

## Course Syllabus

1	<b>Course title</b>	Concepts of Therapeutic communication	
2	<b>Course number</b>	0711201	
3	<b>Credit hours</b>	3 Credit Hours	
	<b>Contact hours (theory, practical)</b>	3 hours	
4	<b>Prerequisites/corequisites</b>	None	
5	<b>Program title</b>	B.Sc. in Nursing	
6	<b>Program code</b>	-	
7	<b>Awarding institution</b>	The University of Jordan	
8	<b>School</b>	School of Nursing	
9	<b>Department</b>	Community Health Nursing	
10	<b>Course level</b>	Second year	
11	<b>Year of study and semester (s)</b>	2022/2023 2 <sup>nd</sup> semester	
12	<b>Other department (s) involved in teaching the course</b>	-	
13	<b>Main teaching language</b>	English	
14	<b>Delivery method</b>	<input checked="" type="checkbox"/> Face to face learning <input checked="" type="checkbox"/> Blended <input type="checkbox"/> Fully online	
15	<b>Online platforms(s)</b>	<input checked="" type="checkbox"/> Moodle <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....	
16	<b>Issuing/Revision Date</b>	6/3/2023	

**17 Course Coordinator:**

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**18 Other instructors:**

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**19 Course Description:**

As stated in the approved study plan.

This course focuses on communication principles and strategies that enable nursing students to interact therapeutically with clients in different clinical settings. The course provides a variety of methods to interact more effectively with clients, families, and professional colleagues. The psychosocial aspect of illness and health will also be addressed. The student will also learn principles of critical thinking and professionalism in nursing, and will be introduced to the career of nursing and its major concepts.

## 20 Course aims and outcomes:

A- Aims:

B- Students Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

SLOs SLOs of the course	SLO (1)	SLO (2)	SLO (3)	SLO (4)
1 Demonstrate competency in performing and providing the role of a professional nurse in quality care provision for individuals, families, and groups.	Analyze the elements of the communication process	Discuss proper nonverbal communication skills for the healthcare professional	Discuss proper verbal communication skills for the healthcare professional	Develop effective interviewing skills
2 Apply principles of effective communication with peers, individuals, families, groups, and health care team.	Identify the benefits of effective professional communication and behavior	Explain roadblocks to therapeutic communication	Discuss strategies for effectively working with patients who may be angry or anxious	Discuss the legal restrictions and ethical issues associated with the patient communication.
3 Utilize critical thinking and problem solving in planning and implementing	Discuss proper communication skills for the healthcare professional	Discuss effective therapeutic communication skills	Discuss strategies for effectively working with patients who may	Discuss the legal restrictions and ethical issues associated with



nursing care for individuals, families, and groups.			be angry or anxious	the patient communication
4 Apply professional standards, values, and behaviors in providing nursing care for individuals, families, and groups.	Explain why providing empathy and understanding to the patient is so important	Identify the benefits of effective professional communication and behavior	Discuss effective therapeutic communication skills	
5 Demonstrate safety measures to protect self, individuals, families, and groups.	Discuss proper verbal communication skills for the healthcare professional	Develop skills for listening and paraphrasing	Demonstrate the methods of questioning the patient	Develop effective interviewing skills
6 Translate organizational, leadership, inter professional collaboration, and management concepts into nursing care for individuals, families, and groups	build strategies for effective communication with other members of the healthcare team	Discuss the legal restrictions and ethical issues associated with the patient communication.	Discuss strategies for effectively working with patients	

## 21. Topic Outline and Schedule:

Week	Topic	Intended Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Evaluation Methods	Resources
1	Communication and quality of care		Face to Face	exam	McCorry, L. K(2020)
	Caring, Comforting	3.1, 5.1, 2.1			

	<b>Communicating (1)</b>						
	<b>Caring, Comforting Communicating (3)</b>			exam	Kozier (2020)		
2	<b>Principles of communication</b> <b>Interpersonal communication, therapeutic communication.</b>	2.1, 3.4, 6.1	<b>Face to Face</b>	exam	Servellen, G.(2018)		
<b>Week</b>	<b>Topic</b>	<b>Intended Learning Outcome</b>	<b>Learning Methods (Face to Face/Blended/ Fully Online)</b>	<b>Evaluation Methods</b>	<b>Resources</b>		
3	<b>Self-concept and self awareness</b> JOARI windows, self-awareness,	1.1, 2.1, 3.1, 5.1,	<b>Face to Face</b>	exam	Kozier (2020)		
4	Intrapersonal communication positive self-talk,						
5	<b>Nonverbal Communication</b> Gestures, Facial Expressions, Gaze Patterns,	1.2, 2.2, 3.2, 5.2, 2.14, 3.4, 6.1		<b>Face to Face</b>			Servellen, G.(2018)
	Personal Space						
	Proper Interpretation of Nonverbal Communication, Congruency with Verbal Messages			exam			
6	<b>Verbal Communication</b> Definition,	1.3, 2.3, 3.3, 5.3, 2.4, 3.4, 6.1	<b>Face to Face</b>	exam	McCorry, L. K(2020)		

	The Purposes of Using Clear Language for					
	Effective Verbal, Communication, Content and Word Choice, Tone, Emphasis, Small Talk		<b>Face to Face</b>			
	Developing Skills for Listening		<b>Face to Face</b>			
7	Developing Skills for Paraphrasing What the Patient Says		<b>Face to Face</b>			
	<b>Building of Rapport— Human Connection</b> Focusing on the Patient and Keeping the Patient Talking Providing Empathy and Understanding to the Patient The Differences between Empathy and Sympathy		<b>Face to Face</b>			McCorry, L. K(2020)
	Do Not Talk about Yourself Instead of Talking about the Patient Do Not Tell the Patient You Know		<b>Face to Face</b>	exam		McCorry, L. K(2020)

	How They Feel Questions, Multiple Choice Questions  Some Do's and Don'ts of Verbal Communication					
8	<b>Professional Communication and Behaviour</b>  Essential Interpersonal Skills for the Healthcare Professional: Tactfulness and Diplomacy, Courtesy and Respect, Empathy, Genuineness, Appropriate Self- Disclosure, Assertiveness versus Aggressiveness	2.6, 4.3, 2.4, 3.4, 6.1	<b>Face to Face</b>	exam	McCorry, L. K(2020)	
	Communication Skills and Strategies  Silent, Nonjudgmental	2.4, 3.4, 4.4, 2.4, 3.4,6.1				

	I, Showing Acceptance, Giving Recognition, Offering of Yourself, Giving the Patient the Opening, Leading the Discussion, Making Observations, Encouraging Communication, Paraphrasing					
	<b>Roadblocks to Therapeutic Communication</b> Providing Easy Reassurance, Minimizing the Patient's Feelings, Approving/Disapproving, Agreeing/Disagreeing, Giving Your Own Advice, Becoming Defensive,			exam	McCorry, L. K(2020)	
9	<b>Roadblocks to Therapeutic</b>	2.4, 4.5, 2.4, 3.4, 6.1	<b>Face to Face</b>	exam		



	<p><b>Communication</b></p> <p>Ineffective Coping Behaviours ( defense mechanisms)</p>				
	<p>/ Patient's Behavior</p> <p>Angry Patients Anxious Patients</p>				
	<p>Communication with Other Members of the Healthcare Team—Your Colleagues: an Appropriate Means of Communication with Co-Workers, Assertive, not Aggressive, an Appropriate Time and Place for Important Communication</p>				McCorry, L. K(2020)
10	<p><b>Communication contribute to trust and mistrust</b></p>	2.1, 6.1, 2.4, 3.4, 6.1	<b>Face to Face</b>		Servellen, G.(2018)
	<p>Interviewing Techniques: The Interviewee, The Setting, Types of</p>	2.2, 2.3, 3.6, 4.1, 5.6,6.1		exam	McCorry, L. K(2020)

	Questions, The HCP-centered Interview versus the Patient-centered					
	Interviewing Techniques: The Interview, Interviewing Guidelines, Pinpointing the Chief Complaint or Present Illness  Interviewing Techniques  Interviewing Children and Adolescents					
11	Communication of bad news	2.2, 2.3, 3.6, 4.1, 5.6, 6.1	<b>Face to Face</b>	exam	2015 RCNi Ltd	
12	Adapting communication to patient ability to understand	2.2, 2.3, 3.6, 4.1, 5.6, 6.1	<b>Face to Face</b>			
13	Modifying communication to patient unique needs	2.3, 3.6, 4.1, 5.6, 6.1		exam	McCorry, L. K(2020)	

## 22 Evaluation Methods:

Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	SLOs	Period (Week)	Platform
midterm	30		1, 2, 3	8	Face to face
Quiz	10		4		
project	10		1, 2, 3, 4, 5, 6	13 14	
final	50	all	1, 2, 3, 4, 5, 6	16	Face to face

## 23 Course Requirements

**(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform...etc):**

## 24 Course Policies:

A- Attendance policies:

B- Absences from exams and submitting assignments on time:

C- Health and safety procedures:

D- Honesty policy regarding cheating, plagiarism, misbehavior:

E- Grading policy:

F- Available university services that support achievement in the course:

## 25 References:



A- Required book(s), assigned reading and audio-visuals:

McCorry, L. K., & Mason, J. (2020). Communication skills for the healthcare professional. 2<sup>nd</sup> edition. Wolters Kluwer Health/Lippincott Williams & Wilkins.

Servellen,G.(2018) communication skills for the health care professional, concepts, practices, and evidences.3<sup>rd</sup> edition. Jones and Bartlett publishers.

Berna. A, Snyder. S., (2016) Kozier and ERB's. Fundamentals of Nursing Concepts, Process, and Practice (10th Ed). Pearson/ printice Hall. New Jersey (394-429)

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<https://www.researchgate.net/publication/276319464>


B- Recommended books, materials and media:

Arnold, E. C., & Boggs, K. U. (2015). Interpersonal Relationships-E-Book: Professional Communication Skills for Nurses. Elsevier Health Sciences.

Parbury, J. (2016) Patient & person. 4th edition. Churchil livingston an imprint of Elsevier.

**26 Additional information:**

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