



APR 17 2002

Course Outline

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Nursing

Option:

NURS 1050
Interpersonal Communication

Start Date: January, 2002

End Date: May, 2002

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 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*.
- Final exam on the term's work.

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: 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

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NURS 1050
Interpersonal Communication

Instructor(s)

Ann Kenney-Lee

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Learning Resources

Required:

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.

Selected readings (On Reserve) as indicated on the course outline.

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 the 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 practicum from week to week. Sharing these experiences will help the student 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 expected 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.

The instructor will discuss with you how the participation marks will be allocated.

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. Students need to “own” and document their contributions by including their 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 time will be spent discussing how the collage reflects the ideas being studied in the class.

Grading

This activity is part of the marks allotted to participation (15%). A minimum of six contributions must be made to the collage throughout the course in order to receive the marks. At least one collage contribution must be shared in the large group. It is the student’s responsibility to keep track of collage contributions and participation on the form provided by the faculty. Submit this record of your participation Tuesday, March 19.

2. Essay on Observation/Analysis of Interactions

40%

The purpose of this essay is to demonstrate 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.

Do this by describing and analyzing six (6) nurse-patient interactions that you participated in or observed 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 must be included:

- 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 used.
- the effect of the interaction on those involved in it.
- what verbal skills could have been used.

It is not necessary or desirable to provide detailed clinical descriptions or extensive dialogues from the interactions. Strive to condense 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 described;
- describing different ways the participants could have behaved or interacted to improve the interaction or its outcome;
- determining if the 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.

It is not realistic to write about all of these factors for each interaction. Therefore choices will need to be made about how the essay is developed.

In order to do this assignment you will need to attend to your own and others' interactions with patients. It is suggested 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 having sufficient interactions from which to choose for the essay. It will also enable an early start in writing the essay.

Due date: Tuesday, April 9 at 1430 hours.

An extension of the due date for reasonable cause may be negotiated with the course instructor before 1430 hours on Monday, April 8. 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: Students who are not taking a practicum course concurrently with this course must make an appointment by the third week of the term with the course instructor to discuss plans for how these interactions will be obtained.

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 presented in the body of the essay to support the thesis.

Please support ideas in the body of the essay using the professional literature. The required readings from the course must be used, citing 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.
- /1 Goal(s) of the interaction.
- /3 Identify the skills used. For each skill state the actual words the other person said and the actual words you responded with.
- /3 If blocks were used identify these. Cite which skills could have been used. State actual words you could have used to change the block to a skill.
- /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 The conclusion 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

20%

Understanding of *Everyday Encounters*, Chapters 1–6, and other course readings will be tested with an exam on Tuesday, March 5.

Location: SE12-412

Time: Set A 1230–1430 hours

Set B 0930–1130 hours

4. Final Exam

This exam will be on the term's work and will be done in the exam week.



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Schedule

NURS 1050

Interpersonal Communication

Date	Week	Outcome/Material Covered	References	Call No.
Jan. 8/02	1	<p>Introduction and review of course outline</p> <p>Learning needs and goal setting Lab process, participation, reading, viewing Course requirements, evaluation</p>	<p><i>Please Note</i></p> <p>R = Required O = Optional</p>	
Jan. 15	2	<p>Interpersonal communication — definition and principles</p> <p>* Collage</p>	<p>R Wood, Sept & Duncan. Chapter 1.</p> <p>O Beck, C. T. (1993). Caring relationships between nursing students and their patients. <i>Nurse Educator</i>, 18(5), 28–32.</p>	B456
Jan. 22	3	<p>Self-awareness in nursing</p> <p>* Collage</p>	<p>R Wood, Sept & Duncan. Chapter 2.</p> <p>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)</p> <p>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.</p>	B465 B543
Jan. 29	4	<p>Perception and communication</p> <p>* Collage</p>	<p>R Wood, Sept & Duncan. Chapter 3</p>	

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 Analytical interactions — Essay Writing * Collage	R Wood, Sept & Duncan. Chapter 5. R Arnold E., & Boggs, K.U. (1995). <i>Interpersonal relationships. Professional communication skills for nurses</i> (2nd ed.). Philadelphia: Saunders, pp. 557-562.	B458
Feb. 19	7	Listening * Collage Practice — Therapeutic Communication Techniques	R Wood, Sept & Duncan. Chapter 6.	
Feb. 26	8	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.	B 538 B675

Date	Week	Outcome/Material Covered	References	Call No.
Mar. 5	9	Midterm Exam Set A 1230–1430 Set B 0930–1130		
Mar. 12		Spring Break		
Mar. 19	10	Simulation #1 — Eleanor Dunbois Collage activity is finished. Please submit record of your participation.		
Mar. 26	11	Interacting with a person who is confused	<p>R One of the following:</p> <p>Feil, N. (1992). Validation therapy. <i>Geriatric Nursing</i>, 13(3), 129–133.</p> <p>Jones, G. (1985, March). Validation therapy: A companion to reality orientation. <i>The Canadian Nurse</i>, 20–23.</p> <p>R One of the following:</p> <p>Foreman, M. D., & Zane, D. (1996). Nursing strategies for acute confusion in elders. <i>American Journal of Nursing</i>, 96(4), 44–52.</p> <p>Evans, C. A., Kenny, P. J., & Rizzuto, C. (1993). Caring for the confused geriatric surgical patient. <i>Geriatric Nursing</i>, 14(5), 237–241.</p> <p>R Ignatavicius, D. (1999). Resolving the delirium dilemma. <i>Nursing</i> 99, 29(10), 41–47.</p>	<p>B411</p> <p>B410</p> <p>B549</p> <p>B852</p> <p>B1128</p>
Apr. 2	12	Simulation #2 — Jana Olynuik		

