

COMM 103, Communications for Nursing

3 credits, 3 hours per week

This course covers basic communication skills (verbal, non-verbal, and written) for persons preparing to work in the helping professions. A basic overview of communication styles and methods is included. The student will learn to vary communication techniques and methods in different situations. The course emphasizes the contribution of communication skills to the development of the caring relationship between the helping professional and clients. Students will explore various concepts and principles of therapeutic communication and will consider their implications for professional practice. This is a theory course.

Pre-requisites: None

Pre- or Co-requisite: None

Instructor

Marina Yanciw
Office number: 780-791-8932
Email: marina.yanciw@keyano.ca

Office Hours

Virtual Office hours as per appointment

Hours of Instruction

Fridays 13:00 to 15:50

Required Resources

Adler, R. B., Rolls, J.A. & Proctor II, R.F. (2018). *LOOK Looking out, looking in* (Canadian 3rd Edition). Toronto, ON: Thomson Nelson.

American Psychological Association (current edition). *Publication manual of the American Psychological Association*, Author.

Hosley, J. & Molle, E. (2006). *A practical guide to therapeutic communication for health professional*. St Louis: Elsevier.

Recommended Internet Readings

You will be required to read materials from the following internet sites for this course. Directions to access these articles are provided in the Learner Guide.

College of Licenced Practical Nurses of Alberta. (n.d.). *Code of ethics*. Retrieved from http://www.clpna.com/wp-content/uploads/2013/02/doc_CLPNAEthics-Standards.pdf

College of Licenced Practical Nurses of Alberta. (2005). D: Communication and interpersonal skills. *Competency profile for Licenced Practical Nurses*. Retrieved from <http://www.clpna.com/wp-content/uploads/2013/02/AB%20LPN%20Competency%20Profile%20-%20D-Communication.pdf>

College of Licenced Practical Nurses of Alberta. (2005). *Interpretive document: Fitness to practice and incapacity*. Retrieved from http://www.clpna.com/wp-content/uploads/2013/02/doc_Interpretive_Document-Fitness_to_Practice.pdf

College of Licenced Practical Nurses of Alberta. (2005). W: Professionalism. *Competency profile for Licenced Practical Nurses*. Retrieved from <http://www.clpna.com/wp-content/uploads/2013/02/AB%20LPN%20Competency%20Profile%20-%20W-Professionalism.pdf>

College of Licenced Practical Nurses of Alberta. (2004). Therapeutic nurse-client relationship. *Practice Statement 6*. Retrieved from http://www.clpna.com/wpcontent/uploads/2013/02/doc_PracticeStatement6.pdf

Course Outcomes

Upon successful completion of the course, the student shall be able to:

- Demonstrate an understanding of the complexity of communication.
- Discuss how different forms of communication interact.
- Communicate using various methods for different situations.
- Evaluate interpersonal communication as it relates to organizational behaviours and management structures.
- Discuss theoretical concepts of communication in the helping profession context.
- Evaluate own communication skills and potential impact on clients and colleagues.
- Reflect on implications for professional practice.

Expectations of Students Writing On-Line Exams

- All exams and quizzes will be written online due to the COVID-19 pandemic.
- If quizzes are written from a location and computer of their choice, these are not open book exams. The quiz is to have been studied for prior to the quiz or exam date and is to be completed independently: that is by oneself, not in collaboration with or in the company of another person or persons. No photos of quiz questions are to be taken via phones.
- Midterm and Final exams will be invigilated by the instructor. The time and place can be found in the course syllabi. Students may be required to provide their own devices for these exams.
- Students who are writing from a location and computer of their choice are responsible for discussing any computer/internet issues with the instructor at least two days prior to the exam date listed in the course timetable.
- Once the quiz/exam has started, the student will submit their answers immediately prior to going on to the next question.
- Time for all quizzes and exams will be strictly adhered to. For example if a quiz is 30 minutes, the quiz will be open for exactly 30 minutes.
- No grades will be released until the instructor has had time to review the quiz/exam stats. Once the review has been done, the marks will be released. Review of the quiz/exam questions in class will be done at the instructor's discretion.
- If any problem arises during the taking of the quiz/exam, the student is to contact the instructor immediately at the time of the issue.
- It is the responsibility of each student to be familiar with the contents of the Student Code of Conduct. It is mandatory that all students sign a form identifying they have read/or are familiar with the Student Code of Conduct. First, Second, and Third year students will have read or are familiar with the Keyano College Student Code of Conduct. Fourth year students will identify they are familiar with the University of Alberta Student Code of Conduct. Beginning in Sept 2016, all new students plus those moving from third year to fourth year will be mandated to sign the above form(s)

USING LOCKDOWN BROWSER FOR ONLINE EXAMS

This course requires the use of LockDown Browser for online exams. Watch this [short video](#) to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams).

Then download and install LockDown Browser from this link:

<https://ilearn.keyano.ca/course/view.php?id=28874#section-7>

To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this Student Quick Start Guide (PDF)

Finally, when taking an online exam, follow these guidelines:

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc. and don't have them within reach
- Clear your area of all external materials — books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test

LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

Evaluation

To receive credit in Communications: the learner must complete all course requirements, which include one assignment, 2 quizzes and one exam. Course credit will not be given if only parts of the course have been completed.

Distribution of Marks

<i>Assessment Method</i>	<i>Description</i>	<i>Value</i>	<i>Date</i>
Assignment 1	<i>Reflective practice – Analysis of personal communication skills in a simulated psychosocial situation.</i>	30%	<u>Video Recording:</u> September 25, 2020 <u>Analysis:</u> November 27, 2020
Quiz 1	<i>Unit 1 quiz</i>	15%	October 23, 2020
Quiz 2	<i>Unit 2 quiz</i>	15%	November 27, 2020
Final Exam <i>Cumulative multiple-choice</i>	<i>Demonstrate knowledge of course content</i>	40%	TBD
Total		100%	

Students must achieve a minimum grade of 1.7 (C-) or 60% to receive credit for PN 103 Communications for Nursing.

Students must complete and submit all assignments to receive a final course grade. Students will not be allowed to rewrite the assignments or final exam to raise their course grade.

Grading System

Refer to the Practical Nurse Program Handbook/College Calendar for information regarding grading scale, extensions, writing exams, supplemental exams, and other program standard practices.

**Proposed Schedule
Assignments**

Assessment of your learning includes video and reflective practice analysis of your communication in a psychosocial situation; reflective journaling; role rehearsal in using questions to elicit information during the assessment phase of the teaching-learning process; and a final cumulative exam.

Assignment 1: Reflective Practice – Communication in a Psychosocial Simulation Situation**Instructions**

Video Recording (Part 1 Video - to be completed by September 25, 2020 @ 12pm)

Record a three-minute video of a communication interaction between you and another individual. Work with a fellow student, family member, or friend to complete this assignment.

Follow these guidelines:

- Your partner is to make up a fictitious psychosocial problem.
- Your role is to communicate with your partner as you normally do in this type of situation.
- Ask your partner to add to the scenario and to your learning experience in various ways such as being obviously upset but not always willing to share information; being very loud at times, making you feel nervous; demonstrating challenging behaviours that are distracting; and interrupting you during your communications, etc.
- Above all, have fun in doing this video! It will make the second part of this assignment easier and more meaningful to you and equally enjoyable.

Outcome Goal

Your goal is to demonstrate how you currently communicate with someone who has a psychosocial problem.

Video Consent

Ensure that your partner reads and signs the “Consent to Participate in an Audio/Visual Recording” form before you begin any recording. You are also required to witness the signing of the consent form. Ensure that your name is entered onto this form.

Student Identification

Ensure that you identify yourself on the video clip by clearly stating your first and last name and date of recording before you begin the conversation with your partner.

Technical Directions

Record your video using a digital device of your choice and download the video clip onto your computer and email the video file to your instructor, or you may save the recording to a USB drive.

Ensure adequate light so that the instructor can see you and your partner.

Ensure adequate sound so that the instructor can hear you and your partner.

Position yourselves so that both you and your partner are visible on screen.

Position yourselves so that your conversation is directed toward the camera.

Please note: It is your responsibility to ensure that your instructor can hear and see both you and your partner.

Make sure you have identified yourself on the clip, and have recorded the three-minute interaction. Then hand in the clip, via USB, to your instructor. Make and keep a personal duplicate copy of the video clip.

Analysis (May start after Topic 2.4)

Watch your video several times and identify your therapeutic verbal and non-verbal communication behaviours. Begin analyzing the interaction using the Analysis of the Videotape Session Forms including the Analysis Legend. You are not expected to analyze every single statement you and your partner made. Instead, follow these instructions:

Videotape Analysis Guide Form – Effective Listening Responses and Non-Verbal Behaviour

- On this form, list and analyze all instances where you used an effective listening response.
- Quote your partner's statements and your effective listening response.
- Identify the category of your effective listening response. E.g. E1- Broad opening statement.
- Identify the non-verbal behaviour that accompanied each effective listening response you are analyzing, indicating whether it was effective or ineffective. E.g. I leaned in.
- If you did not observe any effective listening responses in the videotape, please enter "Not Applicable" on the form.

Videotape Analysis Guide Form – Blocking Verbal Responses and Non-Verbal Behaviour

- On this form, list and analyze all instances where you used a blocking response.
- Quote your partner's statements and your blocking response statement.
- Identify the category of your blocking response.
- Provide an effective listening response that may have been more appropriate.
- Identify the category of the effective listening response.
- Identify the non-verbal behaviour that accompanied each blocking response you are analyzing, indicating whether it was effective or ineffective.

You are not required to provide an alternate behaviour for ineffective non-verbal responses.

The assignment is graded only on the analysis of your therapeutic and non-therapeutic responses:

- Accuracy in identifying effective listening responses and blocking responses
- Accuracy in identifying the type (category) of effective listening responses and blocking responses
- Accuracy in selecting an alternative effective listening response by category and by statement for each blocking response
- Accuracy in identifying non-verbal behaviours as effective or non-effective
- You must analyze a minimum of ten responses, both effective and blocking.

Reflective Practice (Due November 27 by 12pm)

- Describe your overall impression of your verbal and non-verbal behaviour.
- Discuss your verbal and non-verbal communication strengths, and opportunities for improvement.
- Identify any verbal and non-verbal behaviours you observed during the videotape session that were not effective, and provide your interpretation of the behaviour.
- For example: "I noticed I nodded my head throughout the whole videotape session. I was not at all aware I was doing this. As I watched the video, I saw that this was ineffective because it looked very distracting and would be distracting to a patient in a real nurse-patient situation."
- Or, "I noticed I started most of my statements with 'Uhhmm.' This was ineffective because it did not make me sound very confident and it would not make the patient feel confident in me."
- Identify all instances where communication failures occurred caused by misinterpretations or gaps.
- Describe what you would do differently in a similar psychosocial situation.
- Discuss the advantages and any disadvantages of reflective practice in guiding your continued growth in developing skills in therapeutic communication. Provide at least two credible references from the literature to support your opinion of the advantages or disadvantages of reflective practice during this experience.

Submission

All of the following must be submitted to your instructor to ensure the assignment is complete:

- a. Consent to Participate in an Audio/Visual Recording (included in Learner Guide). Ensure that this is signed by your partner and witnessed prior to commencing the videotape session. The signed form will be submitted to your instructor after Topic 1.1. Ensure that you have printed your name on the form.
- b. The video of the psychosocial communication simulation. This is to be submitted after Topic 1.1. Ensure that you have a copy of the video and ensure you have identified yourself by first and last name at the beginning of the video clip.
- c. Analysis of the videotape session. Analyze a minimum of ten responses. This analysis must be typed. Use the forms provided. (See examples included in the following pages.) Include the completed Analysis forms with your Reflective Practice summary (see number 4 below). This is to be submitted after Topic 2.4.
- d. Reflective Practice. This summary is to be typed and should not exceed three pages. This is your personal reflection of the video and analysis experience. You may write in first person; however, cite at least two reputable websites or journal articles to support your opinion of the advantages or disadvantages of reflective practice during this experience. Follow APA format for your cover page, reflective practice summary, and references. This is to be submitted after Topic 2.4 along with the Analysis of the video session forms.

After your instructor has marked this assignment, the USB will be returned to you, and your instructor will delete emailed versions.

Submit the Marking Guides with your assignment. See Appendix A

Late Policy for Assignments

All assignments are to be passed in at the time and place they are due. Please see timetable. Extensions on assignments may be granted and must be negotiated with the tutor prior to the due date and with a date specified for late submissions. If prior arrangements are not made, assignments not submitted on the day and time specified will incur a 5% deduction per day including weekends. This will be applied each day until the assignment is received by the instructor. Students can submit assignments by e-mail on weekends, but must provide a paper copy on the first day following the weekend.

Videotape Analysis Legend**Effective Listening Responses**

- E1. Broad opening statement
- E2. General lead
- E3. Open question
- E4. Perception checking
- E5. Clarifying
- E6. Acknowledging feelings/Empathetic response
- E7. Paraphrasing
- E8. Summarizing
- E9. Silence

Blocking Responses

- B1. Reassuring cliché/stereotype comment
- B2. Claiming another's feelings as your own
- B3. Denying others the right to their feelings
- B4. Showing disapproval
- B5. Requesting an explanation/using 'why' statement
- B6. Giving advice
- B7. Defending
- B8. Changing the subject

Non-Verbal Behaviours

- Effective
- Non-effective

Please Note:

Date and time allotted to each topic is subject to change.

Performance Requirements

Student Responsibilities

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the [Keyano College credit calendar](#). The Keyano College credit calendar also has information about Student Rights and Code of Conduct. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Code of Conduct Policies.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student's learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own;
- The use of unauthorized aids in assignments or examinations (cheating);
- Collusion or the unauthorized collaboration with others in preparing work;
- The deliberate misrepresentation of qualifications;
- The willful distortion of results or data;
- Substitution in an examination by another person;
- Handing in the same unchanged work as submitted for another assignment; and
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work may not be graded until you show this signed certificate.

Specialized Supports

The Student Services department is committed to Keyano students and their academic success. There are a variety of student supports available at Keyano College. Due to the continuing situation with the Covid-19 pandemic, the offered support services will be implemented differently this semester by being provided mostly virtually. In-person service can be requested as needed. All Alberta Health Services guidelines will be followed for in-person appointments—wear a mask, maintain two meters of physical distance, use hand sanitizer, and stay home if you are unwell.

All student services are available during Keyano business hours: Monday to Friday, 8h30-16h30. The Library has evening and weekend hours. Please check keyano.ca/library for current hours.

Accessibility Services: provides accommodations for students with disabilities. Students with documented disabilities, or who suspect a disability, can meet with a Learning Strategist to discuss their current learning barriers and possible accommodations. Students who have accessed accommodations in the past are encouraged

to contact us to request them for the semester. Please note that requesting accommodations is a process and requires time to arrange. Contact us as soon as you know you may require accommodations. For accessibility services supports and to book a virtual appointment, please contact accessibility.services@keyano.ca.

Accessibility Services also provides individual and group learning strategy instruction for all students, as well as technology training and supports to enhance learning. Meet with a Learning Strategist to learn studying and test-taking strategies for online classes. Schedule an appointment with the Assistive Technology Specialist to explore technology tools for learning. Book an appointment today by emailing accessibility.services@keyano.ca

Academic Success Coaching: offers you support and access to resources for your academic success to help you to find the Keys to your Success. The Academic Success Coach will work with you to develop an academic success plan, develop your study and time management skills, and connect you with the right resources here at Keyano. Academic.success@keyano.ca is the best way to access resources during virtual service delivery.

Wellness Services: offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. All individual appointments will continue virtually.

Wellness Services welcomes students to participate in any of the virtual group sessions offered throughout the academic year addressing topics including mindfulness and test anxiety.

Individual virtual appointments can be made by emailing wellness.services@keyano.ca.

Library Services: provides students with research and information supports as they engage in their studies. Library staff are available to support you both virtually and in person during the fall semester. For library service supports and inquiries, please email askthelibrary@keyano.ca.

Individual support with the Information Librarian will be provided virtually. Appointments can be requested by email or by placing a [Book a Librarian](#) request using the online form found [here](#).

Research and Subject Guides are helpful resources when conducting research or addressing your information needs. To view a subject or course specific guide, use the following [Subject Guides link](#)

To access additional research resources, including Citation Guides (APA, MLA, Chicago, or IEEE), go to the [Research Help Library page](#).

Skill Centre: provides academic support services to students registered in credit programs at Keyano College in the form of tutoring, writing support groups, facilitated study groups, workshops and study space. Tutoring services are **free** to Keyano students. Tutoring is available for Math, Writing, English, and Science subject areas.

While most courses are being offered online, the Skill Center will be offering mostly virtual tutoring services and in-person sessions as requested. Please email Skill.centre@keyano.ca to get in contact with our tutoring staff.

For the most up to date information on how to book a tutoring session, please view the [Keyano Skill Centre homepage](#).

E-Learning

Technology and internet will impact your online learning experience. It's important that you are able to watch an online video and other course materials, take online quizzes, and participant in a live class with your instructor and other students.

Keyano College operates in a Windows based environment and having the correct tools for online learning is important. Here's a list of recommended system requirements for Fall 2020.

Internet Speed

Minimum Internet speeds of 5 Mbps.

Recommended Internet speeds of 25 Mbps (especially if you are sharing your internet at home). Check your internet speed with Fast.com.

System requirements:

Microsoft Windows	Apple
<p>Minimum Requirements:</p> <p>A Windows 10 computer/laptop</p> <ul style="list-style-type: none"> · Minimum 4GB of RAM. · 10GB+ available hard drive storage. · Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). <u>Microsoft Office</u> software is free to all Keyano students and employees. · Microphone, webcam and speakers. A headset with a microphone is recommended. · System updates must be regularly installed. · Anti-Virus / Anti-Malware software 	<p>Minimum Requirements:</p> <p>A Macintosh (V10.14 and above) computer/laptop</p> <ul style="list-style-type: none"> · Minimum 4GB of RAM. · 10GB+ available hard drive storage. · Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). <u>Microsoft Office</u> software is free to all Keyano students and employees. · Microphone, webcam and speakers. A headset with a microphone is recommended. · System updates must be regularly installed. · Anti-Virus / Anti-Malware software.
<p>Recommended Requirements</p> <ul style="list-style-type: none"> · 8GB of RAM · A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download MS Office using your Keyano email for free. 	<p>Recommended Requirements</p> <ul style="list-style-type: none"> · 8GB of RAM · A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download MS Office using your Keyano email for free.
<p>Chromebooks are not recommended as they are not compatible with testing lockdown browsers.</p> <p>A Microsoft Surface or iPad or iPad Pro may be possible alternatives in some program areas.</p>	

Specific department requirements:

Business and OA programs require Windows 10.

Other programs may utilize Windows based tools as well.

Computer Software

Students will be able to get access to Microsoft Office 365 for Free using Keyano Credentials by [clicking here](#).

Recording of lectures and Intellectual Property

Students may only record a lecture if explicit permission is provided by the instructor or by Accessibility Services. Even if students have permission to record a lecture or lecture materials, students may not publish any of the lectures or lecture materials, this includes any recordings, slides, instructor notes, etc. on any platform. Thus no student is allowed to publish or sell instructor notes without formal written permission. It is important to recognize that the Canadian Copyright Act contains provisions for intellectual property.

ITS Helpdesk

If you are having issues with your student account, you can contact the ITS Helpdesk by emailing its.helpdesk@keyano.ca or calling 780-791-4965.