

**North Idaho College  
Nursing and Health Professions**

**ALTH 107: Communication for Health Professionals  
Fall, 2003**

- A. Course Description: This course explores components of effective communication in health settings. It focuses on communication between health care provider and patient, health care provider and family, health care provider and other members of the health care team. Aspects of therapeutic vs. non-therapeutic relationships are addressed. Course content focuses on self-awareness in communicating during therapeutic interviewing and teamwork. The importance of setting & establishing professional and personal boundaries is explored. This course is an integral part of the practical nursing program and is required for its completion.
- B. Credits: 1 seminar credit; two contact hours per week
- C. Required Text  
Tamparo & Lindh (2000). Therapeutic Communications for Allied Health Professions (any edition). Delmar Press.
- D. General Education Abilities addressed in this class include communication, critical thinking, and social responsibility.
- E. Course Outcomes:
1. Describe the strengths and weaknesses of their professional communication style (based on national standards of performance).
    - a) Summary paper
    - b) Class participation
  2. Analyze interpersonal interactions for effective and less effective therapeutic communication strategies.
    - a) Complete two interaction analyses
    - b) Class participation
  3. Identify needed variations in therapeutic communication based on patient age group, culture, and behavior.
    - a) Midterm & Final Exams
    - b) Interaction logs

F. Disability Statement:

In compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, NIC provides services and accommodations to students who experience barriers in the educational setting due to learning, emotional, physical, mobility, visual or hearing disabilities. For more information please contact Sharon Daniels-Bullock in the Disabilities Support Services Office in Kildow 101; 769-7794.

G. Evaluation Criteria

Attendance & participation.....	15%
Two Interaction Logs (#1=5%; #2=10%.....)	15%
Midterm.....	20%
Final exam.....	25%
Summary Paper.....	20%

H. Class Schedule; Weekly Class Topic; Objectives

<b>Week</b>	<b>Topic and Objectives</b>	<b>Assignment</b>
1	<p>Syllabus &amp; Text Overview</p> <ul style="list-style-type: none"> <li>Identify course requirements &amp; expectations</li> <li>Identify at least 3 reasons it is important for nurses to develop excellent communication skills</li> <li>Describe content topics of textbook</li> <li>Describe National Health Care Skill Standards for Communication</li> </ul>	<p><b>All assignments: Complete prior to class unless otherwise specified</b></p>
2	<p>Self Awareness &amp; Communication Skill</p> <ul style="list-style-type: none"> <li>Complete self-awareness exercise</li> <li>Identify at least five influences on human communication skills</li> <li>Describe the difference between the ideal, public, &amp; private self</li> <li>Apply Johari Window concepts to self</li> </ul>	<p>Read Chapter 1: Complete end of chapter exercises: 2,3,4</p>
3	<p>Basic Communication Skills</p> <ul style="list-style-type: none"> <li>Define the communication cycle</li> <li>Describe types of communication: verbal; non-verbal</li> <li>Complete non-verbal communication exercise</li> </ul>	<p>Chapter 2: Exercise 1 &amp; 2</p>
4	<p>Team Styles of Communication; Assertive Communication; Conflict Resolution</p> <ul style="list-style-type: none"> <li>Complete self-assessment tool identifying personal team communication style</li> <li>Identify pros and cons of personal team communication style</li> <li>Describe the difference between Passive, Assertive, Aggressive, &amp; Passive-Aggressive communication</li> <li>Complete self-assessment tool identifying level of comfort with assertive communication.</li> <li>View video: conflict resolution &amp;/or accepting criticism</li> <li>Complete conflict resolution assessment tool.</li> </ul>	<p>In class video: Complete the following attached assessment tools: Team Player Style Assertive Comm. Conflict resolution</p>

5	<p>Interviewing in Health Care</p> <ul style="list-style-type: none"> <li>• Identify the key difference between blocking communication and therapeutic communication</li> <li>• Describe the concepts of: Active listening/attending; empathy; acceptance; genuineness; objectivity</li> <li>• Identify purpose of therapeutic communication skills</li> <li>• Demonstrate the therapeutic communication skills of: Minimal encourage; reflecting feelings; paraphrase; open &amp; closed questions; summary</li> </ul>	<p>Turn in Accepting Criticism handout</p> <p>Chapter 3</p>
6	<p>Interviewing, continued:</p> <ul style="list-style-type: none"> <li>• Describe the value and purpose of incorporating new communication approaches to nursing practice</li> <li>• Complete role play exercise &amp; identify at least two therapeutic techniques used.</li> <li>• Define guidelines for completing Interaction Log #1</li> </ul>	<p>Chapter 3 continued</p>
7	<p>Overview of professional communication with individuals &amp; groups across the lifespan</p> <p>Describe key cognitive &amp; psycho-social issues of development per age group</p> <ul style="list-style-type: none"> <li>• Identify the impact of these issues on nursing communication</li> <li>• Describe nursing's professional obligation when communicating with any client.</li> </ul>	<p><b>Interaction Log 1 due</b></p>
8	<p>Therapeutic Response per Age Group</p> <ul style="list-style-type: none"> <li>• Describe at least four guidelines for therapeutic communication per age group</li> <li>• Participate in group discussion and presentation R/T case study</li> </ul>	<p>Chapter 9 Take Home Mid-term Exam</p>
9	<p>Correct Midterm Exam; Therapeutic Response, continued</p> <ul style="list-style-type: none"> <li>• Analyze reasons answers are correct and incorrect</li> <li>• Identify at least one area of confusion re: effective professional communication</li> </ul>	<p><b>Midterm Exam Due</b></p>
10	<p>Communication issues R/T Loss, Grief, Dying, Death</p> <ul style="list-style-type: none"> <li>• Demonstrate professional (non)verbal behavior in attending to guest speaker from Hospice</li> <li>• Describe the mission, goals, &amp; services of Hospice</li> <li>• Analyze personal response to loss, grieving, dying</li> <li>• Identify helpful and less helpful approaches to communication with this group of clients</li> <li>• List at least four communication approaches that are helpful in communicating with patients and families who are grieving</li> </ul>	<p>Chapter 18</p>
11	<p>Frightened, Angry, Aggressive Clients</p> <ul style="list-style-type: none"> <li>• Identify the best initial approach to communicating with angry clients</li> <li>• Describe communication approaches that are to be avoided because they are not helpful</li> <li>• Describe communication strategies that prevent emotional escalation in angry &amp; potentially aggressive clients</li> <li>• Analyze a role-play scenario with an angry client to determine effective and less effective communication</li> </ul>	<p>Chapter 10</p>

	strategies.	
12	<p>Stressed, Anxious, Suicidal Clients</p> <ul style="list-style-type: none"> <li>• Identify verbal and nonverbal communication that indicates anxiety</li> <li>• Describe the difference in nursing communication with clients whose level of anxiety changes from moderate to severe</li> <li>• Analyze patient communication for statements that demonstrate helplessness, hopelessness, despair</li> <li>• Demonstrate the application of the lethality scale in assessing suicidal, at-risk behavior</li> </ul>	Chapters 11,12,13
13	<p>Professional Boundaries</p> <ul style="list-style-type: none"> <li>• Describe the concept of boundaries: physical, emotional, spiritual</li> <li>• Analyze examples of how people construct boundaries through communication</li> <li>• Evaluate examples of healthy and unhealthy personal boundaries related to assertive communication &amp; conflict management</li> <li>• Describe the nature and purpose of different types of relationships: social, intimate, and therapeutic</li> <li>• Describe professional &amp; legal responsibilities in maintaining the boundaries of a therapeutic helping relationship.</li> <li>• Define the “Zone of Helpfulness” &amp; three specific reasons why patients are vulnerable to abuse by professionals</li> <li>• Describe the scope of professional nursing boundaries</li> <li>• Identify at least two effective and therapeutic ways to establish professional boundaries with clients</li> <li>• Identify risk factors for boundary violations within therapeutic relationships</li> <li>• Recite the Golden Rule of Boundaries</li> <li>• Identify the professional, personal, social consequences of boundary violation</li> </ul>	In Class Handout <b>Interaction 2 due</b>
14	Thanksgiving Holiday	<b>No Class</b>
16	<p>Final Exam Review</p> <ul style="list-style-type: none"> <li>• Describe key points in therapeutic communication</li> <li>• Practice applying communication concepts to case study examples</li> </ul>	<b>Summary Paper Due</b>
17	Final Exam	