



PRACTICAL NURSE CURRICULUM

KEYANO COLLEGE

COURSE OUTLINE

PN103

COMMUNICATIONS FOR NURSING

FALL 2014

September 2, 2014–December 19, 2014

INSTRUCTOR: Laura Sanders

Permission to use and revise this document has been given
from NorQuest College to Keyano College, 2011

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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.

TUTOR INFORMATION

Instructor: Laura Sanders

Office: 187I

Phone (Office): (780) 792-5629

E-mail: laura.sanders@keyano.ca

Office hours: Monday 1330-1530

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 (across from the library). 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. | 35% | Nov 10 |
| Assignment 2 | Reflective journaling | 25% | Oct 21 |
| Final Exam Cumulative multiple-choice | Demonstrate knowledge of course content | 40% | Dec 12 |
| 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 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.

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 2.4. It is worth **35%** 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.

Assignment 2: Reflective Journaling – A Best Practice Educative Methodology for Professional Development

This assignment begins after Topic 1.2 and is ongoing throughout the course. It is to be submitted for feedback at various points throughout the course, as indicated by your instructor/tutor. It will be graded near the end of the course when the final submission is required. This assignment is worth **25%** toward your final grade and must be submitted in typewritten (word processed) format. Distance students must submit their journaling electronically to their instructor.

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

- Explore and express your thoughts, feelings, insights, and reactions to course content in a safe learning environment.
- Reflect and write about integrating communication theories, strategies, and techniques into your personal life and into your future nursing practice.
- Reflect and write about personal growth, understanding, and development of communicating more effectively.

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

Due Date: November 10, 2014 12:00 NOON

Instructions

Video Recording (to be completed after Topic 1.1)

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; having peculiar behaviours that are quite 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

Many options are available for you to record the session. You may record the interaction using the video equipment in the Practical Nurse program. Other options include using your own digital camcorder or the video function on your cell phone or camera. If you are using these digital devices, download the video clip onto your computer and email the video file to your instructor, or you may record/burn the video onto a CD or DVD.

Test the recording environment and equipment first. Check for these factors:

- 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. Later in this assignment, it will be important for **you to be able to see and hear as well**. You are encouraged to talk to your instructor to resolve any recording issues and to ensure compatibility between your recording device and your instructor's viewing applications.

Recording Complete

Make sure you have a signed and witnessed Consent Form, have achieved all of the technical requirements, have identified yourself on the clip, and have recorded the three-minute interaction. Then email or hand in the clip, CD, or DVD to your instructor. **Make and keep a personal duplicate copy of the video clip.**

Hand in the signed and witnessed "Consent to Participate in an Audio/Visual Recording" form to your instructor.

Analysis (to be completed 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.
- Identify the non-verbal behaviour that accompanied each effective listening response you are analyzing, indicating whether it was effective or ineffective.
- 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.

Reflective Practice

- 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:

8. **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.
9. 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.
10. **Analysis of the videotape session.** Analyze a minimum of ten responses. This analysis must be typed (word processed). 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.
11. **Reflective Practice.** This summary is to be typed (word processed) and should not exceed three pages. This is your personal reflection. 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 (refer to item #3).

After your instructor has marked this assignment, the CD or DVD 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 NorQuest 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 NorQuest 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 . . . | | |
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Assignment 2: Reflective Journaling – A Best Practice Educative Methodology for Professional Development

Due Date: October 21, 2014 12:00 NOON

Instructions

Your personal experiences in self-discovery; in learning about communication; in practising effective communication with friends, family, and peers; and in integrating theory, skills, and techniques into your future nursing practice are to be recorded in your reflective journal. Specifically, your journaling is to include the following:

Express your thoughts, feelings, insights, and reactions to course readings or to discussions you have had in the classroom

12. Challenge previously held assumptions and attitudes about communication and relationships and explore new ways of thinking
13. Test course concepts by using them every day and practice communication techniques and strategies with friends, family, and others. Reflect upon these experiences.
14. Reflect on how you will integrate communication theory, strategies, and techniques into nursing practice in each of the following areas:
 - communicating effectively
 - using communication to develop and nurture the therapeutic and life-giving nurse-patient relationship
 - using communication to promote patient safety
 - using communication to manage conflict
15. Reflect upon your personal growth, understanding, and development of communicating more effectively

Journal writing is not formal, but a reflection of your personal thoughts. Always use the first person noun “I”. You must submit your journaling in typewritten (word processed) format.

Your instructor will advise you how frequently you are to submit your journal for feedback. He/she will comment on your journal and may provide a few suggestions for the next journal entry. Your instructor will also provide you with feedback if he/she feels

you did not fully understand the course readings or concepts discussed in class. The journal will be returned to you by your instructor.

The Marking Guide for this Assignment provides the expectations of reflections for this course. Your final mark on this assignment occurs only on the last submission point near the end of the course. You will be marked on the depth to which you explore and express your thoughts, feelings, insights, and reactions to material covered in this course; on the depth by which you have integrated theories, strategies, and techniques into your personal life experiences in the present; and the depth by which you have explored incorporating your knowledge and understanding of course content into future nursing practice.

Submit the Marking Guide with your assignment. See Appendix B

REQUIRED TEXTS

Required Textbooks and Resources

Adler, R. B., Rolls, J.A. & Proctor II, R.F. (2012). *LOOK Looking out, looking in* (Canadian 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.

Hosley, J. & Molle, E. (2006). *A practical guide to therapeutic communication for health professional*. Companion CD. 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/wp-content/uploads/2013/02/doc_PracticeStatement6.pdf

**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**Marking Guide**

Points: 5 3 1 0

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>Total</u> | | | | <u>/75</u> |

Legend

- 5** - Excellent work, all required information included, great attention to detail throughout
- 3** - Satisfactory work, most required information included at an adequate level

- 1** - Minimal required information included, incomplete work
- 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>Total:</u> | | | | <u>/5</u> |

Submit this Marking Guide with your assignment.

**Appendix B
Communications for Nursing
Marking Guide for Assignment 2**

Assignment 2: Reflective Journaling – Marking Guide

Ensure that you clearly indicate your name and course information when you submit your journaling hard copy to your instructor.

| <u>Key Content</u> | <u>Marking Guide</u> | | | | |
|---|----------------------|------------------|---------------------|----------------|-------------|
| | <u>Points:</u> | <u>5</u> | <u>3</u> | <u>1</u> | <u>0</u> |
| Demonstrated depth in expression of thoughts, feelings, insights, and personal reactions to course readings and/or to class discussions | | <u>Excellent</u> | <u>Satisfactory</u> | <u>Minimal</u> | <u>None</u> |
| Demonstrated depth in challenging previously held assumptions and attitudes about communication and relationships, and in exploring new ways of thinking | | <u>Excellent</u> | <u>Satisfactory</u> | <u>Minimal</u> | <u>None</u> |
| Demonstrated depth in reflecting on personal experiences of testing course concepts and of practicing communication strategies and techniques in real life situations | | <u>Excellent</u> | <u>Satisfactory</u> | <u>Minimal</u> | <u>None</u> |
| Demonstrated depth in reflecting on personal integration of communication theory, strategies, and techniques into nursing practice to communicate more effectively with patients and other health professionals | | <u>Excellent</u> | <u>Satisfactory</u> | <u>Minimal</u> | <u>None</u> |
| Demonstrated depth in reflecting on personal integration of communication theory, strategies, and techniques into nursing practice to develop and maintain the therapeutic and life giving nurse-patient relationship | | <u>Excellent</u> | <u>Satisfactory</u> | <u>Minimal</u> | <u>None</u> |
| Demonstrated depth in reflecting on personal integration of communication theory, strategies, and techniques into nursing practice to promote patient safety | | <u>Excellent</u> | <u>Satisfactory</u> | <u>Minimal</u> | <u>None</u> |
| Demonstrated depth in reflecting on personal integration of communication theory, strategies, and techniques into nursing practice to manage conflict | | <u>Excellent</u> | <u>Satisfactory</u> | <u>Minimal</u> | <u>None</u> |

| <u>Key Content</u> | <u>Marking Guide</u> | | | | |
|---|----------------------|------------------|---------------------|----------------|-------------|
| | <u>Points:</u> | <u>5</u> | <u>3</u> | <u>1</u> | <u>0</u> |
| Demonstrated depth in reflecting upon personal growth, knowledge, and understanding of communicating more effectively | | <u>Excellent</u> | <u>Satisfactory</u> | <u>Minimal</u> | <u>None</u> |
| <u>Comments:</u> | | | | | |
| | <u>Total</u> | | | | <u>/40</u> |

Submit this Marking Guide with your assignment.

Legend

- 5** – Excellent work, all required information included, great attention to detail throughout
- 3** – Satisfactory work, most required information included at an adequate level

- 1** – Minimal required information included, incomplete work
- 0** – Required information not identifiable