BCIT™

Course Outline

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

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

NURS 7050
Communication for Effective
Leadership and Management

Start Date: August, 2001

End Date: December, 2001

Course Credits: 3

Term/Level: 5

Total Hours: 45
Total Weeks: the course has been structured in nine (9) 5-hour sessions

Hours/Session: **Lecture:** **Lab:** 2 **Shop:** **Seminar:** 3 **Other:**

Prerequisites

NURS 7050 is a Prerequisite for:

Course No.	Course Name
NURS 1050	Interpersonal Communications

Course No.	Course Name
NURS 7030 and	Nursing Practicum 6
NURS 7130	Nursing Practicum 7

Course Calendar Description

In many settings nursing professionals are the front-line managers around the clock. They are expected to assume leadership roles and to respond immediately in difficult situations. In this course students will build on their knowledge of interpersonal self-awareness, understanding of interpersonal context, skills and attitudes to learn to respond to challenging interpersonal situations with clients, families and coworkers. Students will learn to recognize, in themselves and others, varying expressions of anger, powerlessness, hopelessness, grief, conflict and resistance, and to choose effective strategies to achieve shared meaning. Students will learn selected communication strategies that foster trust, mutual respect and partnership; that resolve conflict; and that encourage a safe and productive working environment. Emphasis in this course will be on the practical application of these skills.

Course Goals

Communication for Effective Leadership and Management helps students to increase their operational performance by developing communication strategies to use in emotionally charged situations that challenge shared meaning.

Evaluation

Paper: Analysis of a clinical interaction	30%	* Includes coming to class prepared, having read
Class participation*	30%	scenarios and appropriate pre-reading and active
Final Exam	40%	participation in all class activities (role plays,
TOTAL	100%	discussions and providing feedback to classmates).

Course Learning Outcomes/Competencies

At the end of this course, the student will be able to:

1. analyze the relationships between self/others' beliefs, attitudes, values and/or needs and self/others' experiences of anger, powerlessness, hopelessness, grief, conflict or resistance.

2. assess how anger, powerlessness, hopelessness, grief, conflict or resistance are reflected in interpersonal interaction.

3. analyze the impact and consequences of resistances such as silence, denial, manipulation and boundary violation on mutual interpersonal effectiveness.

4. judge the appropriateness and usefulness of the following communication strategies in relation to various interpersonal challenges:
    *   assertiveness
    *   limit-setting
    *   defusing and de-escalation of hostility
    *   active listening and re-framing

5. formulate a plan of action and rationale concerning the use of specific communication strategies to build partnerships with health care consumers and coworkers.

Process Learning Threads

*   **Professionalism:** Students build on their existing knowledge of communication skills and begin to acquire advanced knowledge, attitudes and skills for managing difficult interpersonal situations. This includes a knowledge base of the behavior dynamics of anger, powerlessness, hopelessness, grief, conflict and resistance. Students consistently demonstrate commitment to the emotive aspects of professional caring.

*   **Professional Growth:** Students take responsibility for their learning by presenting and working with student-generated scenarios. They contribute to others' learning by sharing their understanding, articulating their thinking processes and challenging the thinking of others.

*   **Systematic Inquiry:** The experiential nature of the course is enhanced by the intellectual processes of reasoning and refection. Students will formulate appropriate communication strategies that are facilitated by questioning, self-evaluation, analysis of situations and feedback.

Course Learning Outcomes/Competencies (cont'd.)

- **Creative Leadership:** Responding effectively to challenging communication situations is a competency that enhances the leadership process by transforming the self, others and organizations. Safety and operational performance are enhanced. Students learn to resolve conflict, to demonstrate respect and understanding and to increase motivation and morale.

Course Content Verification

I verify that the content of this course outline is current, accurate, and complies with BCIT Policy.
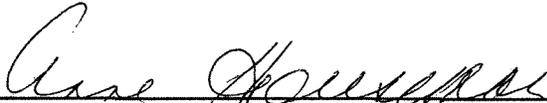
_____   _____
Program Head/Chief Instructor   Date

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

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Communication for Effective
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Instructor(s)

Marie Labelle, RN, BN, M.ed.   Office No.: SE12-418   Office Phone: 451-6947
                                Office Hrs.:   E-mail Address: mlabelle@bcit.ca

Learning Resources

Required:

- One blank videotape, 30 or 60 minutes, 1/2 inch VHS.

- No specific textbooks will be required for this course.
  Selected readings will be assigned throughout the course and are indicated on the class schedule. These are required readings for all students.

Recommended:

- Selected recommended readings will be indicated on the class schedule.

BCIT Policy Information for Students

Conduct and Attendance:

1. Students will adhere to all aspects of the BCIT Policy for conduct and attendance (refer to 1999–2000 BCIT Calendar, pages 5 & 6).

2. Attendance is required in this course because of the importance of dialogue in thinking and learning. The different viewpoints shared during the sessions will help expand the thinking of all participants. Since the emphasis of the course is on practice of what is being learned, outcome attainment requires consistent attendance.

BCIT Policy Information for Students (cont'd.)

Participation:

1. Full participation in the seminars is required.

2. Course delivery and evaluation methods will be discussed during the first week of class.

3. A learning partnership is essential for successful completion of this course. Both students and instructor will communicate openly, will demonstrate respect in seminar discussions and will work together toward meeting the learning outcomes.

4. The assigned readings are on reserve in the library or are accessible in library via EBSCO host "full text" display. The material will be on two-day loan.

5. Students are expected to complete all required readings and preparation questions on the student course schedule for each seminar. Student learning is directly related to the effort put into the reading and class activities. Therefore, class participation in NURS 7050 counts for a percentage of the final grade. **Participation includes doing the reading and writing preparation for class and active participation in all class activities (role plays, discussions and providing feedback to classmates).**

6. Students will participate in a verbal review of the course at the end of the term. This review will include a discussion of teaching methods, resources, and course structure.

7. All assignments must be completed to achieve credit for the course.

8. Videotaping: Live videotaping of student-teacher and student-student interactions may be done in order to gain awareness and insight about verbal and non-verbal behavior.

Assignment Details

A. Participation (30%)

Includes:
- Coming to class prepared, having read the designated pre-readings and completed the written activities for that session.
- Actively participating in the class discussions.
- Bringing to class, each session, an interactive situation you have encountered that week. You should be prepared to use this situation, through role play, in the skills practice component of the class.
- Practicing skill application with the clinical scenarios presented by classmates.
- Facilitating, by attitude and behavior, a learning environment where you sincerely work to increase your communication competence in challenging situations and to assist your classmates to do the same.

Assignment Details (cont'd.)

B. Written Essay — Analysis of a Challenging Interaction (30%)

The purpose of this assignment is to increase your awareness of the quality and effectiveness of your interactions in challenging situations, and your ability to apply communication theory appropriately in a goal directed manner.

You will write an essay describing and analyzing a challenging interaction that you participated in or observed in the clinical setting, involving **one of** the following:

- yourself and a patient situation
- yourself and a "member of the team" situation
- yourself and a family/visitor situation
- any combination of the above

You should give a detailed description of this situation and the sequence of the ensuing interaction and events. A written transcript of the interaction must be submitted with the paper.

Analysis of the interaction should include:

- Identifying aspects of the context in which the interaction occurred.
- Identifying the goals for the interaction.
- Identifying the thoughts/feelings the situation evoked in you, and how this influenced/did not influence the process and outcome of the interaction.
- Determining the effectiveness of the interaction.
- Identifying the skills/techniques you consciously employed. Were they effective? Why or why not?
- Considering what approaches/strategies you would use in a similar situation to improve effectiveness. Why?
- Supporting your analysis with course reading and/or other appropriate readings.

   Assignment **due date**: Week 10 of the term.

C. Final Examination (40%)

The final exam will assess your skill in applying communication theory learned in the course. It will consist of two parts:

- A written short answer/multiple choice section addressing theory and application.

- A selected scenario reflecting a challenging clinical situation will be "simulated." You will be required to interact in an effective goal directed manner so as to promote shared meaning with your client. This interaction will be videotaped and submitted, together with a written critique, to the instructor.

You will be graded as to your skill in doing the above. Specific criteria for grading this interaction will be discussed and clarified prior to the exam date.

Final exam will be scheduled during the final session of the course.

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The course is offered in nine sessions. Each session is five hours in length.

Session Number	Outcome/Material Covered	Reference Reading/ Preparation	Call #
1	**Introduction to Nursing 7050** • Course Overview • Course Requirements • Assignments • Evaluation Methods • Lab Process, Participation, Reading Communication: Definitions Nurse/Patient Relationships Nurse/Team Relationships Nurse/Family Relationships **Interpersonal Communication** • Non-verbal Communication) • Verbal Communication　　) Review • Basic Skills/Techniques　　) discussion • Barriers to Communication) • Social/Therapeutic/Professional Communication • Introduction to Assertive Techniques	Townsend, Mary C. (2000). Psychiatric-Mental Health Nursing, F.A. Davis Company of Canada, pg. 89-99. Glod, Carol A. (1998). *Contemporary Psychiatric-Mental Health Nursing*, F.A. Davis Company of Canada, pp. 52-60, *Understanding the Communication Process*. **Optional Reading:** Northouse, P.G. & Northouse, L.L. (1998). *Health Communication: Strategies for Health Professionals*, (3rd edition). Appleton & Lange, Canada, pp. 127-158.	

Session Number	Outcome/Material Covered	Reference Reading/ Preparation	Call #
2	**Assertive Techniques: Empathy** Discussion of Prep Questions sheet.	Northouse, P.G., & Northouse, L.L. (1998). *Health Communication: Strategies for Health Professionals*, (2nd edition). Appleton & Lange Canada, pp. 23-30. Egan, Gerard. (1986). *The Skilled Helper*. Brooks/Cole Publishing, Calif., pp. 86-89 and pp. 212-218. **Optional:** Van Servellen, Gwen. (1997). *Communication Skills for the Health Care Professional*. Aspen, Maryland. pp. 69-87. Shebib, Bob. (2000). *Choices: Practical Interviewing and Counselling Skills*. Prentice-Hall, Allyn and Bacon, Canada, pp. 155-181.	
	Assertive Techniques: Self-Sharing Discussion of Prep Questions. • Practice Application: dyad, triad, group role play/video	Egan, Gerard. (1986). *The Skilled Helper*. Brooks/Cole, California, pp. 228-231. Van Servellen, Gwen. (1997). *Communication Skills for the Health Care Professional*. Aspen, Maryland. pp. 133-146. **Optional:** Northouse, P.G. & Northouse, L.L. (1998). *Health Communication: Strategies for Health Professionals*, Appleton & Lange, Connecticut, pp. 49-60.	

Session Number	Outcome/Material Covered	Reference Reading/ Preparation	Call #
3	**Assertive Techniques: Confrontation**	Egan, Gerard. (1986*). The Skilled Helper.* Brooks/Cole Publishing Company Canada, pp. 219-228.	
	• Discussion of Prep Questions	Shebib, Bob. (2000). *Choices: Practical Interviewing and Counselling Skills.* Prentice Hall, Allyn and Bacon, Canada. pp. 194-218.	
		Optional: Van Servellen, Gwen. (1997). *Communication Skills for the Health Care Professional.* Aspen, Maryland. pp. 175-187.	
	• Practice Application: small group role play/discussion		
	Assertive Techniques: Immediacy	Egan, Gerard. (1986). *The Skilled Helper.* Brooks/Cole Publishing Canada, pp. 231-239.	
	• Discussion of Prep Questions	**Optional:** Shebib, Bob. (2000). *Choices: Practical Interviewing and Counselling Skills.* Prentice Hall, Allyn and Bacon, Canada, pp. 73-80.	
	• Practice Application: dyad, triad, small group role play		

Session Number	Outcome/Material Covered	Reference Reading/ Preparation	Call #

4	**Communicating in Situations which Challenge Shared Meaning**
	• Assessment
	• Self-awareness
	• Knowledge/Judgment
	• Skill Application
	• Situations difficult to deal with:
	   - Grief
	   - Hopelessness
	   - Resistance
	   - Anger
	   - Conflict
	
	Communicating in Situations of Grief
	• Dynamics of Grief
	• Expression of Grief
	• Analysis of Grief Scenario
	
	Practical Application: dyad, triad, group role play/video
		
		Freeman, Stephen, & Ward, Sharon. (1998). Death and bereavement: What counselors should know. *Journal of Mental Health Counseling*, Jul/98, Vol. 20, Issue 3, p. 216
		
		Cernay, Mary & Buskirk, James. (1991). Anger: The hidden part of grief. *Bulletin of the Menninger Clinic*, Spring, 1991, Vol. 55, Issue 2, p. 228.
		
		Glod, Carol. (1998). *Contemporary Psychiatric-Mental Health Nursing*, F.A. Davis Company, Philadelphia. pp. 635-639.
		
		Townsend, Mary. (2000). Psychiatric-Mental Health Nursing, F.A. Davis Company, Philadelphia, pp. 429-433.
			
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Session Number	Outcome/Material Covered	Reference Reading/ Preparation	Call #
5	**Communicating in Situations of Hopelessness** • Dynamics of Hopelessness • Expressions of Hopelessness • Analysis of "Hopelessness" Scenario Practice Application: role play	Review "Hopelessness" Scenario. Fricker, Janet. (1997). Hopelessness hardens the arteries. *The Lancet*: Aug. 30, 1997, Vol. 350, Issue 9078, p. 645. Bower, B. (1996). Hopelessness tied to heart, cancer deaths. *Science News*. 4/13/96, Vol. 149, Issue 15, p. 230. Pillay, Anthony & Wassenaar, Douglas. (1996). Hopelessness and psychiatric symptomatology in hospitalized physically ill adolescents. *South African Journal of Psychology*. Mar./96, Vol. 26, Issue 1, p. 47.	EBSCO host full text display EBSCO host full text display EBSCO host full text display
	Communicating in Situations of Resistance • Definition of Resistance • How is Resistance Expressed • Types of Resistance **Silence/Denial** • Analysis of Scenario Practice Application: role play	Review "Silence" Scenario. Miller, William, & Rollnick, Stephen. (1991). Motivational Interviewing: Preparing People to Change: Addictive Behavior. The Guildford Press, London, pp. 100-112. Egan, Gerard. (1986). *The Skilled Helper*. Brooks/Cole Publishing Company Canada, pp. 145-153. Shebib, Bob (2000). *Choices: Practical Interviewing and Counselling Skills*, Prentice Hall, Allyn and Bacon. Canada, pp. 222-232.	

Session Number	Outcome/Material Covered	Reference Reading/ Preparation	Call #
6	**Communicating in Situations of Resistance: Boundary Violations** • Boundaries Defined • Types of Boundary Violations • Analysis of "Boundaries" Scenario	Review "Boundaries" Scenario. Glod, Carol A. (1998). *Contemporary Psychiatric-Mental Health Nursing.* F.A. Davis Company, Canada, pp. 48-50. Shebib, Bob, (2000). *Choices: Practical Interviewing and Counselling Skills.* Prentice Hall, Allyn and Bacon, Canada, pp. 48-56.	
	Communicating in Situations of Resistance: Manipulation • Definition of Manipulation • Dynamics of Manipulation • Expressions of Manipulation • Analysis of Scenario Practice Application: role play	Review "Manipulation" Scenario. Hepworth, Dean. (1993). Managing manipulative behavior in the helping relationship, *Social Work*, Nov. 1993. Vol. 38, Issue 6, p. 674. Potash, Martin. (1991). Who's pulling your strings? *Men's Health*, Oct/91, Vol. 6, Issue 5, p. 86	EBSCO host full text display EBSCO host full text display

Session Number	Outcome/Material Covered	Reference Reading/ Preparation	Call #
7	**Communicating in Situations of Anger** • Dynamics of Anger • Purposes Served by Anger • Expressions of Anger • Self-awareness: Responses to Another's Anger • The Anger Cycle RNABC Video #1. 21 Ways to Diffuse Anger and Calm People Down. **Communicating in Situations of Anger: Diffusion Strategies** • How Anger Impairs Judgment • Recognizing the Signs of Anger • Diffusing Anger RNABC Video #2. 21 Ways to Diffuse Anger and Calm People Down. **Communicating in Situations of Anger: Crisis Management in Aggressive Situations** • When Crisis Erupts • After the Crisis Practice Application	Underwood, Chandler. (1998). How to manage your anger. *Women in Business*. Jan/Feb./98, Vol. 50, Issue 1, p. 32. Townsend, Mary. (2000). Psychiatric-Mental Health Nursing, (3rd edition). F.A. Davis Company, Philadelphia, pp. 213-220. Shebib, Bob, (2000). *Choices: Practical Interviewing and Counselling Skills*. Prentice Hall, Allyn and Bacon, Canada, pp. 232-248.	

Session Number	Outcome/Material Covered	Reference Reading/ Preparation	Call #
8	**Communicating in Conflict Situations** • Definition of Conflict • Sources of Conflict • Types of Conflict • Strategies to Resolve Conflict • Analysis of Scenario Video: Drawing the Line (BCIT Library)	Review "Conflict" Scenario. Schwarz, Andrew. (1997). How to handle conflict. *The CPA.* /97, Vol. 66, Issue 4, p. 72. Arnold, Elizabeth & Boggs, Kathleen. (1995). Interpersonal Relationships: Professional Communication Skills for Nurses. (2nd edition). W.B. Saunders Company, Toronto, pp. 326-384. Van Servellen, Gwen. (1997). *Communication Skills for the Health Care Professional.* Aspen, Maryland. pp. 284-302. **Optional:** Northouse, Peter & Northouse, Laurel. (1998). *Health Communication: Strategies for Health Professionals.* (3rd edition). Appleton & Lange, Canada, pp. 225-256. Van Servellen, Gwen. (1997). *Communication Skills for the Health Care Professional.* Aspen, Maryland. pp. 303-321.	EBSCO host full text display
9	**Final Exam** Part A: Short answer written section Part B: Video of simulated situation Written/Verbal evaluation of the course		