

Grande Prairie Regional College
Department of Nursing

Course Outline
Nursing 3400
(Term 1995)

Advanced Interpersonal Communication Skills:
The Process for Promoting Health

Faculty

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COURSE DESCRIPTION

*Development of advanced interpersonal communication skills for facilitating change in one to one relationships or group situations. Students will have the opportunity to relate course content to their own area of interest through discussion and practice.

The development of this course is based upon the assumption that the students enrolled will have basic knowledge about and experience with communication skills required for facilitator roles in counselling and/or teaching. The course will help students:

- i. identify their own strengths and areas of growth in regards to communication skills and hence, their ability to facilitate health related growth and change; and,
- ii. focus on developing those communication skills they have not yet had the opportunity to practice (eg. large group presentation skills) or those in which they wish to increase their proficiency (eg. interviewing skills of one-on-one relationships).

COURSE GOALS

Upon the successful completion of Nursing 3400, the student will.

1. Appreciate the development of communication abilities that comprise facilitator roles within teaching and/or interpersonal relationships as an ongoing constructive process.
2. Analyze own communication effectiveness as a health professional in one to one and/or group orientated relationships.
3. Demonstrate a sensitivity to individual and cultural variations in communication patterns.
4. Recognize the similarities and differences in communication skills required for facilitator roles within teaching and counselling.
5. Apply the principles of constructive feedback in an analysis of the communication skills demonstrated by a peer in the lab.

RECOMMENDED REFERENCES

Arnold, E., & Boggs, K. (1995). *Interpersonal relationships: Professional communication skills for nurses* (2nd ed). Toronto: Saunders.

Redman, B. K. (1993). *The process of patient education* (7th ed.). Toronto: Mosby.

EVALUATION

Method of Evaluation for Course:

	<u>Value</u>	<u>Due Date</u>
1. Self-Analysis Paper	(30%)	Sept 28/95
2. Communication Skills Assignment	(35%)	Oct 24 - Nov 16/95
3. Constructive Feedback Paper	(35%)	Dec 7/95

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).

Method of Evaluation

1. Self-Analysis Paper

- Based on past experiences, previous course work and assessment exercises completed in Nursing 3400 classes/labs, students will analyze their strengths and areas for growth in communication. This analysis should include examples which validate students' claims regarding their strengths and areas for growth.
- With rationale and explanation, students will describe their own personal goals they wish to achieve from taking Nursing 3400. These goals will reflect their self analysis and will address the specific communication skills they need to develop and the communication skills they wish to develop in relationship to future career aspirations. Specific communications skills should be in the area of either one-on-one communication, small group communication, or large group communication. As appropriate, students' self analysis should include reference to appropriate literature.

Format Expectations

Typed, 10 pages maximum

Write in first person

Modified APA format (i.e., no abstract, or table of contents necessary; introduction, body of paper, conclusion, headings where appropriate; reference list; appendices)

Marking criteria to follow.

Due date: Sept 28/95

2. Communication Skills Assignment

Based on the self analysis done for the first assignment, each student will develop a self-directed learning contract in consultation with their course lab instructor. The contract will focus on the communication skills the student needs and wishes to develop (goals). Thus, each student's assignment will address individual learning needs, contracted marking guideline and due date. It is expected that the student would develop and ultimately demonstrate improved communication skills in one of the following areas:

- i. One-on-One Skills Communication
- ii. Small Group Communication Skills
- iii. Large Group Communication Skills

Examples of possible topics for self-directed learning contracts:

i). One-on-One Communication Skills:

Students could find an acquaintance who would consent to participate in a project focusing on a health-related concern. The acquaintance could consent to having part of their meetings audiotaped.

The purpose of this project would be to facilitate students' development of a one-on-one relationship which would provide an opportunity to practice communication skills in the roles of teacher and counsellor.

Students could conduct 3-4 meetings with this person, using facilitative communication/interview techniques, to promote the health of the individual by ascertaining a specific health issue/problem which is of concern to the individual. First, the assignment could involve a process recording of an audiotaped meeting so that the students could discriminate which techniques they used were facilitative, non-facilitative, and they could identify improved responses for the non-facilitative statements (Appendix A). Second, the assignment could include a component which addressed a self-evaluation of the student's interviews. This evaluation could consider the analysis done in the first self-analysis assignment and an examination of which communication techniques were employed during parts of interviews in which the student was in a teaching role, a counselling role, and which techniques were used for both roles. In addition, it is recommended that the student obtain feedback from the individual as to whether or not the desired change was accomplished.

ii). *Small Group Communication Skills:*

Students could write a learning contract which focused on the work of a small group (eg. it may be possible to use Nursing 3400 lab group) engaged in a health-related endeavor. For example, students could arrange to conduct lab session(s) that could be videotaped and subsequently analyzed in writing. This analysis should consider the work completed for the first self-analysis assignment and examine the relationship established in a small group setting. Descriptions of individual, group, and cultural variations (i.e., assessment data) should be included in the analysis. A review and/or comparisons to the relevant literature is expected.

Students are also asked to obtain feedback from their small group as to the effectiveness of their teaching method, presentation style, and sensitivity to the class.

iii). *Large Group Communication Skills*

Similar to the small group examples, students could contract one of the Nursing 3400 class sessions during weeks 8, 9, 10 (see list of possible presentation topics). This kind of an assignment would be appropriate for those students needing more experience doing large group presentations. The analysis of this presentation would include how the large group was assessed, what was learned about the group from that assessment, what was hoped to be facilitated by presentations strategies, and whether or not that learning occurred as indicated by what evidence. The analysis should be sensitive to individual, group, and cultural variations.

Students are also required to obtain feedback from their class mates as to the effectiveness of the teaching method, presentation style, and sensitivity to the class.

It is suggested that the student complete this assignment by Nov 17/95.

Format Expectations. To be worked out as part of student contract

Reference for Learning Contracts (on reserve in the Library):

Tornyay, R., & Thompson, M. A. (1987). Strategies for teaching nursing (3rd ed.). Toronto: Wiley. (Chapter 14, Using Learning Contracts).

3. Constructive Feedback Paper

Based on feedback generated from the classes/labs students will evaluate how they received and provided feedback. In addition, students will consider how the feedback would affect their future behavior. A third component of the paper requires that student reflect on the feedback process and the professional issues as it affects professional relationships. The following questions should be used to guide the development of the paper:

- A. Receiving Feedback
 - 1. How did this feedback affect me? (Provide the feedback sheets from the labs and from the second assignment and use examples from the sheets).
 - 2. On the basis of the feedback what can I do differently? (Students will be expected to also use the feedback obtained from the second assignments).
- B. Providing Feedback
 - 1. How did I give feedback? Was it constructive or destructive? (Provide the feedback sheets from the labs and criteria of what is constructive and destructive).
 - 2. How did I feel while I provided this feedback?
 - 3. Based on my assessment of how I provided feedback, how will I provide feedback in the future?
- C. Professional Implications
 - 1. How do nurses/health care professionals generally handle giving and receiving feedback? (i.e., nurses/health care professionals do not/or do communicate openly and honestly with another?) This should be based on references to literature regarding communication patterns of nurses or gender patterns of communication and on past experiences if applicable.
 - 2. How can I impact the professional pattern identified in question number one.

Format Expectations

Typed, 10 pages maximum

Write in first person

Modified APA format (i.e., no abstract, or table of contents necessary; introduction, body of paper, conclusion, headings where appropriate; reference list; appendices)

Due date: Dec 7/95