		GRAU INFERMERIA – EUI SANT PAU		EUI-SANT PAU Centre adscrit a la **UAB**

Teaching Guide of the subject	Year 2025 - 2026

THERAPEUTIC COMMUNICATION

Code: 106101
ECTS credits: 6

Titulation	Type	Course	Semester
2500891 Nursing	**FB**	**2**	**1**

Contact	Use of languages
Responsible: De Francisco Prófumo, Seyla sdefrancisco@santpau.cat **Teaching staff:** De Francisco Prófumo, Seyla sdefrancisco@santpau.cat	• Group 1: **Catalan**

Prerequisites

There are no official prerequisites, but it is recommended to have achieved the competencies of the subjects "Psychosocial Sciences" and "Communication and ICT".

Contextualization and objectives

This subject is part of the Basic Sciences training module, Psychology subject and is planned in the third semester of the Bachelor's Degree in Nursing.

Nursing care has an outstanding relational dimension that is addressed through professional communication. The relationship established between the nurse and the user/patient is singular and unique; it adds, to social communication, therapeutic communication. This has a component of reflection and intentionality, while requiring an attitude of openness, respect and understanding of "the Other".

The subject is divided into three blocks: the first presents the paradigmatic and theoretical framework that guides the view of the contents; in the second block, the importance of self-knowledge is stressed, to accompany "the Other" and finally, the third focuses on applied therapeutic communication, where aspects of attitudes, knowledge and skills are articulated, in different professional scenarios.

For its follow-up, it is recommended to maintain during the learning process, a reflective, critical, introspective, respectful, dialoguing and open attitude to changes, to facilitate the acquisition of the different competencies of the program.

The purpose of this course is to provide tools to be able to establish therapeutic communication, in nursing care, based on personal self-knowledge.

Learning objectives of the subject

1. Distinguish therapeutic communication and social communication.
2. Develop the analytical capacity to understand and adapt the different elements of therapeutic communication to specific moments of nursing practice.
3. Promote an open, respectful and therapeutic attitude.
4. Acquire skills to establish a relationship of trust in the processes of health and disease.
5. Establish therapeutic communication with people who face situations that are understood by themselves as complex.

Competencies and learning outcomes

Competence	Learning Outcomes
SPECIFIC	
E04. Demonstrate that they understand the person's interactive behavior based on gender, group, or community, within their social and multicultural context.	**E04.01** Identify the different types of interactions according to belonging to a group, gender or community within their social and cultural context.
E07. Demonstrate that they understand people without prejudice, considering their physical, psychological and social aspects, as autonomous and independent individuals, ensuring respect for their opinions, beliefs and values, guaranteeing the right to privacy, through confidentiality and professional secrecy.	**E07.02** Propose measures that guarantee respect for opinions, beliefs and values without making value judgments.
E11. Establish effective communication with patients, family, social groups and peers and promote health education.	**E11.01.** Identify the characteristics of the care relationship that allow the development of a person-centred care process. **E11.06.** Use strategies and skills that allow effective communication with individuals, families and social groups and peers; as well as the expression of their concerns and interests.

E15. Work with the team of professionals as a basic unit in which the professionals and other personnel of the healthcare organisations are structured in a uni- or multidisciplinary and interdisciplinary way.	**E15.01.** Identify the characteristics of teamwork. **E15.02.** Identify interdisciplinary work strategies that allow teamwork. **E15.03.** Demonstrate a cooperative attitude with different team members **E15.08.** Apply group management techniques.
E19. Propose solutions to the health/disease problems of individuals, families and/or the community by applying the therapeutic relationship following the scientific method of the nursing process.	**E19.01.** Argue the need to apply the therapeutic relationship, based on trust, communication and interpersonal relationships in the solution of the health problems of the person and/or family. **E19.02.** To analyse the forms of action appropriate to the phase of the therapeutic relationship and the situation of the person, group or community.
GENERAL / BASIC	
G04. Act in the field of their own knowledge by evaluating inequalities based on sex/gender.	**G04.07.** Communicate by making a non-sexist and discriminatory use of language.
B02. Students must know how to apply their own knowledge to their work or vocation in a professional way and have the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.	
B04. That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.	

Content

MODULE 1. Theoretical framework as a starting point for interaction with "the other".
- The contributions of different authors and disciplines.
- Relationship and communication. Cognitive message and affective message.
- Types of relationship. The relationship in nursing care.
- Social communication and therapeutic communication.

MODULE 2. Self-knowledge as a starting point for understanding "the other".
- Self-knowledge and self-esteem.
- Self-care to take care of "the Other".

MODULE 3. Therapeutic communication to take care of "the other"
- Narrative and meanings.
- Therapeutic accompaniment.
- Situations of threat and loss.
- Attitude and therapeutic management in some complex situations: illness, hospitalization, chronic processes and death.

Methodology

Teaching is face-to-face and class attendance is not mandatory, but highly recommended. The methodological approach of this subject is based on the premise that the student is the protagonist of the learning process. Therefore, he is expected to adopt an active role and as autonomous as possible with the help and advice of the teaching staff.

Thus, different activities are proposed with active methodologies focused on the student, based on a didactic that promotes, as a priority, meaningful learning based on the reflection of one's own experience and professional situations**.**

For this reason, the follow-up of the subject requires continuous work and a participatory and critical attitude. Given the experiential and practical nature of the sessions, attendance is highly recommended.

The main methodological tool is the Online Learning Folder (e-CA). The student builds it at their own pace continuously throughout the subject based on personal work that allows them to delve into the different contents proposed, and expand it according to their interests, concerns and needs.

The e-CA is a tool for both learning and assessment. The student creates it and accesses it through a digital platform. At the beginning of the course, information is provided on its objective, its management and its evaluation; the document is also delivered: "The e-Learning Folder. TMV Guide" for follow-up and consultation.

Directed activity:

The subject has a single theory group. The lectures are interactive, with debate being a central axis. Thus, the theoretical development of the topics is combined, on the one hand, with written activities (individual and/or group) and on the other hand, with the analysis and subsequent debate of professional situations.

Supervised activity:

Includes individual e-CA activities. They are carried out following a script that guides the completion of the work (objective, methodology, evaluation criteria).

Tutorials are done in person, individually or in small groups and are arranged.

Training activities

Activity	Hours	ECTS	Learning Outcomes
Types: Directed			
. Theory (TE) . Classroom Practices (PAUL):	45	1,8	*E04.01; E07.02; E11.01; E11.06; E15.01; E15.02; E15.03; E15.08; E19.01; E19.02; G04.07*
Types: Supervised			
. Guardianship:	1	0,04	*E07.02; E11.01; E11.06; E15.03; E19.01; E19.02; G04.07*
Type: Self-employed			
. Personal Study . Bibliographic consultations and documents . Reading articles/reports of interest . Preparation of works	90	3,60	*E07.02; E11.01; E19.02; G04.07*

The teaching staff will allocate approximately 15 minutes once the subject is finished to allow them to students can answer the assessment surveys on the teaching performance and the subject.

Evaluation

Continuous evaluation

To pass the subject, students have only one call per academic year. Academic progression and passing the subject are assessed through 3 blocks:

Assessment instruments:

- **Written exercises.** Individual or in a small group. Its qualification is qualitative (pass/fail). It is necessary to pass all the activities to be able to weight this block with 15%.

- **Learning folder:** e-CA modality. Its evaluation has been carried out since 2008:
  a) 5 compulsory (20%),
  b) 2 electives, chosen by the student (30%).

  The expansion of optional activities can modulate the grade. A 5 is required, in this block, for its weighting with 50%.

- **A written test** consisting of a critical analysis of a professional situation. A 5 is required to weight this block with 35%.

It is essential that the three tests are passed with a 5 in order to be weighted.

The final grade of the subject is obtained from the weighted sum of the resulting grades in the three previous blocks.

Final grade: 15% of the written exercises + 50% of the e-Learning Portfolio + 35% of the written test.

The results of the evaluation tests will be retroacted through the classroom and tutorials where appropriate.

The work evaluation rubric is available in the virtual classroom.

Qualification

- 0 to 4.9: Fail
- 5.0 to 6.9: Pass
- 7.0 to 8.9: Remarkable
- 9.0 to 10: Excellent (in the event that the student has obtained a grade equal to or higher than 9, he/she may opt for, criterion of the professor, to an honors).

Unique assessment

Due to the characteristics of the subject, it is recommended not to make a unique evaluation. However, anyone who for justified reasons cannot attend the classroom may be eligible. The different activities to be carried out, such as compulsory tutorials, must be agreed with the teacher.

1. In this subject:
    a. There is no scheduled task to do in a group
    b. You must attend 2 compulsory tutorials.

2. The date of the unique test will coincide with the date of the last continuous assessment test that appears in the daily schedule and in the calendar of training and evaluation activities.

3. The unique assessment will consist of:
    - Test 1, which will consist **of a Learning Portfolio** (e-Folder Modality*) (narrative, descriptive and analytical activities)* with a weighting of **50%**
    - Test 2, which will consist of **4 written exercises** *(case analysis),* weighting **15%**
    - Test 3 which will consist of **a written test** *(open questions),* weighting **35%**

Tests 1 and 2 will be delivered on the same day and at the same time as test 3.

Recovery activity

1. A unique date is set for the remedial activity for all students, whether or not they are eligible for a unique assessment.

2. A remedial activity is proposed to students who have been previously evaluated for a set of activities whose minimum weight is equivalent to 2/3 of the total grade of the subject and who have obtained a final grade of less than 5 and higher than 3.5.

3. This test will consist of an evaluation activity of the unpassed test(s).

4. The remedial tests will be determined by the teaching staff**.**

5. The teacher may exclude from the recovery process those activities that, by their nature, he/she considers not to be recoverable.

6. In the event that the student passes the retake test corresponding to the failed part, the maximum grade of the same will be a 5.

7. The retake grade will replace the grade originally obtained and the final weighted grade will be recalculated.

8. Once the subject has been passed, it may not be subject to a new evaluation.

Not assessable

It is considered that the subject will not be assessable at the time that one of these circumstances is met:

1. Not having submitted any continuous assessment activity provided for in the teaching guide.
2. Not have attended any of the practical or compulsory sessions, when these are necessary to assess specific competences and this is indicated in the teaching guide.
3. Not having taken the final test (exam, written or oral test, job defence, etc.), if this represents an essential percentage of the qualification.
4. Not having completed the minimum required participation in training activities (e.g. seminars, presentations, forums, etc.), when these are part of the assessment.
5. Not having submitted the final work or compulsory project, if this constitutes central evidence of the learning of the subject.

Exam Review

Once the final grade has been published, the student can request the revision of the exam within the period determined by the "exam review". Requests for review on dates outside the established limit will not be accepted.

Procedure in case of copying/plagiarism

1. Copying **or plagiarism** in any type of assessment activity is a crime, and will be penalised with a 0 as the grade of the subject, losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0).

2. If during the completion of an individual project in class, the teacher considers that a student is trying to copy or is discovered some type of document or device not authorised by the teaching staff, it will be graded with a 0, with no retake option, and therefore, the subject will be suspended.

3. A work, activity or exam is considered to be "copied" when it reproduces all or a significant part of the work of oneself or another classmate.

4. A work or activity will be considered "plagiarized" when a part of a text by an author is presented as one's own without citing the sources, regardless of whether the original sources are on paper or in digital format.

The use of Artificial Intelligence (AI) technologies

The use of Artificial Intelligence (AI) technologies is regulated according to the type of work to be performed:

1. In the event that the work aims at personal reflection and meaningful learning by the student, **the use of AI technologies is prohibited** in any of its phases of realization. Any work that includes AI-generated fragments (e.g., summaries, translations, text writing or image creation) is considered academic dishonesty and may lead to a partial or total penalty in the grade of the activity, as well as greater sanctions in cases of severity.

2. In other jobs, **the restricted use of AI technologies is allowed** only in those support tasks, such as bibliographic or information search, text correction, translations and other specific situations that are indicated. In these cases, the student will have to clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The non-transparency of the use of AI in this assessable activity will be considered a lack of academic honesty and may lead to a partial or total penalty in the grade of the activity, as well as greater sanctions in cases of severity.

In any case, in the description of each work, the teacher in charge will clearly indicate **whether the prohibited or restricted use of AI applies.**

Aspects of assessment related to values and attitudes

1. The teacher may reduce the grade of the subject by between 1 and 2 points when the student repeatedly does not respect the indications of behavior in the classroom and/or disturbs the normal functioning of the classroom.

2. "No disrespect for colleagues or teachers will be tolerated. Homophobic, sexist or racist attitudes will not be tolerated either. Any student in whom any of the attitudes described above are detected will be classified as failing the subject."

Formal aspects of written work

In all activities (individual and group) linguistic correctness, writing and formal aspects of presentation will be considered. It is recommended that before submitting a learning evidence, it is necessary to check that the sources, textual citations and bibliographic references have been correctly written following the regulations of Presentation of works, a text recommended by EUI-Sant Pau.

Other considerations

1. All the evaluation tests will be published in the daily program and in the calendar of the training and evaluation activities.

2. The date of the unique test will coincide with the date of the last continuous assessment test.

3. Students who repeat the subject may request at the beginning of the academic year to take only a final synthesis assessment (Article 117, page 46 of the Academic Regulations of the Universitat Autònoma de Barcelona (Approved by agreement of the Governing Council of 7 July 2022, and amended by agreement of the Governing Council of 1 February 2023).

   Students in the second or higher enrolment who have taken all the assessment tests the previous year may choose to take assessment with a single synthesis assessment activity. This activity will consist of an exam at the end of the subject coinciding with the written exam of the subject. Students in the second or higher enrolment who wish to opt for the synthesis exam must notify the teaching staff responsible for the subject in writing two weeks before the published date.

Evaluation activities

Activity	Weight	Hours	ECTS	Learning Outcomes
Learning Folder: **Written Activities:** *(Descriptive and analytical narratives)*	50%	5	0,20	*E04.01; E07.02; E11.01; E11.06; E19.01; E19.02; G04.07*
Written exercises: *(Case analysis)*	15%	1	0,04	*E07.02; E11.01; E15.01; E15.02; E15.03; E15.08; G04.07*
Written test: *(Open questions)*	35%	1	0,04	*E07.02; E11.01; E11.06; E19.01; E19.02; G04.07*

Bibliography

Books:

THERAPEUTIC COMMUNICATION IN NURSING
Author: Clara Valverde
Edition: Editorial Difusión Avances de Enfermería, 2007
ISBN: 9788495626189.

10 KEY IDEAS EMOTIONAL EDUCATION
Author: Rafael Bisquera Alzina
Edition: Grao, 2016
ISBN: 978 84 9980713 3

NURSING: COMMUNICATION SKILLS IN PRACTICE
Author: L. Webb (ed)
Edition: Sage, 2020 (2nd edition)
ISBN: 978 1526489364

RELATION D'AIDE EN SOINS INFIRMIERS
Author: Collecti SFAP
Edition: Elsevier Mason, 2014 (3rd edition)
ISBN: 978 2294738340

COMPASSION, CARING AND COMMUNICATION: SKILLS FOR NURSING PRACTICE
Author: Jacqui Baughan, Ann Smith
Edition: Taylor & Francis, 2013 (2nd edition)
ISBN: 978 1315846989

Teaching platforms

- Moodle – Virtual Classroom
- Google Sites 2020