

University of Alberta
Collaborative Baccalaureate
Nursing Program
with
Grande Prairie Regional College

NS 1010
Interpersonal Communications

Course Outline

Fall 1995

Faculty

Ann Ranson Ratusz, B.Sc.N, MSc., Course Leader
Kelly Wrzosek, R.N., B.A., CMN.

**NS1010
INTERPERSONAL COMMUNICATIONS**

NS 1010 - Interpersonal Communications

(*3 (2-0-2)) Application of theory and development of interpersonal communications skills in relation to conditions of helping. Content will include self-awareness, group process, and nurse-client interactions.

Course Description

This course of study is designed to increase the interpersonal effectiveness of the individual in personal, professional and learner roles. Students will be expected to apply theories of communication and practice communication skills within the laboratory/practice setting. Various strategies such as role playing, simulation, games, exercises, and audio/video tapes will be used to facilitate learning. Interpersonal communication is a major theme throughout the nursing program.

Minimum Course Hours

Classroom: 26

Clinical: 0

Laboratory: 26

Course Objectives

The nursing student will:

1. increase awareness of self and others
2. utilize communication theory to interact effectively with others; and
3. evaluate and modify interpersonal communication in nurse-client interactions and in group situations.

Required Texts:

American Psychological Association. (1994). Publication manual of the American Psychological Association (4th ed.). Washington, D.C.: Author.

Arnold, E. & Boggs, K. (1995) Interpersonal relationships: Professional communication skills for nurses. Philadelphia. W.B, Saunders.

Course Requirements

<u>Assignment</u>	<u>Value</u>	<u>Date Due</u>
Lab Participation Self Eval of participation	30%	Through term December 4/95
Journal	20%	October 9/95 November 27/95
Video Assignment	30%	November 6/95
Final Exam	30%	TBA

Grading System

9 - 90 - 100%	5 - 57 - 64%	1 - 0 - 25%
8 - 80 - 89%	4 - 50 - 56%	
7 - 72 - 79%	3 - 45 - 49%	
6 - 65 - 71%	2 - 26 - 44%	

In order to receive credit for the course, students must achieve a minimum grade of 6 or 65 %. (Refer to GPRC calendar 1995-1996).

Methods of Evaluation

I. Lab Participation (30% of grade):

Marks for lab participation will be allotted for:

1. Attending all labs
2. Active participation in labs, as demonstrated by:
 - a. sharing ideas, thoughts, and beliefs
 - b. utilizing facilitative communication skills
 - c. supporting and respecting colleagues
 - d. participating in a variety of group roles i.e. leader, recorder
3. Integrating class content/theory in the lab setting
4. Adequate preparation for labs through completion of readings, development of questions, consolidation of thoughts re content

Although the final decision of grade rests with the instructor, students will submit a proposed participation mark with brief rationale (maximum 1page) to support the grade for this assignment.

II. Journal (20% of grade):

The purpose of journal writing in this course is to encourage self awareness and improved communication skills, by increasing consciousness of your inner thoughts, emotions, and experiences, as they relate to your communication. It can serve as a record of your ideas, actions, feelings and reactions related to course content. It may assist you in preparing for, and completing lab assignments. It will

also provide you with a means for communicating with your instructor, in order to express your thoughts, and receive constructive feedback.

To achieve full marks for the journal, the following criteria will apply:

1. entries to be made at least twice per week
2. journal to be handed in as per due dates
3. demonstration of theory integration
4. attending to journaling topic, if preassigned
5. evidence of thought constructed around some, or all of the following

GUIDING QUESTIONS, IF PERTINENT:

- a. What specific behaviors/communications did I demonstrate?
- b. How did these behaviors/communications impact my inner self?
- c. How do I feel about the behaviors/communication?
- d. Are there personal and/or extraneous factors which affected the interaction?
- e. How did I facilitate the interaction?
- f. How could I have further enhanced the interaction?

The journal is a means for you to reflect on the experiences in the communication labs and classes. The role of the nurse educator is not to criticize, but to read objectively and comment constructively on your thoughts and feelings, and to encourage your responses to that feedback, through the writing medium. It will be a dialogue between you and your instructor. **CONFIDENTIALITY** will be respected at all times. You may wish to share parts of your journal with your peers, although this is not expected. It is your choice. There will be no evaluation of grammatical or spelling skill.

The following suggestions may assist you further as you develop the skill of journal writing:

1. Use a three ring binder so that you may add entries as your journal is returned to you by your instructor.
2. Write on one side of the page only, so that you may make additional comments, respond to feedback to entries already made.
3. Use pictures, drawings, poetry, stories to augment your communication if that is your style!!
4. Try to cover at least two full pages per week.

III. Video Assignment (20% of grade)

Self awareness of one's own communication style and skills can be increased through videotaping communication interactions. This five part assignment involves videotaping a satisfactory interview of the student with a volunteer client, as well as completion of a post-interview analysis.

Part 1 - Goals

Prior to the interview, the student will identify a set of goals which he/she would like to accomplish in the interview.

Part 2 - Videotaping Session

1. Each student will tape a 10 minute interview with a volunteer client
2. The responsibility for finding a client rests with the student. Consent forms are included in your syllabus and must be signed prior to recording the sessions. Signed forms are to be submitted with your assignment.
3. Each student must supply a VHS tape which will be returned prior to the completion of the course.
4. Adhering to the time for your videotaping session will be your responsibility. Details for sign-up TBA.

Part 3 - Analysis

1. Analysis of the video should include a description of the following:
 - a. Goals of interview, and extent to which goals were achieved
 - b. Identification of verbal, nonverbal communication skills
 - c. Effectiveness of communication skills with rationale
 - d. Identification of nonfacilitative techniques with rationale
 - e. Proposal for alternate facilitative techniques which might have improved on nonfacilitative techniques
 - f. Factors affecting course and outcome of the interview ie. concerns, feelings, preconceptions prior to or during the interaction, or environmental factors. Consider both interviewer and interviewee
2. Analysis should be a maximum of 6 pages, typed, double-spaced, and using APA format.
3. PLEASE QUOTE DIRECTLY FROM INTERVIEW WHEN CITING EXAMPLES IN YOUR PAPER.

Evaluation Criteria

1. Analysis indicates sound understanding of communication theory.
2. Includes introduction with clear, concise statement of purpose.
3. Evidences clarity of expression of ideas with concise writing style.
4. Includes appropriate English usage, no spelling/typing errors, adheres to APA format.
5. Includes supporting references from your communication text.

A complete assignment marking guide is included in the syllabus. Use the above outline in combination with the marking guide for direction on completion of the

assignment. Please discuss any difficulties with your instructor.

Part 4 - Interview

Consult the marking guide for the assignment included in this syllabus. It should accompany your videotape and analysis when handed in.

Part 5 - Erasing the Interview

As outlined in the consent form, each student will be required to erase their videotaped interview at course completion. This is a student responsibility.

IV. Final Examination (30% of grade)

The final examination may be a combination of multiple choice, short answer, and essay questions. Details will be discussed in class. Date and time for writing are TBA.

Policies

1. Late assignments must be negotiated with the instructor prior to the due date. Otherwise, a mark of zero will be assigned.
2. Students are required to review and comply with the policies found in the GPRC calendar 1995/96.

Acknowledgement

The author of this syllabus gratefully acknowledges the assistance of Sarah Miller-Field RN, MEd, and Cori Paul RN, MN.

COURSE OUTLINE

<u>Week</u>	<u>Date</u>	<u>Content</u>	<u>Labs (Tentative)</u>
1	Sept 11/95	Introduction/Principles & Theories -Ann	Self- Awareness
2	Sept 18/14	The Helping Relationship - Ann	Helping Skills
3	Sept 25/95	Principles of working in groups - Kelly	Groups
4	Oct 2/95	Facilitating and Non-facilitating Communication -Ann	Communication Skills
5	Oct 9/95	Stat (Labs only- Video Instruction)	Video Equipment Instruction
6	Oct 16/95	Interviewing Giving & Receiving Feedback - kelly	Feedback/ Interviewing
8	Oct 23/95	Video Week	No labs
9	Oct 30/95	Special Populations - Guest Speaker - Kelly	Special Groups
10	Nov 6/95	Self-Concept & Self-Esteem - Kelly	Self-Esteem
11	Nov 13/95	Emotions and Self Disclosure - Ann	Self-Disclosure
12	Nov 20/95	Perceptions & Values Clarification - Kelly	Values Clarification
13	Nov 27/95	Assertiveness & Conflict Management - Ann	Assertiveness
14	Dec 4/95	Issues in Communication- Ann Losses and Endings - Kelly	Endings