

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> PNUR 242		<b>Number of Credits:</b> 1 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Professional Communication III <b>Course Short Title:</b> <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Health Sciences		<b>Department (or program if no department):</b> Health Sciences, Practical Nursing program															
<b>Calendar Description:</b> Focuses on specific professional communication skills used with clients and care providers across the lifespan requiring care in the community.																	
<b>Prerequisites (or NONE):</b>		Admission to the Practical Nursing diploma and PNUR 156.															
<b>Corequisites (if applicable, or NONE):</b>		PNUR 240, PNUR 241, PNUR 243, PNUR 244.															
<b>Pre/corequisites (if applicable, or NONE):</b>		None															
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i> If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>(The specific topic will be recorded when offered.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>20</b></td> </tr> </table>		Lecture/seminar hours	20	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>20</b>	<b>Transfer Credit</b> Transfer credit already exists: (See <a href="#">bctransferguide.ca</a> .) <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit revised outline for rearticulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>	
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		<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		<b>Expected Frequency of Course Offerings:</b> Every fall <i>(Every semester, Fall only, annually, every other Fall, etc.)</i>															
<b>Department / Program Head or Director:</b>		<b>Date approved:</b> October 18, 2019															
<b>Faculty Council approval</b>		<b>Date approved:</b> November 2019															
<b>Dean/Associate VP:</b> Alastair Hodges		<b>Date approved:</b> November 2019															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> January 10, 2020															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> February 28, 2020															

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

**Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Explain approaches to communicate with the inter-professional team to ensure the continuity of care.
2. Effectively facilitate discussion and interactions among team members in a simulated environment.
3. Facilitate a collaborative problem-solving and decision-making process.
4. Participate and be respectful of all members' participation in collaborative decision making.
5. Describe strategies for managing inter-professional conflict.
6. Discuss specific communication strategies and approaches relative to clients with mental illnesses.
7. Identify communication indicators that may indicate when an individual may be at risk for self-harm or harm to others.
8. Identify communication strategies to de-escalate a volatile situation.
9. Discuss the communication skills required for effective collaboration with both Indigenous and non-Indigenous healthcare professionals, traditional medicine peoples/healers in the provision of effective health care for First Nation, Inuit, and Métis clients, families, and communities.
10. Compare communication practices for health beliefs among different Indigenous peoples
11. Identify components that demonstrate a commitment to engage in dialogue and relationship building with different cultures, including cultural safety
12. Describe specific communication strategies and approaches relative to clients with developmental disabilities.
13. Describe communication strategies to build positive relationships with children.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Lectures, role play, simulation activities, caregiver interview, readings, videos

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Perry, S.E., Hockenberry, M.J., Lowdermilk, D.L., Wilson, D., Keenan-Lindsay, L., & Sams, C.A.	Maternal child nursing care in Canada	2 <sup>nd</sup> Canadian Ed.	Toronto: Elsevier	2017
2. Halter, M.J., Pollard, C.L., Jakubec, S.L.	Vancouver's Canadian psychiatric mental health nursing: A clinical approach	2 <sup>nd</sup> Ed.	Toronto: Elsevier	2019
3.	Course pack	<input type="checkbox"/>		

**Typical Evaluation Methods and Weighting**

Final exam:	45%	Assignment	35%	Quizzes/tests:	20%	Total:	100%
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**Details (if necessary):****Typical Course Content and Topics**

Course outcomes will be met through examination and exploration of the following:

- Integration of communication skills
  - Ensuring continuity of care
  - Problem solving and decision making
  - Conflict resolution
  - Age appropriate communications
  - Adaptation of communication skills appropriate to the client
- Integration of Relational Practice
  - Working with groups
  - Encouraging responsibility for own health
  - Communicating effectively with the child client
  - Communicating effectively with clients experiencing mental illness
  - Communicating effectively with clients with developmental disabilities
  - Honouring diversity
  - Caring and respect
- Integration of Inter-professional Communication
  - Inter-professional conflict resolution
  - Guidelines for addressing disagreements
  - Establishing a safe environment to express opinions
  - Cultural safety
  - Reaching a consensus
  - Coordinating actions of others during an emergency