Class 6  
Entirely Online Class  
Therapeutic Use of Language  

Overview  

According to Peplau, there is a relationship between thought and language. The words we use have a direct impact on our thoughts. Peplau identified twelve patterns of word usage that require correction in the therapeutic nurse-patient relationship. Changing the patterns of word usage can affect change in one’s thoughts which may lead to the client’s, or one’s own, more effective communication competencies.


Ends-in-View

Learners will have the opportunity to:

- Review major ways of communicating: Verbal; non-verbal; empathic linkages
- Understand and explore the relationship between language and thought
- Understand and explore therapeutic and non-therapeutic uses of language
- Practise using therapeutic and non-therapeutic communication strategies

In Preparation

Please Review Townsend (2009) Chapter 8 re Therapeutic, Non-Therapeutic Communication and Process Recording (pp. 127-139) from Class 2. Mounted as pdf in Class 6 Learning Module

Read:


Recommended Reading:


In Online Class

Exploration of concepts may be guided by one or more of the following – Students Choose:

- Reflect on and discuss your understanding of the major types of communication according to Peplau:
  - Verbal
  - Non-Verbal
  - Empathic Linkages

- WebQuest: Complete one of the following:

  Using Hays and Larson’s “therapeutic and non-therapeutic techniques” (as cited in Townsend, 2009, pp. 127-139) as a guide, search for and post on our Main Discussion Board a video clip or create a scenario that illustrates therapeutic and/or non-therapeutic communication strategies. Present, Analyze, Explain, and Discuss its therapeutic and/or non-therapeutic characteristics in the context of this week’s readings and co-constructed learning.

OR

The University of Western Ontario, Compressed Time Frame BScN Program, N2203 Therapeutic Relationships in Nursing, 2010-2011
Using Peplau’s “twelve patterns of word usage requiring correction” (see online handout) as a guide, search for and post on our Main Discussion Board a video clip or create a scenario that illustrates therapeutic and/or non-therapeutic communication strategies. Present, Analyze, Explain and Discuss its therapeutic and/or non-therapeutic characteristics in the context of this week’s readings and learning.

- Shattell and Hogan (2005) reported that “although understanding is what patients want, studies suggest they do not experience it from nurses.” (p. 29)
  Why do you think this is? What can nurses do to increase patients’ perceptions of being truly understood?

- Sheldon, Barrett and Ellington (2006) described difficult communication. Think of a situation from the clinical setting where you experienced or observed difficult communication in a nurse-client interaction. How did you or the nurse respond? What made it therapeutic and effective? If not therapeutic nor effective, what would have improved the interaction? Please be specific.

- Reflect on the four stages of the student nurse communication process as outlined by Kotecki (2002). Assess, identify and analyze your own current stage of development. What will assist you to move to the next stage of the process? What communication techniques could be added to your repertoire?

- Peplau (1999) stated that the aim of nursing care is to assist the patient to reach full development of his/her potential for productive living in the community. Discuss strategies learned from this class to assist individuals to work toward their potential.

**In Reflection**

Consider how your understanding of the concept of language usage and of therapeutic and non-therapeutic techniques might impact your professional practice.