



NURS 3313: Therapeutic Communication Section 01B BSN Program, Syllabus, Spring, 2017

INSTRUCTOR INFORMATION

Course Faculty:

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**Preferred Form of Communication: Email
Communication Response Time: 2 Business Days**

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Arnold, E. & Boggs, K.U. (2016). *Interpersonal relationships: professional communication skills for nurses (7th Ed.)*. Philadelphia: W.B. Saunders. ISBN: 9780323242813.

Purdue OWL (Online Writing Lab): <http://owl.english.purdue.edu/owl/resource/560/01/>

Recommended

Sheldon, L.K. & Foust, J. B. (2014). *Communication for nurses: Talking with Patients (3^d Ed.)*. Boston, MA: Jones and Bartlett Learning. ISBN: 978-1-4496-9177-6.

COURSE INFORMATION

COURSE DESCRIPTION

Emphasis is on caring communication as an essential dimension of professional nursing. Theories are presented to explain the dynamic relationship between human behavior, health, and illness, and the impact of interpersonal relationship skills to effect positive changes in individuals and their families. Nurse communication in the role of educator will be introduced as part of the teaching/learning course content. (3 credit hours)

Student Learning Outcomes:

1. Identify the purpose of therapeutic communication between nurse and client.
2. Apply concepts of group dynamics and communication principles to work groups.
3. Discuss methods for communicating effectively in organization settings.
4. Describe methods to handle conflict through interpersonal negotiation when it occurs.
5. Identify communication barriers in professional relationships, including disruptive behaviors.
6. Use written, verbal, non-verbal, and emerging technology methods to communicate effectively.
7. Demonstrate therapeutic communication skills and processes to affect positive changes in individuals from rural and other diverse populations.
8. Identify culturally appropriate communication strategies in selected cultures.
9. Demonstrate caring communication responses to common emotional behaviors.
10. Demonstrate responsibility for own learning.
11. Demonstrate the acquisition of effective reading abilities essential for therapeutic communication.

12. Identify the appropriate use of social media in the practice of professional nursing.
13. Students will be able to view themselves, via Bloch's assessment of selected cultures, within an interconnected and diverse world.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will complete various combinations of online assignments, activities, readings, etc.

PAPERWORK SUBMISSION

It is expected that you will submit all assignments on time. If you need an extension, it must be requested **before** the due date and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility. All documents submitted online are to be in .docx, .rtf or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). No Zip drives will be accepted. Assignments need to be submitted in a maximum of one document per assignment. A self-graded grading rubric must be submitted with all written assignments.

Failure to follow these guidelines will result in a grade of "0" on the assignment.

GRADING

Grades will be determined as follows:

Exam 1	22%
Exam 2	22%
Exam 3	22%
Assignments/Exercises	7%
"If Florence video" paper	5%
Culture Presentation /Group Dynamic Paper	22%
Total	100%

GRADING SCALE:

A = 90-100
 B = 80-89
 C = 75-79
 D = 60-74
 F = Below 60

Students must achieve a minimum average of 75 on all course exams in order to pass the course. Other graded assignments (including quizzes) will not be added to the final grade unless exam grade average is 75% or higher.

COURSE ASSIGNMENTS:

Grades for this course come from exams, group project, and unit assignments. Except for the project, course work is individual- no group work! What you learn in this course, you will apply to every situation for the rest of your professional life. It is an essential component of your clinical evaluation. Communication is also a large part of the NCLEX-RN licensure exam. If you don't learn it in this course, you will fail to pass it on the licensing exam.

The unit assignments and exam content come directly from the textbook. If you do not read the textbook, you will not pass the course. There will be assignments in several Units. The assignments are to be determined. Due dates correspond to the unit. Time due is at 5pm on the Monday that the unit is assigned, unless otherwise stated. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

All assignments will be submitted via Dropbox. All assignments submitted to Dropbox must be in a Word document. No jpg or pdf will be accepted.

Exams-All exams will be taken in the Ed South computer lab, room #122. There are three exams covering the material in this course. Exam dates are: February 20, March 20, and April 24. There is not a comprehensive final exam. Exams are listed on the content outline. Exams are timed. Be punctual. Once the time has expired, you will not be able to complete.

Students will not be allowed to view graded exams online. Students who wish to view missed questions should make an appointment with the professor.

If you have questions, ask. The professors are available by email and check it frequently. Please allow 48 hours for a response. However, emails sent on the weekends will not be answered until the following Monday. If you have problems accessing eCollege, exams, etc call the HelpDesk. Unfortunately, we cannot assist with technical difficulties.

1. CULTURE PRESENTATION/GROUP DYNAMICS PAPER

The oral presentations will be delivered to classmates and instructors near the end of the semester. The second part of the exercise is a formal paper over group dynamics. Each student will write a paper over the dynamics of their culture

group. Papers will receive individual grades. Oral presentations will receive a group grade. For more information, see the Assignment item in Unit 1.

CULTURE PRESENTATION/GROUP DYNAMICS PAPER

This is a twofold exercise. Students have been assigned to groups (posted on E College). Group members will meet over the semester to create an oral presentation over an assigned culture. Students will select a client who is 1st or 2nd generation in the United States. A Bloch's Cultural Assessment must be completed and submitted on Tuesday, May 3rd prior to the presentation. Oral presentations will be delivered on Monday, May 8, 2017. Please note the date/time as it is different from usual class day and time. The presentation will constitute ½ of the assignment. Each group will receive a group grade on their presentation. Please refer to the grading rubric for the criteria that will be used in the grading. This is a fun project and, in the past, students have dressed in the traditional dress of the culture and prepared/shared traditional foods of the culture. Presentations must include the following (refer to your Arnold and Boggs textbook chapter on Intercultural Communication and your Bloch's Assessment Tool for information to include in the presentation):

1. Geography/Location/Government/Socioeconomic classes
2. Communication/Interpersonal Relationships- language and all other forms of communication
3. Traditions, Holidays, and Food- nutrition, food preparation/consumption, traditions involving food
4. Religion/Education- death rituals, spirituality
5. Health Care Practices-use of advance directives, pregnancy and childbearing, health care practices, health care practitioners, diseases common to the culture
6. Nursing care practices in the United States that could affect this client if hospitalized.

***All groups must discuss:**

- **How their client follows/does not follow the traditions/health care practices of the culture**
- **Changes to nursing care when caring for a client of the culture presented**

Minutes (official record) must be kept for each meeting. Group meetings should be organized (have an agenda) and behavior should be professional. The meeting

minutes will be submitted by the secretary on May 8 and are included as part of the group grade for the presentation.

This presentation is a group or team project. All members of the group will receive the same grade on the paper. However, a student can be removed from his/her team if the other students in the group come to the instructor and report that a student is not doing his/her fair share of the work. If that happens, the instructor will notify the student in writing. The student will then be responsible for doing the assignment on his/her own.

CONTENT

- First paragraph: Kind of meeting (regular, special, etc.); the date, time and place of the meeting; the name of the presiding officer (leader) and secretary; names of members present; names of members absent; length of meeting (hours, minutes).
- Minutes are a record of what was **done** at the meeting, not what was **said** at the meeting (discussion of ..., voting)

Group Dynamics Paper

The second portion of the exercise is a paper on the dynamics of the group. It is NOT a paper about the assigned culture. Each individual student will submit a paper over his/her interpretation of the groups' dynamic processes. Any and all remarks must be in the form of constructive criticism and professional in nature. Refer to the grading rubric for the criteria that will be included in the grading—on E College and attached to the syllabus. The paper will be submitted via Dropbox by Tuesday, April 25, 2017 by 23:59.. Each student's paper grade will be added to the oral presentation grade for a total grade.

2. "If Florence Could See Us Now" Video

This video will be made available for viewing during the first week of class. You are expected to review it and write a paper addressing the following points;

If Florence Could See Us Now Evaluation--, you will be viewing the movie, "If Florence Could See Us Now." After viewing this movie, you need to write a 3-4 page paper (not including title page and reference page) discussing what aspects of the movie you found to be most useful for your future nursing practice. In addition, discuss what surprised you about nursing and what did not surprise you and was your expectation about nursing. Also, discuss what areas of nursing that you wanted to hear greater detail about in the movie and why. Upload the paper in Dropbox by 2359 by Friday, February 3, 2017. The grading rubric is also posted on eCollege and attached to the syllabus.

You will revisit this film in your senior leadership class and will be comparing and contrasting your evaluation now with your evaluation then. Please be sure you keep this paper for that purpose.

3. Other weekly assignments

Other assignments will be posted with class content and on week's when there is no class as part of our blended curriculum. Check e College for those assignments.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#BrowserSet](http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#BrowserSet)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:

- [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
 - For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo.aspx) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses

- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

The instructor's communication response time and feedback on assessments are stated clearly.

For students with excused absences, which include participation in a University-sponsored event, illness accompanied by a doctor's note, death in the student's immediate family, a verifiable court appearance or any other similar circumstance in the view of the instructor, written documentation must be turned in to the instructor immediately upon return to class.

Academic dishonesty/ Plagiarism:

Instructors at Texas A&M University-Commerce do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. Here is the university policy”

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Grievance Procedure:

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head, Dr. Barbara Tucker

Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun.

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Classroom Behavior

Students must refrain from classroom distractions (e.g. talking to each other, eating, texting, using phones, entering late or moving excessively during class). Children are not allowed in the classroom at any time. Students causing distractions will be asked to leave the classroom and may be subject to disciplinary action. Cell phones must be placed on vibrate or turned off.

Use of Electronic Devices

The use of electronic devices, including laptops and voice recorders, must be approved by the course faculty prior to class. Laptops not being used to take notes should be closed. The use of any unapproved electronic devices during a test/quiz or test/quiz review will result in the student receiving a zero for that test/quiz

Student Dress

Refer to Student Guide for additional information. While in the lab, students will be expected to dress in the prescribed BSN program uniform. Gum chewing is never allowed in the lab or clinical setting.

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)
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Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

This schedule may be adjusted to accommodate for student learning needs.

Nondiscrimination Notice

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Tobacco Statement

Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

Each absence in this course will result in a point reduction on your final attendance grade [specify how much].

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Grievance Procedure:

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Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Other course policies:

It is expected that you will submit all assignments on time. If you need an extension, it must be requested **before** the due date and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility. All documents submitted online are to be in .docx, .rtf or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. A self-graded grading rubric must be submitted with all written assignments.

Failure to follow these guidelines will result in a grade of "0" on the assign

COURSE OUTLINE / CALENDAR

Texts: Arnold & Boggs, *Interpersonal Relationships*, 7th edition (2016)

Date	Content	Reading Assignment
1/18	Intercultural Communication Therapeutic Communication in Groups (in class)	Chapter 7 Chapter 8
1/19 AM	Library Orientation (Mandatory) AM time TBA If Florence Could See Us Now video and assignment	
1/24	Clarity and Safety in Communication	Chapter 4
1/31	Theory Based Perspectives & Contemporary Dynamics Professional Guides for Nursing Communication (in class)	Chapter 1 Chapter 2
2/7	Self-Concept in Professional Interpersonal Relationships	Chapter 9
2.14	Bridges / Barriers in Therapeutic Relationships Role Relationship and Interprofessional Communication (in class)	Chapter 11 Chapter 22
2/20	Exam 1 (Chapters 1, 2, 7, 8)	
2./21	Communication to Encourage Health Literacy, Health Promotion and Prevention of Disease	Chapter 14
2/28	Clinical Judgment and Ethical Decision Making Developing Therapeutic Relationships (in class) www.nursingworld.org/codeofethics	Chapter 3 Chapter 10
3/7	Health Teaching and Coaching	Chapter 15
3/13-3/17	Spring Break	
3/20	Exam 2 (Chapters 3, 10, 11, 22)	
3/21	Developing Therapeutic Communication Skills Variation in Communication Styles (in class)	Chapter 5 Chapter 6
3/28	Empowerment Oriented Communication Strategies to Reduce Stress	Chapter 16
4/4	Resolving Conflict between Nurse and Client Communication with Other Health Professionals (in class)	Chapter 13 Chapter 23
4/11	Communicating with Clients Experiencing Communication Deficits	Chapter 17
4/18	Communicating for Continuity of Care Documentation in an Electronic Era (in class)	Chapters 24 and 25
4/24	Exam 3 (Chapters 5, 6, 13, 23)	
4/25	Communicating with Clients in Crisis	Chapter 387
4/28	Group Dynamics Paper due in Dropbox by 23:59	
5/2	<i>Culture Presentations (in class)</i>	

Texas A&M University - Commerce
NURS 3313- Therapeutic Communication
CULTURE PRESENTATION
Grading Rubric

Instructor _____ Culture _____
 Group members _____

Bloch's Meeting minutes submitted prior to presentation. Yes ___ No ___ (-5 points)
 Presentation lasted no longer than 20 minutes. Yes ___ No ___ (- 3 points)

Presentation	Points Possible	Points Earned
1. Presenters referenced appropriate sources in presentation, including client COMMENTS:	5	
2. Presenters did not read from notes. COMMENTS:	5	
3. Nursing care needs of a client in this culture hospitalized in the US were presented. COMMENTS:	10	
4. Presentation was thorough and creative; all content was covered; Client similarities and differences to culture were noted COMMENTS:	10	
5. Content was evenly distributed among presenters. COMMENTS:	5	
6. Audio-visual aids were utilized (handout, power point, trifold, construction board, food, dress) COMMENTS:	5	
7. Speech was clear and coherent COMMENTS:	5	
8. Presenters were professionally dressed* COMMENTS:	5	
TOTAL	50	

*Individuals who wear the cultures' traditional dress will be considered professionally dressed.

Group grade on presentation _____ + Dynamic Paper Grade _____ = _____

Texas A&M University - Commerce
NURS 3313- Therapeutic Communication
Group Dynamics Paper Grading Rubric

Name: _____

Paper is submitted in full and on time. Yes _____ No _____ (*see below) Body of Paper is between 3-6 pages in length. Yes _____ No _____ (-5 pts) Scholarly Articles submitted with Paper Yes _____ No _____ (-5pts) *IF paper is not submitted on time, the paper will be penalized 10% per day for each of the first two days overdue/incomplete; on the 3rd day, the grade will be assigned as 0%.		
Format	Points Possible	Points Earned
1. Minimum of 3 references utilized (1 textbook, 2 journals -includes 1 research article related to group dynamics) COMMENTS:	3	
2. Paper contains an introductory paragraph and a summary paragraph. COMMENTS:	2	
Contents		
1. Who was the formal leader? How was this person chosen (rationale)? COMMENTS:	5	
2. What type(s) of leadership style(s) did the formal leader demonstrate? COMMENTS:	5	
3. Who was the scribe? How was this person chosen (rationale)? COMMENTS:	3	
4. Who was the informal leader of the group? Expound on your answer. COMMENTS:	5	
5. Describe the cohesiveness of the group.. COMMENTS:	5	
6. What roles did the different members assume? (eg, Task functions /Maintenance functions). Provide supportive evidence for your answer. COMMENTS:	7	
7. Describe the conflict(s) within the group. COMMENTS:	5	
8. How was the conflict(s) resolved? COMMENTS:	5	
9. Did any member exhibit nonfunctional self-roles? Specify (eg, aggressor, blocker, joker, etc) COMMENTS:	5	
Grade Subtotal		
Up to 20% of points can be deducted from the grade for inappropriate APA, grammar, sentence structure, punctuation and spelling.	Points deducted	
TOTAL POINTS	50	

Bloch's Ethnic/Cultural Assessment Guide

Cultural

A. Ethnic origin

- Does the patient identify with a particular ethnic group (e.g., Puerto Rican, African)?

- _____

- Race

- What is the patient's racial background (e.g., Black, Filipino, American Indian)?

- Place of birth

- Where was the patient born?

B. Relocations

- Where has he lived (country, city)?

- During what years did patient live there and for how long?

- Has he moved recently?

C. Habits, customs, values, and beliefs

- Describe habits, customs, values, and beliefs patient holds or practices that affect his attitude toward birth, life, death, health and illness, time orientation, and health care system and health care providers.

- _____

- What is degree of belief and adherence by patient to his overall cultural system?

D. Behaviors valued by culture

- How does patient value privacy, courtesy, respect for elders, behaviors related to family roles and sex roles, and work ethics?

- _____

E. Cultural sanctions and restrictions

- *Sanctions* – What is accepted behavior by patient's cultural group regarding expression of emotions and feelings, religious expressions, and response to illness and death?

- _____

- *Restrictions* – Does patient have any restrictions related to sexual matters, exposure of body parts, certain types of surgery (e.g., hysterectomy), discussion of dead relatives, and discussion of fears related to the unknown?

- _____

F. Language and communication processes

- What are some overall cultural characteristics of patient's language and communication process?

- _____

- Language(s) and/or dialect(s)
spoken:

- Which language(s) and/or dialect(s) does patient predominately speak most frequently?

- Where? At home or at work?

- Language barriers

- Which language does patient predominantly use in thinking?

- Does patient need bilingual interpreter in nurse-patient interactions?

- Is patient non-English-speaking or limited English-speaking?

- Is patient able to read and/or write in English?

- Communication process

- What are rules (linguistics) and modes (style) of communication process (e.g., "honorific" concept of showing "respect or deference" to others using words only common to specific ethnic/cultural group)?

- Is there need for variation in technique of communicating and interviewing to accommodate patient's cultural background (e.g., tempo of conversation, eye/body contact, topic restrictions, norms of confidentiality, and style of explanation)?

- Are there any conflicts in verbal and non-verbal interactions between patient and nurse?

- How does patient's non-verbal communication process compare with other ethnic/cultural groups, and how does it affect patient's response to nursing and medical care?

- Are there any variations between patient's interethnic and interracial communication process or intracultural and intraracial communication process (e.g., ethnic minority patient and White middle-class nurse, ethnic minority patient and ethnic minority nurse; beliefs, attitudes, values, role variations, stereotyping [perceptions and prejudice])?

G. Healing beliefs and practices

- Cultural healing system

- What cultural healing system does the patient predominantly adhere to (e.g., Asian healing system, Raza/Latina Curanderismo)?

- What religious healing system does the patient predominantly adhere to (e.g., Seventh Day Adventist, West African voodoo, Fundamentalist sect, Pentecostal)? _____

- Cultural health beliefs
 - Is illness explained by the germ theory or cause-effect relationship, presence of evil spirits, imbalance between "hot" and "cold" (yin and yang in Chinese culture), or disequilibrium between nature and man?

 - Is good health related to success, ability to work or fulfill roles, reward from God, or balance with nature?

- Cultural health practices
 - What types of cultural healing practices does person from ethnic/cultural group adhere to?

 - Does he use healing remedies to cure *natural* illnesses caused by the external environment (e.g., massage to cure *empacho* [a ball of food clinging to stomach wall], wearing of talismans or charms for protection against illness)?

- Cultural healers
 - Does patient rely on cultural healers (e.g., medicine men for American Indian, Curandero for Raza/Latina, Chinese herbalist, hougan [voodoo priest], spiritualist, or minister for Black American)?

H. Nutritional variables or factors

- What nutritional variables or factors are influenced by the patient's ethnic/cultural background?
-
-
-
- Characteristics of food preparation and consumption
-
-
-
- What types of food preferences and restrictions, meaning of foods, style of food preparation and consumption, frequency of eating, time of eating, and eating utensils are culturally determined for patient?
-

-
-
- Are there any religious influences on food preparation and consumption?

I. Influences from external environment

- What modifications if any did the ethnic group patient identifies with have to make its food practices in White dominant American society?
-
-

- Are there any adaptations of food customs and beliefs from rural setting to urban setting?
-

J. Patient education needs

- What are some implications of diet planning and teaching to patient who adheres to cultural practices concerning foods?
-
-
-

Sociological

A. Economical status

- Who is principal wage earner in patient's family?
 - What is total annual income (approximately) of family? **Do not need to ask this question, determine what you think their status is below poverty, middle class, upper class**
-
-

- What impact does economic status have on life-style, place of residence, living conditions, and ability to obtain health services?
-
-

B. Educational status

- What is highest educational level obtained?
- Does patient's educational background influence his ability to understand how to seek health services; literature on health care, patient teaching experiences, and any written material patient is exposed to in health care setting (e.g., admission forms, patient care forms, teaching literature, and lab test forms)?

-
- Does patient's educational background cause him to feel inferior or superior to health care personnel in health care setting?
-

C. Social network

- What is patient's social network (kinship, peer, and cultural healing networks)?
-

- How do they influence health or illness status of patient?
-

D. Family as supportive group

- Does patient's family feel need for continuous presence in patient's clinical setting (is this an ethnic/cultural characteristic)?
-

- How is family valued during illness or death?
-

- How does family participate in patient's nursing care process (e.g., giving baths, feeding, using touch as support [cultural meaning], and supportive presence)?
-
-

- How does ethnic/cultural family structure influence patient response to health or illness (e.g., roles, beliefs, strengths, weaknesses, and social class)?
-
-

- Are there any key family roles characteristics of a specific ethnic/cultural group (e.g., grandmother in Black and some American Indian families), and can these key persons be a resource for health personnel?
-
-
-

- What role does family play in health promotion or cause of illness (e.g., would family be intermediary group in patient interactions with health personnel and making decisions regarding his care)?
-
-
-
-

E. Supportive institutions in ethnic/cultural community

- What influence do ethnic/cultural institutions have on patient receiving health services (i.e., institutions such as Organization of Migrant Workers, NAACP, Black Political Caucus, churches, and schools, Urban League, community clinics)? _____

F. Institutional racism

- How does institutional racism in health facilities influence patient's response to receiving health care?

Psychological

A. Self-concept (identity)

- Does patient show strong racial/cultural identity?

- How does this compare to that of other racial/cultural groups or to members of dominant society?

- What factors in patient's development helped to shape his self-concept (e.g., family, peers, society labels, external environment, institutions, and racism)?

- How does patient deal with stereotypical behavior from health professionals?

- What is impact of racism on patient from distinct ethnic/cultural group (e.g., social anxiety, noncompliance to health care process in clinical settings, avoidance of utilizing or participating in health care institutions)?

- Does ethnic/cultural background have impact on how patient relates to body image change resulting from illness or surgery (e.g., importance to appearance and roles in cultural group)?

- Any adherence or identification with ethnic/cultural "group" identity (e.g., solidarity, "we" concept)?

B. Mental and behavioral processes and characteristics of ethnic/cultural group

- How does patient relate to his external environment in clinical setting (e.g., fears, stress, and adaptive mechanisms characteristic of a specific ethnic/cultural group, any variations based on life span)?
-
-

- What is patient's ability to relate to persons outside of his ethnic/cultural group (health personnel)? Is he withdrawn, verbally or nonverbally expressive, negative or positive, feeling mentally or physically inferior or superior?
-

- How does patient deal with feelings of loss of dignity and respect in clinical setting?
-
-
-
-
-

C. Religious influences on psychological effects of health/illness

- Does patient's religion have a strong impact on how he relates to health/illness influences or outcomes (e.g., death/chronic illness, cause and effect of illness, or adherence to nursing/medical practices)?
-

- Do religious beliefs, sacred practices, and talismans play a role in treatment of disease?
-

- What is role of significant religious persons during health/illness (e.g., Black ministers, Catholic priests, Buddhist monks, Islamic imams)?
-

D. Psychological/cultural response to stress and discomfort of illness

- Based on ethnic/cultural background, does patient exhibit any variations in psychological response to pain or physical disability of disease processes?
-
-
-
-

Biological/physiological

(Consideration of *norms* for different ethnic/cultural groups)

A. Racial-anatomical characteristics

- Does patient have any distinct racial characteristics (e.g., skin color, hair texture and color, color of mucous membranes)?

- Does patient have any variations in anatomical characteristics (e.g., body structure [height and weight] more prevalent for ethnic/cultural group, skeletal formation [pelvic shape, especially for obstetrical evaluation], facial shape and structure [nose, eye shape, and facial contour], upper and lower extremities)?

- How do patient's racial and anatomical characteristics affect his self-concept and the way others relate to him?

- Does variation in racial-anatomical characteristics affect physical evaluations and physical care, skin assessment based on color, and variations in hair care and hygienic practices?

B. Growth and development patterns

- Are there any distinct growth and development characteristics that vary with patient's ethnic/cultural background (e.g., bone, density, fat folds, and motor ability)?

- What factors are important for

- nutritional assessment

: _____

- neurological and motor assessment: _____

- assessment of bone deterioration in disease process or injury: _____

- evaluation of newborns: _____

- evaluation of intellectual status: _____
- capacity in relationship to motor/sensory development in children: _____
- How do these differ in ethnic/cultural groups?

C. Variations in body systems

- Are there any variations in body systems for patient from distinct ethnic/cultural group (e.g., gastrointestinal disturbance with lactose intolerance in Blacks, nutritional intake of cultural foods causing adverse effects on gastrointestinal tract and fluid and electrolyte system, and variations in chemical and hematological systems [certain blood types prevalent in particular ethnic/cultural groups])?

D. Skin and hair physiology, mucous membranes

- How does skin color variation influence assessment of skin color changes (e.g., jaundice, cyanosis, ecchymosis, erythema, and its relationship to disease processes)?
- What are methods of assessing skin color changes (comparing variations and similarities between different ethnic groups)?
- Are there conditions of hypopigmentation and hyperpigmentation (e.g., vitiligo, mongolian spots, albinism, discoloration cause by trauma)? Why would these be more striking in some ethnic groups?
- Are there any skin conditions more prevalent in a distinct ethnic group (e.g., keloids in Blacks)?
- Is there any correlation between oral and skin pigmentation and their variations among distinct racial groups when doing assessment of oral cavity (e.g., leukoedema is normal occurrence in Blacks)?

- What are variations in hair texture and color among racially different groups?

- Ask patient about preferred hair care methods or any racial/cultural restrictions (e.g., not washing "hot-combed" hair while in clinical setting, not cutting very long hair of Raza/Latina patients)

- Are there any variations in skin care methods (e.g., using Vaseline on Black skin)?

E. Diseases more prevalent among ethnic/cultural groups

- Are there any specific diseases or conditions that are more prevalent for a specific ethnic/cultural group (e.g., hypertension, sickle cell anemia, G6-PD, lactose intolerance)?

- Does patient have any socioenvironmental diseases common among ethnic/cultural groups (e.g., lead paint poisoning, poor nutrition, overcrowding [prone to tuberculosis], alcoholism resulting from psychological despair and alienation from dominant society, rat bites, poor sanitation)?

F. Diseases ethnic/cultural group has increased resistance to

- Are there any diseases that patient has increased resistance to because of racial/cultural background (e.g., skin cancer in Blacks)?

OTHER COMMENTS

**“If Florence Could See Us Now”
Grading Rubric**

Student:

Paper is submitted on time. Yes ___ NO ___ (Note loss of points for late submission)		
Format	Possible Points	Earned Points
Paper is 3-4 pages in length (not including title page and reference page).	10	
Organized written presentation	10	
Criteria		
1. Discuss what aspects of the movie you found to be most useful in your future nursing practice Comments:	20	
2. Discuss what surprised you about nursing portrayed in the video Comments:	20	
3. Discuss what did not surprise you about nursing portrayed in the video. Comments:	20	
4. Discuss what aspects of nursing that you wanted to hear more about and why. Comments:	20	
Up to 20% may be deducted for inappropriate APA		Points deducted
Total	100	

