



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Bachelor of Technology in Nursing

Option:

**NURS 7050****Communication for Effective  
Leadership and Management****Start Date:** August, 2005**End Date:** December, 2005**Total Hours:** 45 **Total Weeks:** 15**Term/Level:** 4 **Course Credits:** 3**Hours/Week:** 3 **Lecture:** **Lab:** 2**Shop:** **Seminar:** 1 **Other:****Prerequisites****Course No. Course Name**

NURS 1050 Interpersonal Communication

NURS 3038 }  
NURS 3034 } Level III Practicum**NURS 7050 is a Prerequisite for:****Course No. Course Name**

NURS 7030 Nursing Practicum 5

**Co-requisite****Course No. Course No.**

NURS Level IV Practicum

**v Course 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 challenging 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 co-workers. 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 skills 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.

**v Detailed Course Description**

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

**v Evaluation**

Presentation of Interpersonal Scenarios	30%
Class Participation*	10%
Midterm Exam	20%
Final Exam	40%
<b>TOTAL</b>	<b>100%</b>

Comments: \* Includes coming to class prepared, having read scenarios and appropriate pre-reading and active participation in all class activities (role plays, discussions and providing feedback to classmates, and submitting two written scenarios).

#### v 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 are manifested in interpersonal interaction.
3. analyze the impact and consequences of resistance such as silence, denial, manipulation and boundary violation on mutual interpersonal effectiveness.
4. judge the appropriateness and usefulness of the following advanced communication skills in relation to various interpersonal challenges:
  - active listening and reframing
  - advanced empathy
  - confrontation
  - immediacy.
5. respond effectively to situations of grief, anxiety, manipulation, anger, and conflict.
6. use communication to build partnerships with health care consumers and co-workers.

#### v 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 behaviour 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 reflection. Students will analyze situations that are facilitated by questioning, self-evaluation, analysis of situations and feedback.
- **Creative Leadership:** Responding effectively to challenging communication situations is a competency that enhances the leadership process by transforming 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.

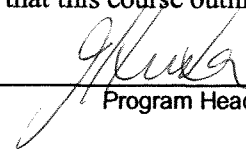
**v Verification**

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.

**v Instructor(s)**

Kathy Quee	Office Location: SE12-418	Office Phone: 604-451-6950 E-mail Address: k_quee@bcit.ca
Satina Milia	Office Location: SE12-418	Office Phone: 604-454-2217 E-mail Address: s_milia@bcit.ca

**v 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 and will be on reserve in the Library.

**Recommended:**

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

**v 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>.

**Assignments:**

Late assignments, lab reports or projects will **not** be accepted for marking. Assignments must be done on an individual basis unless otherwise specified by the instructor.

**Makeup Tests, Exams or Quizzes:**

There will be **no** makeup tests, exams or quizzes. If you miss a test, exam or quiz, you will receive zero marks. 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**. 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 for classmates).**

**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 (over 10% of scheduled class time) may result in failure or immediate withdrawal from the course or 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:

Students must successfully complete a course within a maximum of three attempts at the course. Students with two attempts in a single course will be allowed to repeat the course only upon special written permission from the Associate Dean. Students who have not successfully completed a course within three attempts will not be eligible to graduate from their respective program.

### 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 behaviour.

### 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.

## v Assignment Details

### A. Participation (10%)

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. Two (2) scenarios are to be submitted for class practice purposes.
- Practicing skill application with the clinical scenarios presented by classmates.
- Facilitating, by attitude and behaviour, a learning environment where you sincerely work to increase your communication competence in challenging situations and to assist your classmates to do the same.

### B. Class Presentation of Interpersonal Scenario (30%)

- You and a partner will present a scenario to the class. You will:
  - ▶ role play the scenario.
  - ▶ lead a class discussion which should include:
    - ▶ applying theory to situation
    - ▶ analyzing the situation
    - ▶ identifying what was difficult
    - ▶ identifying your thoughts/feelings in this encounter
    - ▶ identifying goals for the interaction
    - ▶ identify what skill(s) were used
    - ▶ identify how the goals were met
    - ▶ identify what skill(s) might be used to enhance the outcome of interaction to better achieve goals.

**v Assignment Details (cont'd)**

- The presentation and discussion should be 30 minutes long.
- A two-page summary of this presentation is to be submitted to the instructor.

**C. Midterm Examination (20%)**

Scheduled Week 7, first 1.5 hours of class time.

**D. Final Examination (40%)**

The final exam will assess your skill in applying communication theory learned in the course.

Written short answer and selected scenarios addressing theory and application will be presented.

Final exam will be scheduled during exam week.

Session	Outcome/Material Covered	Reading References/Preparation
1	<p><b>Introduction to Nursing 7050</b></p> <ul style="list-style-type: none"> <li>• Course overview</li> <li>• Course requirements</li> <li>• Assignments</li> <li>• Evaluation methods</li> <li>• Lab process/participation/readings</li> <li>• Course outcomes</li> </ul> <p><b>Communication Definitions</b></p> <ul style="list-style-type: none"> <li>• Characteristics/attitudes for therapeutic communication: <ul style="list-style-type: none"> <li>▸ trust</li> <li>▸ respect</li> </ul> </li> <li>• Building therapeutic alliance with <ul style="list-style-type: none"> <li>▸ nurse/patient relationships</li> <li>▸ nurse/team relationships</li> <li>▸ nurse/family relationships</li> </ul> </li> <li>• team building</li> <li>• goal setting</li> </ul>	<p>* Please review notes from NURS 1050</p> <p><i>Optional Readings</i></p> <ul style="list-style-type: none"> <li>• For further review of basic skills.</li> </ul> <p>Townsend, M.C. (2000). <i>Psychiatric-mental health nursing</i> (pp. 89–99). F.A. Davis Company of Canada.</p> <p>Glod, C.A. (1998). Contemporary Psychiatric-Mental Health Nursing. <i>Understanding the communication process</i> (pp. 52–60). F.A. Davis Company of Canada.</p> <p>Northouse, P.G., &amp; Northouse, L.L. (1998). <i>Health communication: Strategies for health professionals</i> (3rd ed.) (pp. 127–158). Canada: Appleton &amp; Lange.</p>
2	<p><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>• listening skills</li> <li>• review communication concepts from NURS 2050</li> </ul>	
3	<p><b>Basic Empathy</b></p> <ul style="list-style-type: none"> <li>• theoretical definitions</li> <li>• written practice exercises</li> <li>• practice application: dyad, triad, group role-play/video.</li> </ul>	<p>Completion of self study guide: Basic empathy</p> <p><i>Required Reading</i></p> <p>Egan, G. (1990). <i>The Skilled Helper</i> (pp. 123–141). Monterey: Brooks/Cole.</p>
4	<p><b>Advanced Techniques: Advanced Empathy</b></p> <ul style="list-style-type: none"> <li>• Introduction to assertive techniques</li> <li>• Theory: definitions, concepts</li> <li>• Practice application: dyad, triad, group role play/video</li> </ul>	<p>Completion of self study guide: Advanced empathy</p> <p><i>Required Readings</i></p> <p>Egan, G. (1990). <i>The Skilled Helper</i> (pp. 214–220). Monterey: Brooks/Cole.</p> <p>Van Servellen, G. (1997). <i>Communication skills for the health care professional</i> (pp. 69–87). Aspen, Maryland.</p>

Session	Outcome/Material Covered	Reading References/Preparation
		<p><i>Optional Readings</i></p> <p>Northouse, P.G., &amp; Northouse, L.L. (1998). <i>Health communication: Strategies for health professionals</i> (2nd ed.) (pp. 23–30). Canada: Appleton &amp; Lange.</p> <p>Shebib, B. (2000). <i>Choices: Practical interviewing and counsellings skills</i> (pp.155–181). Canada: Prentice Hall, Allyn &amp; Bacon.</p>
5	<p><b>Advanced Skill: Confrontation</b></p> <ul style="list-style-type: none"> <li>• Presentation and discussion of definition, concepts</li> <li>• Practice application: dyad, triad, group role play/video</li> </ul>	<p>Completion of self study guide: Confrontation</p> <p><i>Required Readings</i></p> <p>Egan, G. (1986). <i>The Skilled Helper</i> (pp. 219–228). Canada: Brooks/Cole Publishing Company.</p> <p>Shebib, B. (2000). <i>Choices: Practical interviewing and counselling skills</i> (pp. 194–218). Canada: Prentice Hall, Allyn &amp; Bacon.</p> <p><i>Optional Reading</i></p> <p>Van Servellen, G. (1997). <i>Communication skills for the health care professional</i> (pp. 175–187). Aspen, Maryland.</p>
6	<p><b>Advanced Skill: Immediacy</b></p> <ul style="list-style-type: none"> <li>• Presentation and discussion of definition, concepts</li> <li>• Practice application: dyad, triad, group role play/video</li> </ul>	<p>Completion of self study guide: Immediacy</p> <p><i>Required Reading</i></p> <p>Egan, G. (1990). <i>The Skilled Helper</i> (pp. 224–229). Monterey: Brooks/Cole.</p> <p><i>Optional Reading</i></p> <p>Shebib, B. (2000). <i>Choices: Practical interviewing and counselling skills</i> (pp. 194–218). Canada: Prentice Hall, Allyn &amp; Bacon.</p>



Session	Outcome/Material Covered	Reading References/Preparation
7	<p><b>Communicating in Situations that Challenge Shared Meaning</b></p> <p><b>Critical thinking in a Communication Situation</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Self-awareness</li> <li>• Knowledge/judgement</li> <li>• Skill application</li> <li>• Overview of difficult situations to be dealt with <ul style="list-style-type: none"> <li>– grief</li> <li>– resistance</li> <li>– anger</li> <li>– conflict</li> </ul> </li> </ul>	<p>Midterm Exam — 1.5 hours.</p>
8	<p><b>Communicating in Situations of Grief</b></p> <ul style="list-style-type: none"> <li>• Dynamic of grief</li> <li>• Expressions of grief</li> <li>• Analysis of grief scenario</li> <li>• Practice application*: dyad, triad, group role play/video</li> </ul> <p>* Based on student-generated scenarios</p>	<p><i>Required Readings</i></p> <p>*Review Level 2 notes re: Grieving (PBL and NURS 1050)</p> <p>Freeman, S., &amp; Ward, S. (1998, July). Death and bereavement: What counsellors should know. <i>Journal of Mental Health Counselling</i>, 20(3), 216.</p> <p>Townsend, M.C. (2000). <i>Mental health nursing</i> (pp. 429–433). F.A. Davis Company of Canada.</p> <p><i>Optional Reading</i></p> <p>Glod, C.A. (1998). <i>Contemporary psychiatric-mental health nursing</i> (pp. 635–639). F.A. Davis Company of Canada.</p>
9	<p><b>Communicating in Situations of Hopelessness</b></p> <ul style="list-style-type: none"> <li>• Dynamics of hopelessness</li> <li>• Expressions of hopelessness</li> <li>• Analysis of “hopelessness” scenario</li> <li>• Practice application of student-generated scenarios: dyad, triad, group role play/video</li> </ul>	<p><i>Required Readings</i></p> <p>Fricker, J. (1997). Hopelessness hardens the arteries. <i>The Lancet</i>, 350(9078), 645.</p> <p>Bower, B. (1996). Hopelessness tied to heart, cancer deaths. <i>Science News</i>, 149(15), 230.</p> <p>Pillay, A., &amp; Wassenaar, D. (1996). Hopelessness and psychiatric symptomatology in hospitalized physically ill adolescents. <i>South African Journal of Psychology</i>, 26(1), 47.</p>

Session	Outcome/Material Covered	Reading References/Preparation
10	<p>Communicating in Situations of Resistance; Silence/Denial/</p> <ul style="list-style-type: none"> <li>• Definition of resistance</li> <li>• Expressions of resistance</li> <li>• Types of resistance</li> </ul> <p><b>Boundary Violations</b></p> <ul style="list-style-type: none"> <li>• Boundaries defined</li> <li>• Types of boundary violations</li> <li>• Practice application of student-generated scenarios: dyad, triad, group role play/video</li> </ul>	<p><i>Required Readings</i></p> <p>Egan, G. (1990). <i>The skilled helper</i> (pp. 168–178). Monterey: Brooks/Cole.</p> <p>Miller, W., &amp; Rollnick, S. (1991). <i>Motivational interviewing: Preparing people to change: addictive behavior</i> (pp. 100–112). London: The Guildford Press.</p> <p>Shebib, B. (2000). <i>Choices: Practical interviewing and counselling skills</i> (pp. 48–56, pp. 222–232). Canada: Prentice Hall, Allyn &amp; Bacon.</p> <p>Glod, C.A. (1998). <i>Contemporary Psychiatric-Mental health nursing</i> (pp. 48–50). F.A. Davis Company of Canada.</p>
11	<p><b>Communicating in Situations of Resistance: Manipulating Behavior</b></p> <ul style="list-style-type: none"> <li>• Definition of manipulation</li> <li>• Dynamics of manipulation</li> <li>• Expressions of manipulation</li> <li>• Practice application of student-generated scenarios: dyad, triad, group role play/video</li> </ul>	<p><i>Required Readings</i></p> <p>Hepworth, D. (1993). Managing manipulative behavior in the helping relationship. <i>Social Work</i>, 38(6), 674.</p> <p>Potash, M. (1991). Who's pulling your strings? <i>Men's Health</i>, 6(5), 86.</p>
12	<p><b>Communicating in Situations of Anger</b></p> <ul style="list-style-type: none"> <li>• Dynamics of anger</li> <li>• Purposes served by anger</li> <li>• Expressions of anger</li> <li>• Self-awareness: responses to another's anger</li> <li>• The anger cycle</li> </ul> <p>RNABC Video #1 <i>21 Ways to Diffuse Anger and Calm People Down</i></p> <p><b>Communicating in Situations of Anger: Diffusion Strategies</b></p> <ul style="list-style-type: none"> <li>• How anger impairs judgment</li> <li>• Recognizing the signs of anger</li> <li>• Diffusing anger</li> </ul>	<p><i>Required Readings</i></p> <p>Underwood, C. (1998). How to manage your anger. <i>Women in Business</i>, 50(1), 32.</p> <p>Townsend, M.C. (2000). <i>Psychiatric-mental health nursing</i> (3rd ed.) (pp. 213–220). F.A. Davis Company of Canada.</p> <p>Shebib, B. (2000). <i>Choices: Practical interviewing and counselling skills</i> (pp. 232–248). Canada: Prentice Hall, Allyn &amp; Bacon.</p> <p>Maier, G. MD. (1996). Managing and treating behavior: The role of talk down and talk up. <i>Journal of Psychosocial Nursing</i>, 34(6).</p> <p>* Note: These readings apply for the following section as well.</p>
13	<b>Communicating in Situations of</b>	* Refer to previous readings from last week.

Session	Outcome/Material Covered	Reading References/Preparation
	<p><b>Anger/Conflict</b></p> <p>RNABC Video #2 <i>21 Ways to Diffuse Anger and Calm People Down</i></p> <p><b>Communicating in Situations of Anger: Crisis Management in Aggressive Situations</b></p> <ul style="list-style-type: none"> <li>• When crisis erupts</li> <li>• After the crisis</li> <li>• Practice application</li> </ul> <p><b>Introduction to Communicating in Conflict Situations</b></p> <ul style="list-style-type: none"> <li>• Definition of conflict</li> <li>• Sources of conflict</li> <li>• Types of conflict</li> </ul>	<p><i>Required Readings</i></p> <p>Schwarz, A. (1997). How to handle conflict. <i>The CPA</i>, 66(4), 72.</p> <p>Arnold, E., &amp; Boggs, K. (1995). <i>Interpersonal relationships: Professional communication skills for nurses</i> (2nd ed.) (pp. 326–348). Toronto: W.B. Saunders Company.</p> <p>Van Servellen, G. (1997). <i>Communication skills for the health care professional</i> (pp. 284–302). Aspen, Maryland.</p> <p><i>Optional Readings</i></p> <p>Northouse, P., &amp; Northouse, L. (1998). <i>Health communication: Strategies for health Professionals</i> (3rd ed.) (pp. 225–256). Canada: Appleton &amp; Lange.</p> <p>Van Servellen, G. (1997). <i>Communication skills for the health care professional</i> (pp. 303–321). Aspen, Maryland.</p>
14	<p><b>Communicating in Conflict Situations (cont'd.)</b></p> <ul style="list-style-type: none"> <li>• Strategies to resolve conflict</li> <li>• Analysis of a scenario</li> <li>• Practice application of student scenarios: dyad, triad, group role play/video</li> </ul>	* Refer to readings from previous week
15	<p><b>Final Exam</b> Course Evaluation</p>	