



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Nursing

Option:

NURS 1050**Interpersonal Communication****Start Date:** August, 2006**End Date:** December, 2006**Total Hours:** 34 **Total Weeks:** 17**Term/Level:** 2 **Course Credits:** 2**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

Corequisites**Course No.** **Course Name**

Practicum or instructor approval

■ Course 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.

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

■ Evaluation

Participation	10%	Comments:
Collage	5%	The collage is finished on October 18.
Assignment #1 (practice for Assignment #2)	10%	Assignment #1 is due September 20 by 1230 hours.
Assignment #2 (a mini paper)	35%	Assignment #2 is due October 25 by 1230 hours.
Exam	40%	The exam is October 11 at 1500–1700 in
TOTAL	100%	SW1–2030, for both sets.

■ Course Learning Outcomes/Competencies

Upon successful completion, the student will be able to:

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 behaviours that block shared meaning.
2. Develop interpersonal self-awareness in order to identify her/his own:
 - contextual variables in a given interaction.
 - verbal and non-verbal attitudes and skills that facilitate her/his shared meaning.
 - verbal and non-verbal attitudes and behaviours that block her/his 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.

■ Verification

I verify that the content of this course outline is current.

A. Korney-Lee
Authoring Instructor

May 17/06
Date

I verify that this course outline has been reviewed.

Jain Verner
Program Head/Chief Instructor

May 17, 2006
Date

I verify that this course outline complies with BCIT policy.

A. Greener
Dean/Associate Dean

May 17/06
Date

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

■ **Instructor(s)**

Ann Kenney-Lee

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Office Hrs.: As posted or
by appointment

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■ **Learning Resources**

Required:

Wood, J., & Schweitzer, A. (2006). *Everyday encounters: An introduction to interpersonal communication* (3rd ed.). Scarborough, ON: Nelson Thomson Learning.

Other selected readings are for sale in the bookstore and **on reserve** in the library.

■ **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. The reference readings are on reserve in the library. The loan period is currently 2 days.
3. Students will participate in a verbal review of the course at midterm and at 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.
4. **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.
5. **Assignments:** Late papers will be marked. They will lose 10% for each day, including weekends and holidays, that they are late. An extension of the due date for a reasonable cause may be negotiated with the course instructor before 1430 hours the Friday before the paper is due. Extensions will not be given after this time. A hard copy and an e-mail copy are required by 1230 hours on the due date.
6. **Makeup Tests, Exams, or Quizzes:** There will be **no** makeup tests, exams, or quizzes. If you miss the exam, you will receive a zero mark. Exceptions may be made for **documented** medical reasons or extenuating circumstances. In such a case, it is the responsibility of the student to inform the instructor **immediately**.
7. **Ethics:** BCIT assumes that all students attending the Institute will follow a high standard of ethics. Incidents of cheating or plagiarism may, therefore, result in a grade of zero for the assignment, exam, or project for all parties involved and/or expulsion from the course.
8. **BCIT Nursing Program Student Guidelines, Policies, and Procedures** which are located online at <http://www.bcit.ca/health/nursing/> state: Applicants who have any combination of two instances of withdrawal or failure in a Nursing Theory course will be readmitted to the program "with written permission from the Associate Dean, who will detail any special considerations."

■ Information for Students (cont'd.)

9. **Illness:** A doctor's note is required for any illness causing you to miss class, assignment, or exam. At the discretion of the instructor, you may complete the work missed or have the work prorated. If you miss more than 10% without a doctor's note you will lose the participation mark.
10. **Attempts:** Students must successfully complete a course within a maximum of two attempts at the course unless written permission is given by the Associate Dean.
11. **Course Outline Changes:** The material or schedule specified in this course outline may be changed by the instructor. If changes are required, they will be announced in class.

■ Participation/Attendance

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 examination and the paper.

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 readings and written 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, participation, and attendance.

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 paper.

There will be three simulated patients this term. Students are expected to interact with at least one simulated patient 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., three hours) of the planned activities they may be prohibited from completing the course and they will get 0% for participation.

■ 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 behavioural 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: During weeks 2 to 8, students will bring something to class (a photo, an article, a poem, a cartoon, an object) and add it to the collage. Students are encouraged to bring things they have made that relate to the readings. Students need to “own” and document their contributions by including their name, set, the chapter, and page number, a brief description of the contribution, and how it relates to the day’s session, on the collage. You are not to bring photos from a magazine or the Internet.

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 has marks allotted (5%). **A minimum of five contributions must be made to the collage in the first half of the term in order to receive the marks. Each contribution a student makes is to relate to the reading in a different week.** Each student will be assigned a specific week when they will verbally share with the whole class. It is the student’s responsibility to keep track of collage contributions and participation on the form provided by the instructor. Submit this record of your participation in class October 18. See class handout for specifics on this assignment.

2. Written Assignments

There are two written assignments in this course. The first assignment is an introduction to help you evaluate your interactions with your patients and/or family members. The next assignment builds on this process. Please refer to the handout that describes these assignments.

■ Assignment Details (cont'd.)

The purpose of these assignments is to demonstrate awareness and understanding:

- of the multiple contexts in which interpersonal communication occurs.
- of the verbal and non-verbal attitudes and skills in yourself and others that facilitate shared meaning.
- of the verbal and non-verbal attitudes and behaviours in yourself and others that block shared meaning.
- to increase your awareness of your patient interactions.
- to develop a plan for improving your future professional practice.

Information, including the details and grading scheme for these assignments, will be given in a class handout.

Note: Students who are not taking a practicum course concurrently with this course must make an appointment by the second week of the term with the course instructor to discuss plans for how these interactions will be obtained. If you drop your practicum course before Assignment #2 is due, you must also see the instructor to discuss your plans for the assignment.

3. Midterm Exam

The midterm exam will be on Wednesday, October 11, 2006

Location: SW1-2030

Time: Both sets together
1500-1700 hours