ORIGINAL COURSE IMPLEMENTATION DATE: September 2012
REVISED COURSE IMPLEMENTATION DATE: September 2019
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 2025
Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PNUR 152	**Number of Credits:** 2.0 Course credit policy (105)

Course Full Title: Professional Communication II
Course Short Title:
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies Practical Nursing program

Calendar Description:

Provides learners with an opportunity to develop professional communication skills with older adults and clients requiring end-of-life care. Interprofessional communication knowledge and skills are further developed.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma and PNUR 146.
Corequisites (if applicable, or NONE):	PNUR 150, PNUR 151, PNUR 153, PNUR 154, and PNUR 155.
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number:
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(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.)

Typical Structure of Instructional Hours

Lecture/seminar hours	27
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	3
Supervised online activities	
Other contact hours:	
Total hours	**30**

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

Special Topics
This course is offered with different topics:
☒ No ☐ Yes *(Double-click on box to select it as checked.)*
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
(The specific topic will be recorded when offered.)

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☐ No ☒ Yes
Submit revised outline for rearticulation:
☐ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System
☒ Letter Grades ☐ Credit/No Credit

Expected Frequency of Course Offerings:
Every winter *(Every semester, Fall only, annually, every other Fall, etc.)*

Department / Program Head or Director:	Hannah MacDonald	**Date approved:**	October 2018
Faculty Council approval		**Date approved:**	November 5, 2018
Dean/Associate VP: Alastair Hodges		**Date approved:**	November 5, 2018
Campus-Wide Consultation (CWC)		**Date of posting:**	n/a
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	March 1, 2019

Learning Outcomes:

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

1. Demonstrate communication strategies to use with clients demonstrating sensory, language, and/or cognitive changes.
2. Describe and practice effective communication skills during critical incidents in a simulated environment.
3. Describe how to effectively communicate with clients and team members in end-of-life care.
4. Describe approaches to sharing information with clients and families in a respectful manner that is understandable, encourages discussion, and enhances participation in decision making.
5. Demonstrate use of various communication tools, i.e. SBAR.
6. Explore strategies to give and receive feedback effectively to other health team members.
7. Identify their own leadership style and how it may impact relationships with other health team members and clients.
8. Explain the relationship between communication and culture.
9. Identify challenges preventing effective communication across cultures.
10. Explore communication approaches that are compassionate, culturally competent, and based on relationship-centred care for all cultures with consideration for First Nation, Inuit, and Métis clients, their families or communities.

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.)*

Role play, self-reflection, small group activity, lecture

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.	Arnold, E.C., & Boggs, K.U.	Interpersonal relationships: Professional communication skills for nurses	7th ed.	St. Louis: Elsevier	2016
2.	Touhy, T.A., Jett, K.F., Boscart, V., McCleary, L	Ebersole & Hess' gerontological nursing and healthy aging	2nd Canadian ed.	Toronto: Elsevier	2019
3.	Kozier, B. et al.	Fundamentals of Canadian nursing: Concepts, process and practice	4th Canadian ed.	Toronto: Pearson	2018
4.		PNUR 152 Course Pack			

Typical Evaluation Methods and Weighting

Final exam:	40%	Assignments:	25%	Midterm exam:	35%	Total:	100%

Typical Course Content and Topics

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

- Professional Communication with the Older Adult
  - Exhibiting sensory deficits
  - Exhibiting language deficits
  - Exhibiting cognitive deficits
  - Exhibiting aggression
  - Exhibiting ineffective non-verbal approaches
  - Conflict resolution
  - Coordinating actions of others during an emergency
  - Problem solving and decision making
  - Adaptation of communication skills appropriate to the client
- Relational Practice with the Older Adult
  - Establishing trust
  - Honouring diversity
  - Showing cultural competency
  - Displaying caring and respect
  - Making environmental adaptations for the older adult with cognitive challenges
  - Dealing with agitation and aggressive behaviours effectively with cognitively intact individuals and those with cognitive challenges
  - Sharing information with family in a respectful, understandable manner
- Inter-professional communication
  - Communicating client information appropriately to health care team members
  - Utilizing effective communication tools (e.g. SBAR)
  - Directing unregulated care providers with client care
  - Sharing knowledge with unregulated providers and learners
  - Conflict management
  - Change management