

A: Division: Instruction
 B: Department: Psychiatric Nursing
 Program: Advanced Diploma Program

Date: 10 May 1999
 New Course:
 Revision of Course Information form: 06 NOV 1996

C: PNUR 696 D: THERAPEUTIC INTERPERSONAL COMMUNICATION SKILLS II E: 3

Subject & Course No.

Descriptive Title

Semester Credit

F: Calendar Description: 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.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F

R

G: Type of Instruction: Hours per Week / per Semester

Lecture:	Hrs.
Laboratory:	Hrs.
Seminar:	Hrs.
Clinical Experience:	Hrs.
Field Experience:	Hrs.
Practicum:	Hrs.
Shop:	Hrs.
Studio:	Hrs.
Student Directed Learning:	10 Hrs.
Other:	Hrs.
Total:	10 Hrs.

H: Course Prerequisites:

NIL

I: Course Corequisites:

NIL

J: Course for which this Course is a Prerequisite:

NIL

K: Maximum Class Size:

25

L: College Credit Transfer
 College Credit Non-Transfer

M: Transfer Credit:

Requested:

Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:

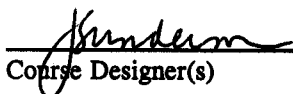
U.B.C.

S.F.U.


U. Vic.

Other:

Non-Credit


 Course Designer(s)


 Vice-President, Instruction


 Dean/Child, Family & Community Studies/Psychiatric Nursing


 Registrar

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

Course Materials - Douglas College, New Westminster, B.C.

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;
Q. Method of Instruction; R. Course Evaluation

O. COURSE OBJECTIVES

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 in conducting a health care interview

P. COURSE CONTENT

Q. METHOD OF INSTRUCTION

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

R. EVIDENCE OF LEARNING

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 a 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.

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