



Jeresa

## Course Outline

A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Bachelor of Science in Nursing

Option:

**NURS 1050**

**Interpersonal Communication**

**Start Date:** January 7, 2008

**End Date:** May 9, 2008

**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

### Prerequisites

**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

Component		Due Dates	
		Group 1-32	Group 33-64
Midterm Exam	25%	February 18	February 18
Collage	10%	March 3	March 5
Process Recoding	35%	March 31	April 2
Final Exam	30%	May 5-9	May 5-9
TOTAL	100%		

■ **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 behaviors 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 behaviors 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.

■ **Verification**

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

Katherine Wayle  
Authoring Instructor

December 11. 07  
Date

I verify that this course outline has been reviewed.

Jain Vemer  
Program Head/Chief Instructor

DECEMBER 11, 2007  
Date

I verify that this course outline complies with BCIT policy.

Greene  
Dean/Associate Dean

Dec. 11/07  
Date

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

### ■ Instructor(s)

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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

The following statements are in accordance with the BCIT Student Regulations Policy 5002. To review the full policy, please refer to: <http://www.bcit.ca/~presoff/5002.pdf>.

**Attendance/Illness:** In case of illness or other unavoidable cause of absence, the student must communicate as soon as possible with his/her instructor or Program Head or Chief Instructor, indicating the reason for the absence. After an illness of three or more consecutive days, students must arrange to have a BCIT medical certificate sent to the department. Excessive absence may result in failure or immediate withdrawal from the course or program.

#### **Cheating, Fabrication, Plagiarism, and/or Dishonesty:**

**First Offense:** Any student in the School of Health Sciences involved in an initial act of academic misconduct — **cheating, fabrication, plagiarism, and/or dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or Unsatisfactory (U) in the course, at the discretion of the Associate Dean.

**Second Offense:** Any student in the School of Health Sciences involved in a second act of academic misconduct — **cheating, fabrication, plagiarism, and/or dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or Unsatisfactory (U) in the course, and the Associate Dean will recommend to the BCIT Vice-President, Education and/or President, that the student be expelled from the program.

**Attempts:** 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. Applicants who have any combination of two instances of withdrawal or failure in any Nursing Practicum course(s) for academic or performance reasons, will not be readmitted to the program."

### ■ Information for Students (cont'd.)

**Accommodation:** Any student who may require accommodation from BCIT because of a physical or mental disability should refer to BCIT's Policy on Accommodation for Students with Disabilities (Policy #4501), and contact BCIT's Disability Resource Centre (SW1-2300, 604-451-6963) at the earliest possible time. Requests for accommodation must be made to the Disability Resource Centre, and should not be made to a course instructor or Program area.

Any student who needs special assistance in the event of a medical emergency or building evacuation (either because of a disability or for any other reason) should also promptly inform their course instructor(s) and the Disability Resource Centre of their personal circumstances.

### ■ Learning Process Threads

**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.

### ■ Assignment Descriptions

#### 1. Collage

The collage is used to stimulate discussion about concepts in the required readings 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.

See syllabus for assignment guidelines.

## ■ Assignment Descriptions (cont'd.)

### 2. Process Recording

A Process Recording is a written account of an interaction — either a whole interaction or a segment of one. Process recordings are written verbatim (to the extent that is possible).

The purpose of the assignment is twofold:

1. First you will gain awareness and understanding of your own ability to use interpersonal communication skills. You will do this by analyzing the verbal and non-verbal communication in the interaction.
2. The analysis is the second purpose of the assignment — learning to be critically reflective and detailed in your assessment of communication.

Information, including the details and grading scheme for this assignment, are in the course syllabus.

**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 this interaction will be obtained. If you drop your practicum course before the process recording is due, you must also see the instructor to discuss your plans for the assignment.

## ■ Class Participation

Students are expected to participate in class by:

- contributing to discussions of the assigned readings.
- doing group exercises.
- interacting with simulated patients.
- discussing their contributions to the collage.

