



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, 2007**End Date:** December, 2007**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 to pursue shared meaning. 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.

■ Evaluation

1. Class Presentation of Communication Situation	25%	Comments: Refer to Assignment Information Package for guidelines and evaluation criteria.
2. Class Participation	5%	
3. Midterm Exam	30%	
4. Final Exam	40%	
TOTAL	100%	

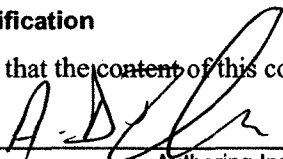
■ **Course Learning Outcomes/Competencies**

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 loss, manipulation, anger, conflict, and leadership.
6. use communication to build partnerships with health care consumers and co-workers.

■ **Verification**

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

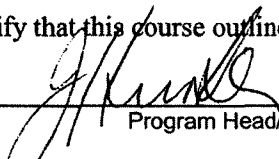


Authoring Instructor

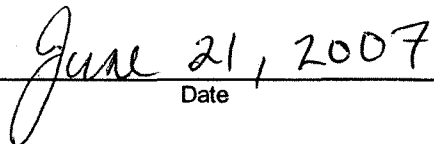


Date

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)**

Adrianna D'Ilio
(course leader)

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TBA

■ **Learning Resources**

Required:

- 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**

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>.

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. After an illness of three or more consecutive days, students must arrange to 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.

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."

■ Information for Students (cont'd.)

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 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.

Schedule

Class	Outcome/Material Covered	Reading References/Preparation
1	<p>Introduction to Nursing 7050</p> <ul style="list-style-type: none"> • Course overview • Course requirements • Assignments • Evaluation methods • Participation/ readings • Course outcomes <p>Communication Definitions</p> <ul style="list-style-type: none"> • partnership • relational enquiry <p>Basic Skills</p> <ul style="list-style-type: none"> • Review communication concepts from NURS 1050 • Therapeutic relationships • Listening skills and responding skills 	<p>* Please review notes from NURS 1050</p> <p>Cheyne, D. (2006). Sounds of silence. <i>Nursing Standard</i>, 21(9), 61. (E-Reserve)</p> <p>Gallant, M. Beaulieu, M., Carnevale, F. (2002). Partnership: An analysis of the concept within the nurse-client relationship. <i>Journal of Advanced Nursing</i>, 40(2), 149–157. (Reserve Binder)</p> <p>Hartrick, Doane, G., & Varcoe, C. (2005). (1st ed.), pp. 190–212. Philadelphia, PA: Lippincott Williams & Wilkins. (Reserve Binder)</p> <p>Thornby, D. (2006). Beginning the journey to skilled communication, <i>AACN</i>, 17(3), 266–271. (Reserve Binder)</p>
2	<p>Assertiveness</p> <ul style="list-style-type: none"> • Definition of assertiveness • Concept of what assertiveness is and is not • Introduction to assertive technique • Dialogue and practice application based on student-generated scenarios 	<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. (Reserve Binder)</p> <p>Bacon, T.R. (2004). <i>Effective people skills</i>, pp. 106–109. Durango, Co: International Institute. (Reserve Binder)</p> <p>Barnette, V. (2000). <i>Assertive communication</i>. Retrieved May 11, 2006, from the University of Iowa, University Counseling Service Web site: http://www.uiowa.edu/~ucs/asertcom.html (Reserve Binder)</p>
3	<p>Empathy</p> <ul style="list-style-type: none"> • Theoretical definitions • Written practice exercises • Practice application: dyad, triad, and group role play/video 	<p>Completion of Self-Study Guide: Empathy</p> <p><i>Required Readings</i></p> <p>Sussman, J. (2005). Empathy: The bridge to understanding. <i>Total Health</i>, 27(1), 45–46. (E-Reserve)</p> <p>Reynolds, W., Scott, P.A., & Austin, W. (2000). Nursing, empathy and perception of the moral. <i>Journal of Advanced Nursing</i>, 32(1), 235–242. (E-Reserve)</p>

Class	Outcome/Material Covered	Reading References/Preparation
4	Advanced Skill: Advanced Empathy <ul style="list-style-type: none"> Theoretical definitions Written practice exercises Practice application: dyad, triad, and group role play/video 	Completion of Self-Study Guide: Advanced Empathy
5	Advanced Skill: Immediacy <ul style="list-style-type: none"> Presentation and discussion of definition, concepts Practice application: dyad, triad, and group role play/video 	Completion of Self-Study Guide: Immediacy Egan, G. (2007). <i>The skilled helper</i> , (8th ed.), pp. 69–171. United States: Brooks/Cole. (Reserve Binder) Wheeler, C., & D'Andrea, L. (2004). Teaching counseling students to understand and use immediacy. <i>Journal of Humanistic Counseling Education & Development</i> , 43(Fall, 2004), 117–127. (Reserve Binder)
6	Advanced Skill: Challenging Discrepancies <ul style="list-style-type: none"> Presentation and discussion of definition, concepts Practice application: dyad, triad, and group role play/video 	Completion of Self-Study Guide: Challenging Discrepancies VanServellen, G. (1997). <i>Communication skills for the health care professional: Concepts and techniques</i> , pp. 175–187. Gaithersburg, MA: Aspen Publishing. (Reserve Binder)
7	Communication Agreement Review	MIDTERM EXAM — 1.5 hours
8	Communicating in Situations of Anger <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> How anger impairs judgment Recognizing the signs of anger Diffusing anger 	Required Readings 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)

Class	Outcome/Material Covered	Reading References/Preparation
9	<p>Communicating in Situations of Hopelessness/Loss</p> <ul style="list-style-type: none"> • Dynamic of hopelessness and loss • Expressions of hopelessness and loss • Analysis of hopelessness/loss scenario • Practice application*: dyad, triad, and group role play <p>* Based on student-generated scenarios</p>	<p><i>Required Readings</i></p> <p>*Review Level 2 notes on Grieving (PBL and NURS 1050)</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>Herth, K. (1990). Fostering hope in terminally ill people. <i>Journal of Advanced Nursing</i>, (15), 1250–1259. (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>Gamlin, R., & Kinghourn, S. (1995, August). Using hope to cope with loss and grief. <i>Nursing Standard</i>, 9(48), 33–35. (E-Reserve)</p>
10	<p>Communicating in Situations of Reluctance</p> <ul style="list-style-type: none"> • Definition of reluctance/resistance • Expressions of reluctance/resistance • Types of reluctance/resistance • Practice application of student-generated scenarios: dyad, triad, and group role play 	<p><i>Required Readings</i></p> <p>Miller, W., & Rollnick, S. (2002). <i>Motivational interviewing</i> (2nd ed.) (pp. 98–110). New York: The Guildford Press. (Reserve Binder)</p> <p>Shebib, B. (2000). <i>Choices: Practical interviewing and counselling skills</i>, pp. 48–56, 222–232. Canada: Prentice Hall, Allyn & Bacon. (Reserve Binder)</p>

Class	Outcome/Material Covered	Reading References/Preparation
11	Conflict Resolution <ul style="list-style-type: none"> • Definition of power/conflict • Perceptions of power/conflict • Types of power • Effect of power on relationships • Conflict resolution skills • Practice application of student-generated scenarios: dyad, triad, and group role plays 	Required Readings Finlay, L. (2005). Powerful relationships. <i>Nursing management</i> , 12(2), 32–35. (E-Reserve) Leiper, J. (2005). Nurse against nurse: How to stop horizontal violence. <i>Nursing</i> 2005, 35(3), 44–45. (E-Reserve). Longo, V., & Sherman, R. (2007). Leveling horizontal violence. <i>Nursing Management</i> (March 2007), 34–5. (E-Reserve). Kelly, L. (2003). How to say no to the bully at work. <i>Kai Tiaki Nursing New Zealand</i> (Oct. 2003), 24–25. (Reserve Binder)
12	Communicating as a Leader <ul style="list-style-type: none"> • advocacy • leadership qualities • delegation 	Beyea, S. (2005). Patient advocacy – Nurses keeping patients safe. <i>AORN Journal</i> , 81(5), 1046–1047. (E-reserve). Borthwick, C., & Galbally, R. (2001). Nursing leadership and health sector reform. <i>Nursing Inquiry</i> , 8(2), 75–81. (E-Reserve). Pearce, C. (2006). Ten steps to effective delegation. <i>Nursing Management</i> , 13(8), 19. (E-Reserve). Pilette, P. (2006). Collaborative capital: Conversation for a change. <i>Nursing Management</i> , (Nov. 2006), 25–29. (E-Reserve) Upenieks, V. (2003). What constitutes effective leadership? <i>JONA</i> , 33(9), 456–467. (E-Reserve)
13	Skills Consolidation <ul style="list-style-type: none"> • Patient-simulated scenario • Practice application of scenarios 	
14	FINAL EXAM Course Evaluation	Scheduled in exam week.