



PRACTICAL NURSE CURRICULUM

KEYANO COLLEGE

COURSE OUTLINE

COMM 103

COMMUNICATIONS FOR NURSING

FALL 2018

September 14, 2018 –December 13, 2018

INSTRUCTOR: Amanda Preston

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COMMUNICATIONS FOR NURSING COURSE OUTLINE

CALENDAR STATEMENT

COMMUNICATIONS FOR NURSING*

Semester I

This course provides the foundation for nurses to communicate effectively and to develop interpersonal, therapeutic, and professional relationships with patients and their families, other nurses, and members of the health-care team. The course develops the knowledge base required for nurses to understand the complexity of communication, to build trusting therapeutic relationships, to work collaboratively with others, and to use communication as an instrument for patient safety.

Pre-requisites: None

Pre- or Co-requisite: None

COURSE HOURS

TOTAL HOURS: 45 LECTURE: 45

CREDITS: 3

COURSE DESCRIPTION

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.

INSTRUCTOR INFORMATION

Instructor: Amanda Preston

Phone: 780-791-8920

E-mail: amanda.preston@keyano.ca

Office Hours: The instructor is available Monday-Friday. Please e-mail the instructor to schedule a meeting time

GENERAL LEARNING OUTCOMES

Upon successful completion of this course, the learner will meet the following outcomes:

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

Instructional Methods

- This course uses a variety of teaching/learning methods including: discussion, experiential exercises, learner presentations, role-plays, case studies, lectures, reflection, lab demonstration and practice, and group activities. These course activities provide the opportunity for learners to learn with and from others who are undergoing a similar learning experience.
- The course emphasizes pre-class preparation, participation in interactive classes, and post-class reflection and review. The learner is expected to take an active part in class discussions and take responsibility for his/her own learning. The instructor's role is to facilitate learning.

PRACTICAL NURSING PROGRAM POLICIES

Please refer to Keyano College Practical Nurse Handbook for specific Practical Nursing Program policies and to Keyano College Calendar for general College policies.

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.

SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE

DISABILITY SUPPORT SERVICES: LEARNER ASSISTANCE PROGRAM

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counselor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment. The office has moved to CC 260. Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

SPECIALIZED SUPPORTS AND DUTY TO ACCOMMODATE

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

OVERVIEW OF LEARNING EXPERIENCES

Students will work through 3 Units in the classroom. Units to be covered in Communications are:

Unit 1: Introduction to Communication

- Topic 1.1: Fundamentals of Communication
- Topic 1.2: Communication and the Self
- Topic 1.3: Communication and Perception
- Topic 1.4: Communication and Emotions
- Topic 1.5: Verbal Communication
- Topic 1.6: Non-Verbal Communication
- Topic 1.7: Listening and Responding
- Topic 1.8: Communication in Relationships

Unit 2: Applying Fundamentals of Communication to Nursing

- Topic 2.1: Introduction to the Therapeutic Nurse–Patient Relationship
- Topic 2.2: Communication in Therapeutic Nurse–Patient Relationships
- Topic 2.3: Communication and Patient Safety
- Topic 2.3: Overcoming Patient Barriers to Communication
- Topic 2.4: Overcoming Nurse and Environment Barriers to Communication
- Topic 2.5: Principles of Health Teaching in the Therapeutic Nurse–Patient Relationship

Unit 3: Communication in Groups, Teams, and During Conflict

- Topic 3.1: Communication Climates
- Topic 3.2: Groups and Teams
- Topic 3.3: Conflict and Conflict Management
- Topic 3.4: Intimidation Behaviour

OVERVIEW OF COURSE ASSESSMENT

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

Distribution of Marks

Assessment Method	Description	Value	Date
Assignment 1	Reflective practice – Analysis of personal communication skills in a simulated psychosocial situation.	30%	Nov 13
Quiz 1	Unit 1 quiz	15%	Oct 19
Quiz 2	Unit 2 quiz	15%	Nov 22
Final Exam Cumulative multiple-choice	Demonstrate knowledge of course content	40%	Dec 13

Total 100%

Passing Level and Grading Scale

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.

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

Important Additional Information

Note to all students: It is the student's responsibility to retain course outlines for possible future use in support of applications for transfer credit to other educational institutions.

REQUIRED TEXTS

Required Textbooks and Resources

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

Publisher's Companion Web Site: There is a web site for this text (<http://www.icanlookinout.com>) offers a wide range of helpful items for each chapter such as flashcards, games, glossary, learning objectives and look review cards including quizzes.

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->

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

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 Simulated Situation

This assignment begins after Topic 1.1 and is to be completed after Topic 2.2. It is worth **30%** of your final mark.

In this assignment, you will have the opportunity to do the following:

- Demonstrate your current communication skills within a simulated psychosocial situation.
- Analyze your communication skills and reflect upon your growth in communicating more effectively.
- Demonstrate your understanding of and experience with reflective practice.

Quiz 1

This non-cumulative, multiple-choice quiz contributes **15%** towards your final course grade. It covers all course information in Unit 1.

Quiz 2

This non-cumulative, multiple-choice quiz contributes **15%** towards your final course grade. It covers all course information in Unit 2.

Final Exam

This cumulative, multiple-choice exam contributes **40%** towards your final course grade. It covers all course information from Unit 1, Unit 2, and Unit 3.

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

Instructions

Video Recording (Part 1 Video - to be completed by October 5, 2018 by 12:00pm)

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 email or hand in the clip to your instructor. **Make and keep a personal duplicate copy of the video clip.**

Analysis (May start after Topic 2.2)

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 13, 2018 at 12:00pm)

- 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 2.2.
- 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 2.2 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

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

Consent to Participate in an Audio/Visual Recording

Purpose of the Audio/Video Recording

To fulfill requirements in certain courses in the Health and Human Service Careers Division at Keyano College, students must submit audio/video recordings to demonstrate learning. The audio/video recording could be of role-plays or skill demonstrations. You have been asked to help this student by being a participant in his/her “demonstration of learning” project.

How the Recording Will Be Used

The audio/video recording(s) will be submitted by the student to his/her instructional team for marking. The recording will only be viewed/heard by the student and the instructional team for educational purposes. The recording will be returned to the student upon completion of marking by the instructional team. The audio/video recording will not be used by Keyano College for any other purpose.

Consent of the Participant

The student requires your consent to be recorded in audio/video format for the “demonstration of learning” project. Please complete the following table and signature line to indicate your consent.

Date signed	
Student's name	
Course name	
Participant's relationship to student	
Location of recording	
Participant's name	

Please sign on the line below if you agree to be recorded in audio/video format for the purpose and use noted above.

Signature of participant

Witness (Can be student)

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

<u>Partner Statement</u>	<u>My Verbal and Non-verbal Response</u>	<u>Category</u>
My husband says everything is OK with me being back at school, but I know he doesn't mean it.	Go on, tell me more . . .	E2
	I leaned in at the same time, nodding my head.	Effective
You don't have time to listen to my problems . . .		

**Appendix A
Communications for Nursing
Marking Guide for Assignment 1**

Assignment 1: Reflective Practice – Marking Guide

Key Content	<u>Marking Guide</u>			
Points:	<u>5</u>	<u>3</u>	<u>1</u>	<u>0</u>
Video recording				
Submitted video and signed and witnessed consent form; submitted materials on time at date set by instructor.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Voices were audible and participants were visible and facing the camera	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
				<u>/10</u>
Comments:				
Analysis				
Distinguished between effective listening responses and blocking responses	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
*If there were no effective listening responses, you will still receive marks as you will have correctly entered “Not Applicable” on the Effective Listening Responses and Non-Verbal Behavior Videotape Analysis Guide Form				
Accurately identified the types (categories) of effective listening responses and of blocking responses	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Provided appropriate alternate effective listening responses for each blocking response	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Identified the category of the alternate effective listening response provided for each blocking response	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Accurately identified if non-verbal behavior was effective or ineffective for each blocking and effective listening response	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Analyzed a minimum of 10 responses	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
				<u>/30</u>

Key Content	<u>Marking Guide</u>			
Points:	<u>5</u>	<u>3</u>	<u>1</u>	<u>0</u>

Comments:

Submit this Marking Guide with your assignment.

Reflective Practice

Described overall impression of verbal and non-verbal behavior observed in the video	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Discussed verbal and non-verbal therapeutic communication strengths and opportunities for improvement based on the video	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Discussed the possible effects of blocking responses observed in the video on a nurse–patient relationship	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Identified all instances in the video where a communication failure occurred including gaps and misinterpretations	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Described what could be done differently in similar psychosocial situation	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
Discussed the advantages and any disadvantages of reflective practice in guiding own continued growth in therapeutic communication with evidence from the literature (minimum of two references)	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>

/30

Comments:

Key Content	Marking Guide			
Points:	<u>5</u>	<u>3</u>	<u>1</u>	<u>0</u>
Format				
Paper (Reflective Practice Summary) formatted as required, referenced correctly in APA format. No significant grammar or spelling errors (fewer than 5).	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
				<u>/5</u>
<u>Comments:</u>				
<u>Sub-Total</u>				

Legend

5 - Excellent work, all required information included, great attention to detail throughout

1 - Minimal required information included, incomplete work

3 - Satisfactory work, most required information included at an adequate level

0 - Required information not identifiable

APA and Grammar – Marking Guide

<u>Key Content</u>	<u>Marking Guide</u>			
<u>Points:</u>	<u>1</u>	<u>0.5</u>	<u>0.25</u>	<u>0</u>
<u>Title Page</u>				
Included running head and page number. In the upper half of the page include title of paper, student name, college name; course and section number; assignment name and number, instructor name (all centered), and date.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
<u>Body of Paper</u>				
Paper organized – page header and page number; introduction, body and conclusion; appropriate margins, double-spaced throughout, indent 5 spaces or 1 tab for new paragraphs, two spaces after a period, correct font – Times New Roman, 12 font.	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
<u>References</u>				
Citations in body of paper followed APA 6 th ed format (if applicable)	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
References on separate page, followed APA 6 th ed format (if applicable)	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
<u>Grammar and Spelling</u>				
Grammar appropriate and words spelled correctly (< 5 errors).	<u>Excellent</u>	<u>Satisfactory</u>	<u>Minimal</u>	<u>None</u>
				<u>/5</u>
<u>Total Assignment Grade:</u>				<u>/80</u>

Submit this Marking Guide with your assignment.