

Grande Prairie Regional College
Department of Nursing

Course Outline

Nursing 3400

Fall, 1996

Advanced Interpersonal Communication Skills:
The Process for Promoting Health

Instructor
Ann Ranson Ratusz RN., MSc.

COURSE DESCRIPTION

*Development of advanced interpersonal communication skills for the health counselling and teaching roles. Students will have the opportunity to relate course content to their own area of interest through discussion and practice.

COURSE GOALS

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

1. Analyze own personal communication patterns as a health professional.
2. Demonstrate a sensitivity to individual and cultural variations in communication patterns.
3. Recognize the similarities and differences in communication skills required for facilitator roles within teaching and counselling.
4. Appreciate the development of communication abilities that constitute a helping relationship in the counselling and teaching roles.

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.

Whitman, N., Grahman, B., Gleit, C., & Boyd M. (1992). Teaching in nursing practice: A professional model (2nd ed.). Norwalk Connecticut: Appleton & Lange.

EVALUATION

Method of Evaluation for Course:

<u>Method of Evaluation for Course:</u>	<u>Value</u>	<u>Due Date</u>
1. Lab Teaching and Facilitation (Presentation)	20% (25%)	Oct 29 - Nov 26/96
2. Teaching Plan and Analysis of Facilitation (Paper)	(30%)	Dec 9/96
3. Attendance & Participation	(20%)	
4. 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 4 or 50%. (Refer to GPRC calendar 1996-1997).

Method of Evaluation

1. Lab Teaching and Facilitation (Presentation)

Working in groups of two, students will take responsibility for the teaching and facilitation of a lab period from Oct 21/96 to Nov 26/96. Some possible topic choices are:

1. Self Disclosure: When is it appropriate with clients?
2. Empathy: How is it developed? How is it manifested?
3. When and what makes you feel respected as a learner?
4. Metaphors as a way to facilitate insight.
5. Stress management/how to prevent burnout.
6. Assertive communication patterns: How to make them happen.
7. The therapeutic use of
 - silence
 - touch
 - humor
8. Mobilizing client strengths
9. The art of reframing as a strategy for helping people change.
10. How to build self esteem.
11. Increasing group cohesiveness.

In the beginning of Oct/96 a sign up list will be passed around the class. In preparing for the lab, students will need to research the topic area and construct a teaching plan. The teaching plan is like a map which provides direction for the class. As part of the presentation, 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. Refer to Appendix C for the marking criteria of the presentation. Refer to Appendix F for a sample teaching plan.

2. Paper

Based on your lab presentation, students will submit the teaching plan they used and an analysis of the facilitation which occurred. Descriptions of individual, group, and cultural variations (i.e., assessment data) should be included in the analysis. A review and/or comparisons of the relevant literature is expected.

Format Expectations

Typed, 8 pages maximum

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 9/96

3). Participation Criteria

Students will have an opportunity to receive feedback midterm. The final participation mark will be based on students performance following the midterm evaluation. This allows students an opportunity to improve in identified areas. The portion of the mark which is awarded to attendance will be based on the whole term.

Attendance 50%

Reasonable class attendance (Up to 90% of all classes and labs were attended)

Participation 50%

Use of facilitative techniques

Contribution to lab/class

Non verbal communication

COURSE SCHEDULE AND REQUIRED READINGS

September

5 Introduction to the course

10, 12 Helping Relationship
•counselling and teaching roles
•phases
•characteristics

Ardl, E. & Underwood, B. (1990). Learning style theory and patient education. The Journal of Continuing Education, 21(1), 28-31.

Arnold, E., & Boggs, K. (1995). Chapter 4 & 5. Perceptions pp. 50-54.

September
17 - 26

Assessment of the Learner

- Motivation to learn
- Developmental characteristics
- Adult learners
- Cultural considerations
- Group size
- Health status

Draves, W. A. (1984). How to teach adults. Chapter 2, pp. 7-14. Manhattan, Kansas: The Learning Resources Network.

Knowles, M. (1990). The adult learner: A neglected species (4th edition). Chapter 3. An andragogical theory of learning. pp. 54-65. Houston, Texas: Gulf Publishing.

Redman (1993). Chapter 3

Thompson, P. R. & MacDonald, J.L. (1989). Multicultural health education: Responding to the challenge. Health Promotion, 28(2), 8-11.

Tripp-Reimer, T. & Afifi, L. A. (1989). Cross-cultural perspectives on patient teaching. Nursing Clinics of North America, 24(3), 613-619.

Whitman et al. (1992). Chapters 6, 7, 8 & 9.

October
1-3

Expressing Hoped for Change/Objectives

Gronlund, N. E. (1985). Stating objectives for classroom instruction (3rd ed.). New York: Macmillan.

Redman, B. (1993). Chapters 4 & 5.

8/10

Planning for the Change/Interventions

Redman, B. (1993). Chapters 6 & 8.

Whitman, N. (1992). Chapter 12.

15-25

Evaluation and Feedback

Redman, B. (1993). Chapter 9.

Whitman, N. (1992). pp. 163-170 (evaluation)

Additional readings on feedback will be assigned.

29/31

No class/ Research for topic/Midterm Evaluations

November
5/7

Storytelling as a Teaching Technique

Readings to be assigned.

November
12/15

Empowerment as a Health Teaching Issue

Chinn, P.L., (1995). Peace and power: Building communities for the future (4th ed.). Chapters 1-4, pp 1-24.

Labonte, R. (1993). Health promotion and empowerment: Practice frameworks, pp. 47-53. In Issues in health promotion series.

Skelton, R. (1994). Nursing and empowerment: Concepts and strategies. Journal of Advanced Nursing, 19, 415-423.

19/21

Collaboration as a Professional Communication Issue

Arnold & Boggs, (1993). Chapter 22.

Hedin, B (1986). A case study of oppressed group behavior in nurses. IMAGE: Journal of Nursing Scholarship, 18(2), 53-57.

Henneman, E. A., Lee, J. L., & Cohen, J. I. (1995).

Collaboration: A concept analysis. Journal of Advanced Nursing, 21, 103-109.

Miller, J. B. (1976). Domination-subordination, pp. 3-12. In Toward a new psychology of women. Toronto: Fitzhenry & Whiteside.

26/28

Issues/Holistic Approaches to Teaching/Counselling
Readings to be assigned

ACKNOWLEDGMENT

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