

## Therapeutic Communication

Code: 106101  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
Nursing	FB	2

### Contact

Name: Sabiniana San Rafael Gutierrez

Email: sabiniana.sanrafael@uab.cat

### Teachers

Monica Amado Sanjuan

María Isabel Bonilla Carrasco

Ariadna Huertas Zurriaga

Jessica Izcara Cobo

Purificacion Escobar Garcia

### Teaching groups languages

You can view this information at the [end](#) of this document.

### Prerequisites

Although there are no specific prerequisites, it is highly recommended that students have successfully completed the first year's subject "Communication and ICT".

### Objectives and Contextualisation

V. Henderson (1971) said that communication is the exchange obligation that human beings have with their resemblances; therefore, one of the basic needs of people is to establish effective communication that helps them to relate and achieve good personal growth.

It is known that there are many potential sources of friction and problems in communication. The objective of the Therapeutic Communication program (6 ECTS) is to promote the use of proper abilities to achieve an effective communication with the person who is receiving the nursing care for each situation and / or problem.

An effective communication with the patient, through interpersonal relationships, is considered as the main clinical ability that characterizes the nursing competences and at the same time provides professionals one of the most important satisfactions.

Developing effective communication is a highly complex process. It demands to acquire knowledge and deepening on specific aspects of communication; students must be capable and competent in the profession: "knowledge", "know-how" and "know how to be".

The objective of the subject is to give students the theoretical and practical knowledge needed to offer an integrated, individualized and quality care. Students must study and evaluate all psychosocial aspects that may influence the person, family and community needs.

## **Competences**

- "Demonstrate an understanding of people without prejudice: consider physical, psychological and social aspects, as independent individuals; ensure that their opinions, values and beliefs are respected and guarantee their right to privacy, through trust and professional secrecy."
- Demonstrate that the interactive behaviour of the person is understood according to their gender, social group or community, within a social and multicultural context.
- Establish efficient communication with patients, family members, social groups and friends, and promote education for health.
- Offer solutions to health and illness problems to patients, families and the community applying the therapeutic relation by following the scientific method of the nursing process.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work with a team of professionals as a basic unit to structure the professionals and the other care organisation workers in a unidisciplinary or multidisciplinary way.

## **Learning Outcomes**

1. Analyse adequate forms of action in the phase of the therapeutic relation and the situation of the individual, group or community.
2. Apply group management techniques.
3. Argue the need to apply therapeutic relations based on trust, communication and interpersonal relations to solve the health problems of the receiver of care and/or their family.
4. Communicate using non-sexist and non-discriminatory language.
5. Display a cooperative attitude towards the different members of the team.
6. Identify interdisciplinary work strategies which allow for team working.
7. Identify the characteristics of team working.
8. Identify the characteristics of the care relationship which allow for person-centred care.
9. Identify the different types of interaction according to the group, genre or community they belong to, within their social and cultural context.
10. Propose measures to ensure respect for opinions, beliefs and values without passing value judgements.
11. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
12. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
13. Use strategies and skills that allow for effective communication with the care receivers, their families, social groups and partners as well as the expression of their concerns and interests.

## **Content**

Concepts' review: Communication. Empathy. Assertiveness. Active listening. Feedback.

1-The Help Relationship: Definition. Help relationship models: Rogers, Peplau, Orlando and Riopelle. Difference between help relationship and social relationship. Phases of the formal help relationship: description, objectives, attitudes of the attended person and attitudes of the professional.

2-The Interview: Definition. Types of interviews. Interview variables: context, characteristics of the attended person and characteristics of the nurse. Goal of the interview. The interview: duration, place and interviewer skills. The questions: type, number, order, formulation. Aspects that may influence the interview. Phases.

3- The Motivational Interview: Definition. The informative model and the motivational model. Factors that may influence the change. Model of Prochaska and DiClemente: phases and nurse's tools.

4- Teamwork: Definition. Difference between group and team. Objective of the teamwork. Composition of the team. Roles in the team. Phases of teamwork. Team's meeting: phases and organization.

5- Illness and Cultural Diversity: Definition of culture, ethnocentrism, cultural relativism, transculturalism and multiculturalism. The Transcultural Nursing (M. Leininger). Factors that nurses must bear in mind. Factors to consider when taking care of people of the most prevalent religions.

6 -How to Give Bad News: Definition. Reasons of discomfort of the professional. Usual fears when facing terminal illness. Six-step protocol to give bad news. People's reactions to bad news: adaptive behaviors and maladaptive behaviors.

7- The Grieving Process: Definition. Types of losses. Reactions to loss. Stages of the grieving process according to Kübler Ross. The conspiracy of silence.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
SPECIALIZED SEMINARS (SESP)	32.5	1.3	1, 2, 3, 4, 5, 9, 6, 8, 7, 10, 12, 11, 13
THEORY (TE)	17	0.68	1, 2, 3, 4, 5, 9, 6, 8, 7, 10, 12, 11, 13
Type: Supervised			
TUTORIALS	2	0.08	
Type: Autonomous			
BIBLIOGRAPHIC SEARCH	5	0.2	11
DOCUMENT PREPARATION	10	0.4	12
READING ARTICLES / REPORTS OF INTEREST	5	0.2	3, 8, 11
SELF-STUDY	71	2.84	1, 3, 4, 9, 6, 8, 7

The teaching typology to be used is mixed

Theoretical classes-the contents of the subject are treated.

Seminars - held in groups of up to 25 students. This activity consists on different exercises related to the theoretical content (simulation, reading texts, viewing videos, etc.)

The distribution of theoretical classes and seminars by topic is shown in the following table:

Themes to work	Theoretical hours	Seminar hours
The Help relationship	4	4,5
The Interview (clinical and motivational)	5	4
How to Give Bad News and the Grieving process	4	4
Illness and cultural diversity	2	2
Teamwork	2	2

However, there are 4 Laboratory practices (four hours each) where students, in groups, will carry out a simulations of one situation /problem based on the topic to work.

The topics to work in these sessions are:

- The help relationship
- The interview
- Teamwork
- How to give bad news and the grieving process

Students will be asked to do evaluation in pairs and in writing.

Students will be asked to create a narrative photography project reflecting on how they believe they will experience the death of a patient.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes

Attendance and active participation in classes and seminars	25%	2	0.08	2, 10, 12, 11, 13
Practical evaluation: objective and structured evaluation	30%	2.5	0.1	1, 2, 4, 5, 9, 6, 8, 7, 10, 12, 11, 13
Submission of assignments	5%	2	0.08	1, 9, 12
Written evaluation: Objective test	40%	1	0.04	1, 3, 4, 9, 6, 8, 7, 10, 13

In this course, the use of Artificial Intelligence (AI) technologies is not permitted at any stage. Any assignment containing AI-generated content will be considered a breach of academic integrity and may result in partial or total penalization of the grade for the activity, or more serious sanctions in severe cases.

This subject does not provide for a single evaluation system.

The evaluation is made up of:

Practical evaluation: objective and structured evaluation (30% grade) It is necessary to have a minimum grade of 5.0 in this section to be able to average it with the rest of the sections that make up the evaluation of the subject :

It will be evaluated through 4 simulations in which the student participates that will be carried out at the end of the sessions referring to the topics being evaluated. Its completion is mandatory and the student's non-attendance at the session will be scored with a 0.

The aspects to be evaluated vary depending on the topic to be discussed. The student will have the situation to work on and the evaluation grid that the teacher will use in the Moodle of the subject with sufficient advance notice.

After completing the test, the teacher will give feedback to the group of students on the aspects observed in the simulation.

Attendance and active participation in classes and seminars (25 %) It is necessary to have a minimum grade of 5.0 in this section to be able to average it with the rest of the sections that make up the evaluation of the subject :

This is a continuous evaluation throughout all the seminars of the subject.

The teacher will award an individual grade based on the following criteria:

- Attendance at the sessions and compliance with the schedule
- Participation (mainly participation in the activities of the seminars, although active listening and assertiveness of the student will also be taken into account)
- Level of approach to the evaluation of the teacher in the peer evaluation carried out in the applied theoretical evaluation

Written evaluation through objective tests (40 %) It is necessary to have a minimum grade of 5.0 in this section to be able to average it with the rest of the sections that make up the evaluation of the subject :

A knowledge test will be taken at the end of the subject. In order to prepare it correctly, it is essential to consult the recommended bibliography.

Submission of assignments (5%). Students will be required to submit two assignment using the Narrative Photography methodology. One point will be deducted from the final grade for each assignment that is not submitted

Attendance at the seminars is mandatory.

Any inappropriate attitude or behavior will subtract 0.5 points/time detected from the final grade (mobile phone use, eating or drinking in the classroom...)

No lack of respect for classmates 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 is detected will be graded with a failure in the subject and will not have access to the recovery test .

Any indication of plagiarism or academic dishonesty will result in failure of the subject and you will not have access to the recovery test.

Students who do not attend 30% of the sessions will be considered non-evaluable.

Recovery:

Students who have not passed the subject through continuous evaluation and who:

- They have attended at least 75% of the seminar sessions
- Have a positive evaluation of attendance and active participation in classes and seminars
- Have a positive evaluation in the practical evaluation
- That they have carried out all the evaluative tests

They may take a final recovery test.

No student will be accepted to take this test to "raise grade"

Qualifications

According to agreement 4.4 of the Board of Governors 17/11/2010 of the regulations of evaluation, the qualifications will be:

Fail: From 0 to 4.9

Pass: 5.0 to 6.9

Remarkable: from 7.0 to 8.9

Excellent: 9.0 to 10

Honors will only be assigned to those students who, being among the three best grades in the group and being within the grade range between 9 and 10, accredit the completion of other activities such as attendance at student conferences, nursing conferences in the that nursing students can attend, conferences, etc.

## **Bibliography**

Borrell F. Manual de entrevista clínica. Barcelona: Doyma; 1994

Buckman R. Com donar les males notícies. Una guia per a professionals de la salut. Barcelona: EUMO Editorial; 1998

Cibalal L, Arce MC, Carballal MC. Técnicas de comunicación y Relación de Ayuda en Ciencias de la Salud. Madrid: Elsevier España S.A; 2014

Chalifour J. La Relación de Ayuda en Cuidados de Enfermería. Una perspectiva Holística y Humanista. Barcelona: S.G. Editores S.A; 1994

Henderson V. Principios basicos de los cuidados de enfermeria. Ginebra: Consejo Internacional de Enfermeria (CIE); 1971

LEYVA MORAL,J. Sentir-Crear-Cuidar. Relatos reales sobre VIH que promueven la empatía. Barcelona: Universidad Autónoma de Barcelona; 2023

Leyva-Moral JM, Aguayo-González M, San Rafael-Gutiérrez S, Gómez-Ibáñez R. Narrative photography with an expert patient as a method to improve empathy: a satisfaction study with health sciences students. Int J Nurs Educ Scholarsh. [Internet]. 2021 [cited 2025 Jun 19]; Available from: <https://doi.org/10.1515/ijnes-2021-0124>

Madrid Soriano J. Los procesos de la relación de ayuda. Bilbao: Desclée de Brouwer S.A.; 2005

Peplau H. Relaciones interpersonales en Enfermería. Barcelona: Salvat; 1990

Riopelle L., Grondin L., Phaneuf M. Cuidados de enfermería. Un proceso centrado en las necesidades de la persona. Madrid: McGraw-Hill-Interamericana; 1993

Surdo E. La magia de trabajar en equipo. Madrid:S&A Cierzo; 1997.

Tazón Ansola MP i Col. Relación y Comunicación. Madrid: Obra Enfermería 21. Difusión Avances de Enfermería. (DAE S.L.); 2009

Vallverde Gefaell C. Comunicación Terapéutica en Enfermería. Madrid:Difusión Avances de Enfermería. (DAE); 2007

## Software

No specific software is required

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	101	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	102	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	103	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	104	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	105	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	106	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	107	Catalan/Spanish	second semester	afternoon
(SEM) Seminars	108	Catalan/Spanish	second semester	afternoon
(SEM) Seminars	109	Catalan/Spanish	second semester	afternoon

(SEM) Seminars	110	Catalan/Spanish	second semester	afternoon
(TE) Theory	101	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	102	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	103	Catalan/Spanish	second semester	afternoon