



School of Health Sciences
 Program: Bachelor of Science in Nursing
 Option:

NURS 1055
Professional Interpersonal Communication in
Nursing Practice

Start Date: August, 2009	End Date: December, 2009
Total Hours: 30 Total Weeks: 15	Term/Level: 1 Course Credits: 2
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

Reflection of Interpersonal Communication Assignment	30%
Two Quizzes (20% each)	40%
Presentation of Research and Essays	<u>30%</u>
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.

Authoring Instructor

Date

I verify that this course outline has been reviewed.

Program Head/Chief Instructor

Date

I verify that this course outline complies with BCIT policy.

Dean/Associate Dean

Date

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

■ **Instructor(s)**

Laurie Speakman
(course leader)

Office Phone: TBA

E-mail Address: laurie_speakman@bcit.ca

Linda Barratt

Office Location: SE12-418

Office Phone: 604-432-8915

Office Hrs.: As posted or by
appointment

E-mail Address: linda_barratt@bcit.ca

■ **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**

The following statements are in accordance with BCIT Student Regulations Policy 5101, BCIT Student Code of Conduct (Non-Academic) Policy 5102, BCIT Student Evaluation Policy 5103, and BCIT Academic Integrity and Appeals Policy 5104. To review the full policies, please refer to <http://www.bcit.ca/about/administration/policies.shtml>

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.

■ Information for Students (cont'd.)

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.

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.

■ Learning Process Threads (cont'd.)

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. Reflection of Interpersonal Communication Skills

This two part assignment is designed to develop self-awareness and ongoing learning goals for improved interpersonal competency in nursing practice.

In **Part 1**, students will be encouraged to reflect on how their interpersonal communication is influenced by their beliefs, values and attitudes. They will be encouraged to consider what they perceive to be their interpersonal communication strengths and challenges.

In **Part 2**, students will reflect on how learning acquired from course readings, class discussion and clinical experiences has affected their self-awareness of their interpersonal communication within a clinical practice context.

Students will be graded on the depth of their self-reflection and their awareness of their interpersonal communication skills.

Details of the assignment are contained in the course syllabus.

Due dates: See weekly class schedule

2. Quizzes

The quizzes will be multiple choice and short answer questions and will take place during class time. The quizzes will test content covered in the course. Dates of the quizzes are in the course syllabus under "Class Schedule and Assignment Due Dates."

3. Class Presentation and Essay (group)

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. Selected topics will focus on increasing student knowledge of interpersonal communication theory and practice for professional nursing.

Presentation Due Dates:

Students will sign-up for specific topics that are presented on dates in class schedule.

Selected topics are listed in the course syllabus.