



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Bachelor of Science in Nursing

Option:

**NURS 7050****Communication for Effective  
Leadership and Management****Start Date:** August, 2006**End Date:** December, 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	Level III Practicum
NURS 3034	

**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 4032	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	20%	Comments: Refer to Assignment Details at the end of this course outline for guidelines, policies, and criteria for achieving a passing grade related to each method of evaluation.
Class Participation*	10%	
Midterm Exam	30%	
Final Exam	40%	
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

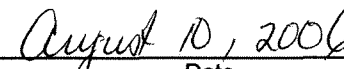
I verify that the content of this course outline is current.

  
\_\_\_\_\_  
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
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Michelle Penny	Office Location: SE12-418	Office Phone: 604-454-2209 E-mail Address: Michelle_Penny@bcit.ca

### ■ Learning Resources

#### Required:

- Egan, G. (2007). *The skilled helper: A problem management and opportunity development approach to helping* (8th ed.). United States: Brooks/Cole.
- Selected required and recommended readings are assigned throughout the course and indicated on the class schedule. These are required readings for all students and will be on reserve in the library. Those available electronically are indicated as E-Reserve on the course outline. Paper copies of the non-electronic articles are on 2-hour and 2-day reserve in the library.

### ■ 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 may 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:**

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."

### **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.

### **General Course Expectations:**

All students are expected to come to class prepared, having read the designated pre-readings and completed the written activities for that session. Each session of class will devote time to a discussion of communication situations that you have encountered. Come prepared to share these situations and use them in role play and in the discussion and skills practice component of the class.

There is an expectation that all students will actively participate and demonstrate through 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.

## ■ Assignment Details

### **A. Participation (10%)**

At the beginning of the course each student will develop a communication agreement which will form the basis for your participation mark. The process is explained below.

In a small group you will discuss the following and record your responses on the paper provided.

1. What skills/knowledge/attitudes are you bringing to Communications 7050?
2. What do you hope to gain from this communication class? What are your goals for this class?
3. What have you experienced that may interfere with your achieving those goals?
4. What is your plan to meet these goals during class time?

### ■ Assignment Details (cont'd.)

Some ways of meeting your selected goals may include, but are not limited to:

- Bringing scenarios from your clinical experiences and applying them to course topics
- Preparing for class by having completed all required readings
- Participating in class discussions
- Seeking out and being receptive to feedback from peers and instructor
- Volunteering to role play when appropriate

You will keep a copy of this agreement and give a copy to your instructor. Be prepared to review this agreement periodically throughout the course.

During the last week of the course submit a two-page summary, reflecting on the four components of your communication agreement you created at the start of Nursing 7050. Include in your summary thoughts about the following criteria:

- Thoughts around how you achieved or didn't achieve your goals and why
- What skills you have learned and how you plan applying them in the future
- Participation during class discussions
- Any changes in your perceptions or attitude
- Any other self-reflections you may have

Based on your reflection, assign yourself a mark out of 5.

Your instructor will then assign you a mark out of 5 based on your reflections and participation in class. The two marks will be averaged and you will be given a mark out of 10.

### B. Class Presentation of Interpersonal Scenario (20%)

You and your partner will present a challenging communication scenario to the class. This scenario should be focused on a nursing situation and be sufficiently long enough to allow for class discussion and analysis. The maximum time limit for the presentation is 30 minutes.

You and your partner will:

- Introduce a complex communication situation
- Role play an ineffective communication interaction and then demonstrate the same interaction in a more effective way
- Facilitate the class in a discussion that critically analyzes the scenario
- Submit a summary of your analysis of the scenario, a reflection of what you and your partner learned, and how you and your partner worked together; this should be no longer than 2 pages

■ **Assignment Details (cont'd.)**

Some questions to guide the analysis are:

- What were the intentions of the two participants 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 enhance the outcome of the interaction?
- What would enhance the learning process?

Marking consideration will be given to good teaching principles such as introduction, facilitation, summary and conclusion, as well as creativity in presentation.

**C. Midterm Examination (30%)**

Scheduled Week 7, first 1.5 hours of class time. The exam will be a combination of multiple choice and written short answers.

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

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

Multiple choice and written short answers based on 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><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>• Review communication concepts from NURS 2050</li> <li>• Therapeutic relationships</li> <li>• Listening skills and responding skills</li> </ul>	<p>* Please review notes from NURS 1050</p> <p><i>Required Reading</i></p> <p>Egan, G. (2007). <i>The skilled helper</i> (8th ed.). Ch. 2 (pp. 29–46). United States: Brooks/Cole.</p> <p><i>Optional Readings</i></p> <p>For further review of basic skills:</p> <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>Videbeck, S.L. (2003). <i>Psychiatric mental health nursing</i> (2nd ed.) (pp. 90–130). Philadelphia: Lippincott.</p>
2	<p><b>Assertiveness</b></p> <ul style="list-style-type: none"> <li>• Definition of assertiveness</li> <li>• Concept of what assertiveness is and is not</li> <li>• Introduction to assertive technique</li> <li>• Dialogue and practice application based on student-generated scenarios</li> </ul>	<p><i>Required Readings</i></p> <p>Alberti, R.E., Emmons, M.L. (2001). <i>Your perfect right</i> (8th ed.) (pp. 35–46). Atascadero, CA: Impact Publishers.</p> <p>Bacon, T.R. (2004). <i>Effective people skills</i> (pp. 106–109). Durango, Co: International Institute.</p> <p>Barnette, V. (2000). <i>Assertive communication</i>. Retrieved May 11, 2006, from the University of Iowa, University Counseling Service Web site: <a href="http://www.uiowa.edu/~ucs/asertcom.html">http://www.uiowa.edu/~ucs/asertcom.html</a></p>



Session	Outcome/Material Covered	Reading References/Preparation
3	<b>Empathy</b> <ul style="list-style-type: none"> <li>Theoretical definitions</li> <li>Written practice exercises</li> <li>Practice application: dyad, triad, and group role play/video</li> </ul>	<p>Completion of Self-Study Guide: Empathy</p> <p><i>Required Readings</i></p> <p>Egan, G. (2007). <i>The skilled helper</i> (8th ed.) (pp. 54–56, 73–89, 99–120, and 160–165). United States: Brooks/Cole.</p> <p>Sussman, J. (2005). Empathy: The bridge to understanding. <i>Total Health</i>, 27(1), 45–46. (E-Reserve)</p> <p><i>Optional Reading</i></p> <p>Reynolds, W., Scott, P.A., &amp; Austin, W. (2000). Nursing, empathy and perception of the moral. <i>Journal of Advanced Nursing</i>, 32(1), 235–242. (E-Reserve)</p>
4	<b>Advanced Skill: Immediacy</b> <ul style="list-style-type: none"> <li>Presentation and discussion of definition, concepts</li> <li>Practice application: dyad, triad, and group role play/video</li> </ul>	<p>Completion of Self-Study Guide: Immediacy</p> <p><i>Required Reading</i></p> <p>Egan, G. (2007). <i>The skilled helper</i> (8th ed.) (pp. 169–171). United States: Brooks/Cole.</p>
5	<b>Advanced Skill: Challenging Discrepancies</b> <ul style="list-style-type: none"> <li>Presentation and discussion of definition, concepts</li> <li>Practice application: dyad, triad, and group role play/video</li> </ul>	<p>Completion of Self-Study Guide: Challenging Discrepancies</p> <p><i>Required Reading</i></p> <p>Egan, G. (2007). <i>The skilled helper</i> (8th ed.) (pp. 139–182). United States: Brooks/Cole.</p>
6	<b>Communication Agreement Review</b>	<b>MIDTERM EXAM</b> — 1.5 hours
7	<b>Intent-Action-Effect/Power Relationships</b> <ul style="list-style-type: none"> <li>Definition of power</li> <li>Perceptions of power</li> <li>Types of power</li> <li>Effect of power on relationships</li> <li>Practice application of student-generated scenarios: dyad, triad, and group role play</li> </ul>	<p><i>Required Readings</i></p> <p>Finlay, L. (2005). Powerful relationships. <i>Nursing management</i>, 12(2), 32–35. (E-Reserve)</p> <p>Hewill-Taylor, J. (2004). Challenging the balance of power: Patient empowerment. <i>Nursing Standard</i>, 18(22), 33–37. (E-Reserve)</p> <p>Fogel, M. (2004). <i>Interest-based conflict resolution</i> (pp. 32–34 and 46–50).</p> <p>Egan, G. (2007). <i>The skilled helper</i> (8th ed.) (pp. 57–61). United States: Brooks/Cole.</p>
	<b>Intent-Action-Effect</b> <ul style="list-style-type: none"> <li>Communication model</li> <li>Usefulness of concepts</li> <li>Application of model to communication scenarios</li> </ul>	

Session	Outcome/Material Covered	Reading References/Preparation
8	<p><b>Communicating in Situations of Hopelessness/Loss</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, and group role play/video</li> </ul> <p>* Based on student-generated scenarios</p> <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, and group role play/video</li> </ul>	<p><i>Required Readings</i></p> <p>*Review Level 2 notes on Grieving (PBL and NURS 1050) (E-Reserve)</p> <p>Dunn, Susan L. RN, MSN. (2005, June). Hopelessness as a response to physical illness. <i>Journal of Nursing Scholarship</i>, 37(2), 148–154. (E-Reserve)</p> <p>Rees, Colin BSc, MSc. (1998, July). The importance of hope. <i>Nursing Standard</i>, 12(41), 34–35. (E-Reserve)</p> <p>Heikkinen, C. (1979). Counseling for personal loss. <i>Personnel and Guidance Journal</i>, 58(1), 46–50. (E-Reserve)</p> <p>Read, S. (2002). Loss and bereavement: A nursing response. <i>Nursing Standard</i>, 16(37), 47–55. (E-Reserve)</p> <p><i>Optional Readings</i></p> <p>Moore, S.L. (2005). Hope makes a difference. <i>Journal of Psychiatric and Mental Health Nursing</i>, 12, 100–105. (E-Reserve)</p> <p>Lohne, V., &amp; Severinsson, E. (2004). Hope during the first few months after acute spinal cord injury. <i>Journal of Advanced Nursing</i>, 43(3), 279–286. (E-Reserve)</p> <p>Gamlin, R., &amp; Kinghorn, S. (1995, August). Using hope to cope with loss and grief. <i>Nursing Standard</i>, 9(48), 33–35. (E-Reserve)</p>
9	<p><b>Communicating in Situations of Reluctance</b></p> <ul style="list-style-type: none"> <li>• Definition of reluctance/resistance</li> <li>• Expressions of reluctance/resistance</li> <li>• Types of reluctance/resistance</li> <li>• Practice application of student-generated scenarios: dyad, triad, and group role play</li> </ul>	<p><i>Required Readings</i></p> <p>Egan, G. (2007). <i>The skilled helper</i> (8th ed.) (pp. 183–196). United States: Brooks/Cole.</p> <p>Miller, W., &amp; Rollnick, S. (2002). <i>Motivational interviewing</i> (2nd ed.) (pp. 98–110). New York: The Guildford Press.</p> <p>Shebib, B. (2000). <i>Choices: Practical interviewing and counselling skills</i> (pp. 48–56, 222–232). Canada: Prentice Hall, Allyn &amp; Bacon.</p>

Session	Outcome/Material Covered	Reading References/Preparation
10	<b>Communicating in Situations of Anger</b> <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> <b>Communicating in Situations of Anger: Diffusion Strategies</b> <ul style="list-style-type: none"> <li>• How anger impairs judgment</li> <li>• Recognizing the signs of anger</li> <li>• Diffusing anger</li> </ul>	<i>Required Readings</i> Townsend, M.C. (2000). <i>Psychiatric-mental health nursing</i> (3rd ed.) (pp. 213–220). F.A. Davis Company of Canada. (Reserve binder) Farrell, G. (1992, August). Therapeutic response to verbal abuse. <i>Nursing Standard</i> , 6(47), 29–31. (Reserve binder) Hollinworth, H., Clark, C., Harland, R., Johnson, L., & Partington, G. (2005). Understanding the arousal of anger: A patient-centred approach. <i>Nursing Standard</i> , 19(37), 41–47. (E-Reserve)
11	<b>Skills Consolidation</b> <ul style="list-style-type: none"> <li>• Patient-simulated scenario</li> <li>• Practice application of scenarios</li> </ul>	
12	<b>FINAL EXAM</b> Course Evaluation	Scheduled in exam week.