



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: Instruction Effective Date: **September 2004**

B. Department / Program Area: Psychiatric Nursing / Advanced Diploma Program Revision New Course

If Revision, Section(s) Revised: **C**

Date of Previous Revision: **May 10, 1999**
 Date of Current Revision: **September 2004**

C: PNUR 2696 **D: Therapeutic Interpersonal Communication Skills II** **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description:	<p>This distance education course focuses on the development of transition and action skills needed to provide therapeutic communication in the helping process between the nurse and clients. The facilitative skills of empathy, warmth & respect are reviewed. Problem solving and the Health Care Interview are discussed.</p>	
G: Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites:	NIL
	I: Course Corequisites:	NIL
	J: Course for which this Course is a Prerequisite	NIL
	K: Maximum Class Size:	25
Primary Methods of Instructional Delivery and/or Learning Settings: Student Directed Learning Number of Contact Hours: (per week / semester for each descriptor) 10 hours Number of Weeks per Semester: 15 weeks		
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives / Learning Outcomes

The student will

1. describe the Gazda Model for the development of therapeutic interpersonal communication skills.
2. demonstrate the ability to use the following skills at a 3.0 level in nurse-client interactions
 - 2.1 concreteness
 - 2.2 genuineness
 - 2.3 self-disclosure
 - 2.4 confrontation
 - 2.5 immediacy
3. relate the dimensions of the helping process to the problem-solving process.
4. demonstrate facilitative communication at an additive level in nurse-client interactions.
5. demonstrate skill conducting a health care interview.

N: Course Content:**O:** Methods of Instruction

1. Self-study print materials
2. Reading assignments
3. Tutor assistance

P: Textbooks and Materials to be Purchased by Students

Course Materials – Douglas College, New Westminster, BC

Q: Means of Assessment

Evidence of learning is demonstrated through:

- (a) application of concepts to self;
- (b) application of concepts to clinical practice or field work; and
- (c) application of concepts to others.

The selection of evaluation tools for this course is based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, for example a course of three credits or more should have at least five separate evaluations.
2. A developmental approach to evaluation that is sequenced and progressive.
3. Evaluation is used as a teaching tool for both students and instructors.
4. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/instructor evaluation.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Yes.

Course Designer(s)

Education Council / Curriculum Committee
Representative

Dean / Director

Registrar