

Teaching Guide of the subject

Year 2026 - 2027

THERAPEUTIC COMMUNICATION

Code: 106101

ECTS credits: 6

Qualification	Types	Course	Semester
2500891 Nursing	FB	2	1

Contact	Use of languages
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Prerequisites

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

Contextualisation and objectives

This subject is part of the Basic Sciences, Psychology subject training module 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 that is established between the nurse and the user/patient is singular and unique; He 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 gaze of the contents; the second block focuses on the importance of self-knowledge, 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 critical, introspective, respectful, dialoguing attitude and open to changes, to facilitate the acquisition of the different learning outcomes of the program.

The purpose of this subject 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 between therapeutic communication and social communication.
2. To develop the analytical skills that allow the different elements of therapeutic communication to be understood and adapted to specific moments in nursing practice.
3. To promote an open, respectful and therapeutic attitude.
4. To acquire skills to establish a relationship of trust in the processes of health and disease.
5. To establish therapeutic communication with people who face situations understood, by themselves, as complex.
6. Analyse how social determinants, gender and cultural context influence therapeutic communication and the nurse-person relationship.
7. Integrate scientific evidence into the selection of therapeutic communication strategies and decision-making related to the care relationship.

Learning outcomes

Learning Outcomes of the DEGREE (RAT)	LEARNING OUTCOMES OF THE SUBJECT (RAM)
ST04. Formulate clinical judgments based on clinical and care practice guidelines, applying diagnostic and therapeutic reasoning in care delivery.	SM01. Use scientific evidence in professional practice (ST04).
ST05. Analyse interactive behaviour in relation to gender and other social determinants, considering their implications for health and illness processes in a social and multicultural context.	SM06. Analyse interactive behaviour in relation to gender and other social determinants, considering their implications for health and illness processes in a social and multicultural context (ST05).
CT07. Use health promotion and education strategies in health and social care settings that foster self-care and preventive and therapeutic behaviours, promoting community well-being and minimising suffering, risks, and disabilities.	CM06. Establish an empathetic and respectful relationship with individuals, families, and groups that facilitates the expression of their concerns and interests (CT07). CM07. Use effective communication strategies and skills with individuals, families, and social groups (CT07). CM07. Use strategies and skills for effective communication with people, their families and social groups (CT07)

Contents

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.
- Type 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 take an active role and be as autonomous as possible with the help and advice of the teaching staff.

Thus, different activities are proposed worked 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 proposed contents, 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. Guide Dossier" for monitoring 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 the individual activities of the e-CA. They are carried out following a script that guides the completion of the work (objective, methodology, evaluation criteria).

The tutorials are held in person, individually or in small groups and are concerted.

Training activities¹

Activity	Hours	ECTS	Learning Outcomes
Type: Directed . Theory (TE) . Classroom Practice (PAUL):	45	1,8	SM06,SM01,CM06,CM07
Type: Supervised . Tutoring:	1	0,04	SM06,SM01,CM06,CM07
Type: Autonomous . Personal study . Bibliographic queries and documents . Reading articles/reports of interest . Preparation of works	90	3,60	SM06,SM01,CM06,CM07

Evaluation

Continuous assessment

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

¹ The teaching staff will allocate approximately 15 minutes once the subject is finished to allow that their students can answer the assessment surveys on teaching and subject.

Assessment instruments:

- **Written exercises.** Individuals or small groups. Their qualification is qualitative (pass/fail). It is required to pass all the activities to be able to weight this block with 15%.
- **Learning folder:** e-CA modality. Its evaluation is carried out based on 2 types of activities:
 - a) 5 compulsory (20%),
 - b) 2 electives, chosen by the student (30%).

The extension 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 all three tests are passed with a 5 to be able to weight.

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

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

Feedback on the results of the evaluation tests will be made through the classroom and tutorials if necessary.

The evaluation rubric of the work is available in the virtual classroom.

Qualification

- 0 to 4.9: Suspense
- 5.0 to 6.9: Passed
- 7,0 a 8,9: Notable
- 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, at the discretion of the teacher, for an honors degree).

Single assessment

Due to the characteristics of the subject, it is recommended not to make a single assessment. However, those people who for justified reasons cannot attend the classroom may take advantage of it. 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 task scheduled to do in a group
 - b. You must attend 2 compulsory tutorials by appointment.
2. The date of the single test will coincide with the date of the last continuous assessment test that appears in the daily programme and in the calendar of training and assessment activities.
3. The single assessment will consist of:
 - Test 1, which will consist of **a Learning Folder** (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 single date is determined for the recovery activity for all students, whether or not they are subject to single assessment.
2. A recovery activity is proposed to students who have been previously evaluated by 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 greater than 3.5.
3. This test will consist of an evaluation activity of the test(s) not passed.
4. The recovery tests will be determined by the teaching staff.
5. The teacher may exclude from the recovery process those activities that, due to their nature, he/she considers that they are not recoverable.
6. In the event that the student passes the retake test corresponding to the failed part, the maximum grade of this 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 cannot be subject to a new evaluation.

No evaluable

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

1. Not having delivered any of the continuous assessment activities provided for in the teaching guide.
2. Not having attended any of the practical or compulsory sessions, when these are necessary to assess learning outcomes and as indicated in the teaching guide.
3. Not having taken the final test (exam, written or oral test, work defense, etc.), if This represents an essential percentage of the grade.
4. Not having completed the minimum required participation in training activities (for example, seminars, presentations, forums, etc.), when these are part of the evaluation.
5. Not having submitted the final project or compulsory project, if this constitutes a central evidence of 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". Review requests will not be accepted on dates outside the established limit.

Procedure in case of copying / plagiarism

1. Copying **or plagiarism** in any type of evaluation activity constitutes a crime, and will be penalized with a 0 as a grade for 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 assignment in class, the teacher considers that a student is trying to copy or is discovered some type of document or device not authorized by the teacher, the same will be graded with a 0, without the option of recovery, and therefore, the subject will be suspended.
3. A work, activity or exam will be considered to be "copied" when it reproduces all or a significant part of the work of oneself, 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 in paper or 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 carried out:

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 completion.
Any work that includes AI-generated fragments (e.g. abstracts, translations, text writing or image creation) 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 penalties in cases of seriousness.
2. In other works, **the restricted use of AI technologies is allowed** exclusively in those support tasks, such as bibliographic or information searches, proofreading, 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 they 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 assignment, the teacher in charge will clearly indicate **whether the prohibited or restricted use of AI applies**.

Aspects of evaluation 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 same.

- "No lack of respect for classmates or teachers will be tolerated. Homophobic, sexist or racist attitudes will also not be tolerated. Any student in whom any of the attitudes described above are detected will be classified as having failed the subject."

Formal aspects of written work

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

Other considerations

- All the evaluation tests will be published in the daily program and in the calendar of training and evaluation activities.
- The date of the single test will coincide with the date of the last continuous assessment test.
- Students who repeat the subject may request at the beginning of the course to carry out only one 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 modified by agreement of the Governing Council of 1 February 2023)).

Students in second or more enrolment who have taken all the assessment tests in the previous year may opt to be assessed 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 second or more enrolment who wish to opt for the final 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	SM06,SM01,CM06,CM07
Written exercises: (case analysis)	15%	1	0,04	SM06,SM01,CM06,CM07
Written test: (open-ended questions)	35%	1	0,04	SM06,SM01,CM06,CM07

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

NURSING HELPING RELATIONSHIP

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

To the program

- Moodle – Virtual classroom
- Google Sites 2020