



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Bachelor of Science in Nursing

Option:

NURS 1055
Professional Interpersonal Communication in
Nursing Practice

Start Date:	August, 2008	End Date:	December, 2008
Total Hours:	30	Total Weeks:	15
Hours/Week:	2	Lecture:	
		Lab:	
		Shop:	
		Seminar:	
		Other:	

Corequisites

Course No.	Course Name
	Practicum or instructor approval

NURS 1055 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
NURS 2000	Applied Nursing Science 2
NURS 2030	Nursing Practicum 2
NURS 7055	Professional Interpersonal Communications for Leadership and Management in Nursing Practice

■ Course Description

In this introductory course students will engage in a discovery process aimed at learning about themselves and their interpersonal effectiveness for professional nursing practice. The student will study aspects of interpersonal communication theory and practice that promote competency in the establishment of respectful, meaningful, purposeful partnerships with clients and other health care colleagues. Emphasis will be placed on student recognition and development of their own unique interpersonal capacities, qualities, and communication skills. Students will increase their abilities to connect with and respond to the lived experiences of others. Students will understand nursing presence as a moral and ethical responsibility of the nurse.

Journaling, interactive exercises, class activities, role playing, research of relevant topics, and simulated patients are part of this course.

■ Evaluation**Components**

Reflective Interpersonal Communication Journal	40%
Analysis of a Nursing Practice Experience	15%
Presentation of Research and Essays	25%
Final Exam: Analysis of a Nursing Practice Experience	20%
TOTAL	100%

Comments:

- All components of this course must be completed to achieve a passing grade.
- Refer to assignment details at the end of the course outline and the course syllabus for guidelines, policies, and criteria for achieving a passing grade in each evaluation component.

■ **Course Learning Outcomes/Competencies**

Upon successful completion, the student will be able to:

1. Use nursing and interpersonal relationship theory to explain what it means to be present and in relationship and partnership in the nursing profession.
2. Recognize the unique interpersonal capacities, qualities, and skills they bring to nursing partnerships.
3. Analyze and critically evaluate their experiences and conversations with clients and health care colleagues for increased self-awareness and growth in interpersonal communication.
4. Demonstrate increased competency in their ability to connect with and respond to others in a meaningful way in classroom simulations and assignments.
5. Demonstrate an understanding of the concept of presence in their relationships with others and in nursing practice.
6. Use interpersonal knowledge and skills in clinical practice with clients and health care colleagues.
7. Initiate and build a communication toolbox for use in nursing practice.

■ **Verification**

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

Linda Barratt
Authoring Instructor

June 09, 2008
Date

I verify that this course outline has been reviewed.

Jain Vener
Program Head/Chief Instructor

JUNE 16, 2008
Date

I verify that this course outline complies with BCIT policy.

Heid
Dean/Associate Dean

June 17/08
Date

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

■ Instructor(s)

Linda Barratt
(course leader)

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appointment

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■ Learning Resources

Required:

There is no textbook for this course. There are selected readings in a booklet for sale in the bookstore.

Course Bibliography

An extensive bibliography is included in the course syllabus. This bibliography will assist students with their learning. Readings may also be suggested to individual students during the course. The research assignment for the course requires that students use some resources from the bibliography.

■ Information for Students

(Information below can be adapted and supplemented as necessary.)

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. Prolonged illness of three or more consecutive days must 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.

Academic Misconduct:

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances are prohibited and will be handled in accordance with the 'Violations of Standards of Conduct' section of Policy 5002.

■ Information for Students (cont'd.)

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."

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 essential nature of interpersonal communication competency to professional nursing practice. They adhere to professional ethical standards and understand the moral and ethical responsibility of bearing witness and being present to others' experiences of health, quality of life, and health care.

Communication: Students thoughtfully discuss professional 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 skills 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, reflection, bearing witness, and feedback are the strategies that are used to facilitate reasoning and judgment in the application of interpersonal communication.

Professional Growth: Students take responsibility for their learning and growth. Students participate and reflect on all learning experiences to grow personally and professionally. Students examine their own reactions to interpersonal situations and develop strategies to improve their effectiveness.

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-awareness and dialogue are essential to partnership.

Participation: Active participation in learning is critical in this course. Students will be expected to contribute to discussions, participate in class activities, and role play with classmates and simulated clients. Students will be expected to bring relevant client situations from practicum experiences to class. Students will be audiotaped and videotaped during this course.

■ Assignment Descriptions

1. Reflective Journal

A weekly reflective journal in this course is used to develop self-awareness and ongoing learning goals for improved interpersonal competency in nursing practice. Students will consider how their own values, beliefs, history, culture, experiences, and attitudes affect their interpersonal communication. Awareness of self and how others may be affected by their communication will be reflected on. Course readings, class activities, and practicum experiences will be used to frame and stimulate this discovery process and dialogue. Students will be assisted to develop their abilities to write the journal each week in class for the first 5 weeks. Students will receive individual written feedback on their journal in week 6. Students will be graded on the depth of self-exploration conducted and demonstrated degrees of commitment to the development of their interpersonal capacities.

Details of this assignment are contained in the course syllabus.

Due Dates

Week 6 / October 8 – Hand in journal for feedback

Week 12 / November 19 – Hand in journal for grading

2. Analysis of a Nursing Practice Experience

This analysis and critique of an experience and conversation with a client and/or family member will demonstrate students' understanding of and use of interpersonal communication theory and skills learned in the course. Students will write up the experience and the conversation, either whole or a segment of one that took place during their practicum experiences. They will critically reflect on and discuss the context of the conversation, meanings and understandings gained, and their attitudes, qualities, and interpersonal skills that influenced the experience.

Details of how to analyze the experience/conversation are contained in the course syllabus.

Due Date: Week 8 / October 22

Analysis of a Nursing Practice Experience

This in-class analysis and critique of an experience with a client and/or colleague will demonstrate your understanding of and use of interpersonal communication theory and skills learned in this course. The student *will bring a conversation and description of the context of the experience to the exam.*

Details of how to analyze the experience/conversation will be provided at the exam.

Date of completion: December 3, 2008 (in class exam × 1 hour)

■ **Assignment Descriptions (cont'd.)**

Class Presentation and Essay (group/individual)

Students will research and present a selected topic relevant to interpersonal communication in nursing practice. Students will also evaluate their own interpersonal communication during this process. Research will be conducted in small groups and findings will be presented and discussed with the class. A four-page group essay summarizing the topic and findings will form one part of the essay. A two-page individual student evaluation of their interpersonal communication during the assignment process will form the second part of the essay. A video/DVD record of each group's presentation will assist the student to evaluate their interpersonal communication. Suggested topics will focus on increasing student knowledge of interpersonal communication theory and practice for professional nursing.

Presentation Due Dates:

Group 2: October 29, 2008
Group 1: November 5, 2008

Self-Evaluation Due Dates:

Group 2: November 5, 2008
Group 1: November 12, 2008

Selected topics will include:

1. Diversity in nursing practice and interpersonal communication.
 - a. Gender and communication
 - b. Individualistic versus community/collective cultural orientation
 - c. Generational differences and communication, e.g. generation X and millennials meet the baby boomers.
2. Emotional intelligence and the effects on interpersonal communication *or* how does emotional intelligence contribute to interpersonal competency in nursing practice.
3. The response of anger in the nurse-client relationship.
4. The uses of humor in professional interpersonal communication.
5. Communicating with distressed colleagues.
6. Anxiety and interpersonal communication competency.
7. Social location and privilege as a determinant of interpersonal communication.
8. Bearing witness as a phenomenon in the nurse-person relationship.
9. A study of interpersonal relationships complexity using current movie "*Away from Her*."

Details of this assignment are contained in the course syllabus.