A POLYTECHNIC INSTITUTION

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

NURS 7050
Communication for Effective
Leadership and Management

Start Date:	January, 2006		**End Date:**	May, 2006	
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
NURS 7134	Nursing Practicum 6
NURS 8300	Leadership in Nursing

Co-requisite

Course No.	Course No.
NURS 4042	Level IV Practicum

■ 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.

■ 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.

■ Evaluation

Presentation of Interpersonal Scenarios	30%	Comments: Refer to Assignment Details at the end of
Class Participation*	10%	this course outline for guidelines, policies, and criteria
Midterm Exam	20%	for achieving a passing grade related to each method
Final Exam	40%	of evaluation.
TOTAL	100%	

■ **Course Learning Outcomes/Competencies**

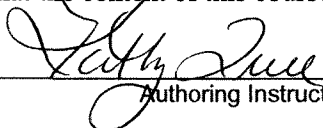At the end of this course, the student will be able to:

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, and 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.

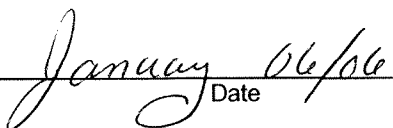6. use communication to build partnerships with health care consumers and co-workers.

■ **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.
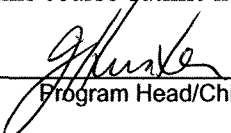
■ **Verification**

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

_____   _____
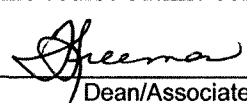   Authoring Instructor   Date
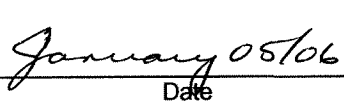
I verify that this course outline has been reviewed.

_____   _____
            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)**

Kathy Quee	Office Location: SE12–418	Office Phone: 604-451-6950
		E-mail Address: Kathy_Quee@bcit.ca
Adrianna D'Ilio	Office Location: SE12–418	Office Phone: 604-454-2208
		E-mail Address: Adrianna_D'Ilio@bcit.ca
Michelle Penny	Office Location: SE12–418	Office Phone: 604-454-2210
		E-mail Address: Michelle_Penny@bcit.ca

■ **Learning Resources**

Required:

• **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.

■ **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 receive a 10% per day penalty.

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 **in advance of the exam** and as early as possible.

Ethics:
BCIT assumes that all students attending the Institute will follow a high standard of ethics. Incidents of cheating or plagiarism may, therefore, result in a grade of zero for the assignment, quiz, test, exam, or project for all parties involved and/or expulsion from the course.

Attendance:
The BCIT Attendance policy (#5002) is enforced in NURS 7050. This states that a student may be "… prohibited from completing their course" when the student is absent "for any cause for more than 10% of the time prescribed by the course" (page 16). Notice is hereby given to all NURS 7050 students that if one three-hour class is missed that the student is approaching 10% absenteeism. If students miss a second three-hour group session, they will have exceeded 10% absenteeism and will be required to meet with the Year 2 Program Head and the tutor. A Student Record document will be placed on the student's file. Any subsequent absenteeism may result in the student being withdrawn from or failing NURS 7050 as per Policy #5002.

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

Illness:
An approved doctor's note is required for any illness causing you to miss assignments, quizzes, tests, projects, or exams. At the discretion of the instructor, you may complete the work missed or have the work prorated.

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 nonverbal 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.

■ **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 interactive situations you have encountered. You should be prepared to use situations, through role play, in the discussion and skills practice component of the class. A minimum of two (2) scenarios are to be presented to the class for discussion and then submitted to the class in written form for 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 challenging communication scenario to the class. This scenario should be focused on a nursing practice interactive situation and be sufficiently long to allow for class discussion and analysis.

You and your partner will role play the scenario for the class. Following the role play, lead the class in a discussion that analyzes the scenario. This discussion can be done in small groups or as a large class.

Some questions to guide the analysis are:

- Were the goals of the two participants apparent in the role play and what effect did this have on the communication?

- How was shared meaning pursued?

- What skills and qualities of the nurse were demonstrated?

- What would have enhanced the process and outcome of the interaction?

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	**Introduction to Nursing 7050** • Course overview • Course requirements • Assignments • Evaluation methods • Lab process/participation/ readings • Course outcomes **Communication Definitions** • Characteristics/attitudes for therapeutic communication: • trust • respect • Building therapeutic alliance with • nurse/patient relationships • nurse/team relationships • nurse/family relationships • Team building • Goal setting	* Please review notes from NURS 1050 *Optional Readings* • For further review of basic skills. Townsend, M.C. (2000). *Psychiatric-mental health nursing* (pp. 89–99). F.A. Davis Company of Canada. Glod, C.A. (1998). Contemporary Psychiatric-Mental Health Nursing. *Understanding the communication process* (pp. 52–60). F.A. Davis Company of Canada. Northouse, P.G., & Northouse, L.L. (1998). *Health communication: Strategies for health professionals* (3rd ed.) (pp. 127–158). Canada: Appleton & Lange.
2	**Basic Skills** • Review communication concepts from NURS 2050 • Therapeutic relationships • Listening skills and responding skills	Videbeck, S.L. (2003). *Psychiatric mental health nursing* (2nd ed.) (pp. 90–130). Philadephia: Lippincott.
3	**Basic Empathy** • Theoretical definitions • Written practice exercises • Practice application: dyad, triad, group role play/video	Completion of self study guide: Basic empathy *Required Reading* Egan, G. (1990). *The skilled helper* (pp. 123–141). Monterey: Brooks/Cole.

Session	Outcome/Material Covered	Reading References/Preparation
4	**Advanced Techniques: Advanced Empathy** • Introduction to assertive techniques • Theory: definitions, concepts • Practice application: dyad, triad, group role play/video	Completion of self study guide: Advanced empathy *Required Readings* Egan, G. (1990). *The skilled helper* (pp. 214–220). Monterey: Brooks/Cole. Van Servellen, G. (1997). *Communication skills for the health care professional* (pp. 69–87). Aspen, Maryland. *Optional Readings* Northouse, P.G., & Northouse, L.L. (1998). *Health communication: Strategies for health professionals* (2nd ed.) (pp. 23–30). Canada: Appleton & Lange. Shebib, B. (2000). *Choices: Practical interviewing and counselling skills* (pp. 155–181). Canada: Prentice Hall, Allyn & Bacon.
5	**Advanced Skill: Confrontation** • Presentation and discussion of definition, concepts • Practice application: dyad, triad, group role play/video	Completion of self study guide: Confrontation *Required Readings* Egan, G. (1986). *The skilled helper* (pp. 219–228). Canada: Brooks/Cole Publishing Company. Shebib, B. (2000). *Choices: Practical interviewing and counselling skills* (pp. 194–218). Canada: Prentice Hall, Allyn & Bacon. *Optional Reading* Van Servellen, G. (1997). *Communication skills for the health care professional* (pp. 175–187). Aspen, Maryland.

Session	Outcome/Material Covered	Reading References/Preparation
6	**Advanced Skill: Immediacy** • Presentation and discussion of definition, concepts • Practice application: dyad, triad, group role play/video	Completion of self study guide: Immediacy *Required Reading* Egan, G. (1990). *The skilled helper* (pp. 224–229). Monterey: Brooks/Cole. *Optional Reading* Shebib, B. (2000). *Choices: Practical interviewing and counselling skills* (pp. 194–218). Canada: Prentice Hall, Allyn & Bacon.
7	**Communicating in Situations that Challenge Shared Meaning** **Critical Thinking in a Communication Situation** • Assessment • Self-awareness • Knowledge/judgment • Skill application • Overview of difficult situations to be dealt with – grief – resistance – anger – conflict	Midterm Exam — 1.5 hours
8	**Communicating in Situations of Grief** • Dynamic of grief • Expressions of grief • Analysis of grief scenario • Practice application*: dyad, triad, group role play/video * Based on student-generated scenarios	*Required Readings* *Review Level 2 notes re Grieving (PBL and NURS 1050) Freeman, S., & Ward, S. (1998, July). Death and bereavement: What counsellors should know. *Journal of Mental Health Counselling, 20*(3), 216. Townsend, M.C. (2000). *Mental health nursing* (pp. 240–255). F.A. Davis Company of Canada. or Videbeck, S.L. (2003). *Psychiatric mental health nursing* (2nd ed.) (pp. 240–255). Philadephia: Lippincott.

Session	Outcome/Material Covered	Reading References/Preparation
9	**Communicating in Situations of Hopelessness** • Dynamics of hopelessness • Expressions of hopelessness • Analysis of "hopelessness" scenario • Practice application of student-generated scenarios: dyad, triad, group role play/video	*Required Readings* Fricker, J. (1997). Hopelessness hardens the arteries. *The Lancet, 350*(9078), 645. Bower, B. (1996). Hopelessness tied to heart, cancer deaths. *Science News, 149*(15), 230. Pillay, A., & Wassenaar, D. (1996). Hopelessness and psychiatric symptomatology in hospitalized physically ill adolescents. *South African Journal of Psychology, 26*(1), 47.
10	**Communicating in Situations of Resistance; Silence/Denial** • Definition of resistance • Expressions of resistance • Types of resistance **Boundary Violations** • Boundaries defined • Types of boundary violations • Practice application of student-generated scenarios: dyad, triad, group role play/video	*Required Readings* Egan, G. (1990). *The skilled helper* (pp. 168–178). Monterey: Brooks/Cole. Miller, W., & Rollnick, S. (1991). *Motivational interviewing: Preparing people to change: addictive behavior* (pp. 100–112). London: The Guildford Press. Shebib, B. (2000). *Choices: Practical interviewing and counselling skills* (pp. 48–56, 222–232). Canada: Prentice Hall, Allyn & Bacon. Glod, C.A. (1998). *Contemporary psychiatric-mental health nursing* (pp. 48–50). F.A. Davis Company of Canada.
11	**Communicating in Situations of Resistance: Manipulating Behavior** • Definition of manipulation • Dynamics of manipulation • Expressions of manipulation • Practice application of student-generated scenarios: dyad, triad, group role play/video	*Required Readings* Hepworth, D. (1993). Managing manipulative behavior in the helping relationship. *Social Work, 38*(6), 674. Potash, M. (1991). Who's pulling your strings? *Men's Health, 6*(5), 86.

Session	Outcome/Material Covered	Reading References/Preparation
12	**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 **Communicating in Situations of Anger: Diffusion Strategies** • How anger impairs judgment • Recognizing the signs of anger • Diffusing anger	*Required Readings* Underwood, C. (1998). How to manage your anger. *Women in Business, 50*(1), 32. Townsend, M.C. (2000). *Psychiatric-mental health nursing* (3rd ed.) (pp. 213–220). F.A. Davis Company of Canada. Shebib, B. (2000). *Choices: Practical interviewing and counselling skills* (pp. 232–248). Canada: Prentice Hall, Allyn & Bacon. Maier, G., MD. (1996). Managing and treating behavior: The role of talk down and talk up. *Journal of Psychosocial Nursing, 34*(6). *Optional Activity* CRNBC Video *Two Ways to Diffuse Anger and Calm People Down*. Videos #1 & #2. * Note: These readings apply for the following section as well.
13	**Communicating in Situations of Anger/Conflict** **Communicating in Situations of Anger: Crisis Management in Aggressive Situations** • When crisis erupts • After the crisis • Practice application **Introduction to Communicating in Conflict Situations** • Definition of conflict • Sources of conflict • Types of conflict	* Refer to previous readings from last week. *Required Readings* Schwarz, A. (1997). How to handle conflict. *The CPA, 66*(4), 72. Arnold, E., & Boggs, K. (1995). *Interpersonal relationships: Professional communication skills for nurses* (2nd ed.) (pp. 326–348). Toronto: W.B. Saunders Company. Van Servellen, G. (1997). *Communication skills for the health care professional* (pp. 284–302). Aspen, Maryland. *Optional Readings* Northouse, P., & Northouse, L. (1998). *Health communication: Strategies for health professionals* (3rd ed.) (pp. 225–256). Canada: Appleton & Lange. Van Servellen, G. (1997). *Communication skills for the health care professional* (pp. 303–321). Aspen, Maryland.

Session	Outcome/Material Covered	Reading References/Preparation
14	**Communicating in Conflict Situations (cont'd.)** • Strategies to resolve conflict • Analysis of a scenario • Practice application of student scenarios: dyad, triad, group role play/video	* Refer to readings from previous week.
	Final Exam Course Evaluation	Scheduled in exam week.