

The Hebrew University of Jerusalem

Syllabus

COMMUNICATION IN NURSING - 91411

Last update 30-10-2022

HU Credits: 3

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Nursing - Ein Kerem

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Ein Karem

Course/Module Coordinator: vardit levi

Coordinator Email: vardit.levi1@mail.huji.ac.il

Coordinator Office Hours: Tuesday

Teaching Staff:

Ms. Vardit Levi,
Ms. Orit Meridan,
Mr. Mor Raviv,
Mr. ,
Ms. Aluma Skaat,
Mr. Moshe Shauli,
Ms. Yemima Hayun,
Ms. Ronit Segal,
Ms. odelia ben-harush

Course/Module description:

This 42 hour communication course teaches basic communication techniques and progresses on to specialized communication necessary to the competent practice of nursing. Interacting effectively requires the ability to provide therapeutic communication in a variety of situations and to a variety of people.

Course/Module aims:

The course is designed to assist the nursing student to become a better communicator in one-to-one settings and in small groups.

Learning outcomes - On successful completion of this module, students should be able to:

Objectives: The student will be able to:

- 1. Provide caring communication within the nursing context of nurse/client relationship caring relationships.*
- 2. Demonstrate interpersonal communication techniques which effectively initiate, maintain and terminate nurse/client relationships (phases of helping relationships)*
- 3. Utilize communication adaptations that are supportive to effective interaction with individuals*
- 4. Develop self awareness regarding the influence of personal values, beliefs and biases upon one's own interpersonal style, as well as*
- 5. Recognize the influence on others' communication styles.*
- 6. Recognize what is meant by "professional communication"*
- 7. Knowledge of vocabulary of interpersonal communication theory and practice.*
- 8. Understand various contexts (friendship, family, romantic interactions, employee settings etc) in which interpersonal communication occurs.*
- 9. Develop professional communication techniques and terminologies for effective collaboration and consultation.*
- 10. Identify tools for non-verbal (body language) communication.*
- 11. Develop tools for non-verbal (body language) communication.*
- 12. Provide communication skills necessary for quality practice.*
- 13. Practice communication skills that are necessary for quality practice.*

Attendance requirements(%):

100%

Teaching arrangement and method of instruction: The teaching style employs experiential learning with a focus on student participation. The course will be taught by use of lectures, discussions, exercises, and practice by use of simulation in a filming studio.

Part of the course is designed in a workshop framework – various group learning strategies will be employed.

Course/Module Content:

The course is designed to assist the nursing student to become a better communicator in one-to-one settings and in small groups

Required Reading:

*מילר, ו.ר., רולניק, ס. (2009) הגישה המוטיבציונית- הגברת המוטיבציה לשינוי. קריית ביאליק: הוצאת אח בע"מ.

נובל, א. (2007). תיווך לשוני ותרבותי של שירותים חברתיים- כשירות תרבותית בשרות הבריאות. הד האולפן. 91.

נרדי, ר., ונרדי, ח. (2006). להיות דולפין: התמודדות עם תוקפנות וחולשה בהורות, בזוגיות ובעבודה. מושב בן שמן: מודן הוצאה לאור (עמ' 13-17, 25-27, 31-32, 40-42, 147-149).

רוזנברג, מ. (2009). תקשורת לא אלימה. תקשורת מקרבת, שפה לחיים. ר"ג: הוצאת פוקוס. (23-30, 46-48, 57-61, 69-73).

Arnold, E. & Underman Boggs, K.U (2016) . Interpersonal Relationships: Professional Communication Skills for Nurses (7th ed) St.Louis. Saunders.

Berman, A., Snyder, S., & Frandsen. G. (2021). Kozier & Erb's Fundamentals of nursing- concepts, process and practice (11th ed). NJ: Pearson.

Balzer-Riley, J. (2017). Communications in Nursing (8th ed). St. Louis: Mosby.

Powell, J. (1999). Why am I afraid to tell you who I am? Chicago: Argus Communication.

• חוברת עזר: קובץ הרצאות לסטודנטים – מיומנויות תקשורת בינאישית – עירית סורק, 2020

Additional Reading Material:

ברק, ח., ושושן, ש. (1999). בגובה העיניים (עמ' 17-62, 121-131). קריית ביאליק: אח בע"מ.

מולכו, ס. (1998), הכל על שפת הגוף, ירושלים: כתר.

פייס, א. (1990). המשמעות של שפת הגוף. ישראל: אור-עם.

צפורי-בקנשטיין, פ. (1996). תקשורת בין-אישית אפקטיבית. ישראל: אור-עם.

רוזנברג, מ. (2009). תקשורת מקרבת – תקשורת לא-אלימה – שפה לחיים. רמת-גן: הוצאת פוקוס.

רעם, ג. (1998). משמעותן של תנוחות הגוף מסרים מבפנים. (הוצאה שניה) הוד השרון: ניסן.
Brownell J. (1986) Building Active Listening Skills

Byrne, P. (2000). Stigma of mental illness and ways of diminishing it. Advances in Psychiatric Treatment, 6, 65-72.

Helgesen M. & S. Brown (1995) Active Listening: Introducing Skills for Understanding. Cambridge Publication

Roter, D., & McNeill, K. S. (2003). The nature of the therapeutic relationship and the assessment of its discourse in routine medical visits. In: T.L. Thompson, A.M. Dorsey, K.

Tamparo, C. & Lindh, W. (2000). Therapeutic communications for health professionals. (2nd ed.). Delmar. (Ch.1, Ch.2., Ch.10, Ch. 13, Ch.14).

Thompson, T.L., Dorsey, A.M., Miller, K.I., & Parrott, R. (2003). Handbook of health communication. Mahwah, NJ: Lawrence Erlbaum

Course/Module evaluation:

End of year written/oral examination 100 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 0 %

Assignments 0 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

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