. 19	10	Simulation #1 – Eleanor Dubois * Collage		
Mar. 26	11	Interacting with a person who is confused Analyzing interactions — Essay Writing * Collage	R One of the following: Feil, N. (1992). Validation therapy. <i>Geriatric Nursing</i> , 13(3), 129–133. Jones, G. (1985, March). Validation therapy: A companion to reality orientation. <i>The Canadian Nurse</i> , 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 Ignatavicius, D. (1999). Resolving the delirium dilemma. <i>Nursing</i> 99, 29(10), 41–47. R Arnold, E., & Boggs, K. U. (1995). <i>Interpersonal relationships. Professional communication skills for nurses</i> (2nd ed.). Philadelphia: Saunders, pp. 557–562.	B411 B458
Apr. 2	12	Simulation #2 – Jana Olynuk * Collage		

Date	Week	Outcome/Material Covered	References	Call No.
Apr. 9	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.	B549 B455
Apr. 16	14	HOLIDAY EASTER MONDAY		
Apr. 23	15	Simulation #3 – Margaret Logan		
Apr. 30	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 the above 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