UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2012
REVISED COURSE IMPLEMENTATION DATE: September 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2026
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 252	**Number of Credits:** 1 Course credit policy (105)

Course Full Title: Professional Communication IV
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

Calendar Description:

Focuses on the advancement of professional communication within the acute care setting across the lifespan. The practice of collaboration with health care team members and clients will be further developed.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma and PNUR 246.
Corequisites (if applicable, or NONE):	PNUR 250, PNUR 251, PNUR 253, and PNUR 254.
Pre/corequisites (if applicable, or NONE):	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	20
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours:	
Total hours	**20**

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:	**Date approved:**	October 18, 2019
Faculty Council approval	**Date approved:**	November 2019
Dean/Associate VP: Alastair Hodges	**Date approved:**	November 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	January 10, 2020
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2020

Learning Outcomes:

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

1. Identify and articulate when collaboration is required in a changing client situation.
2. Describe approaches to co-create a climate for shared leadership and collaborative practice.
3. Identify elements of respecting team ethics, including confidentiality, resource allocation, and professionalism.
4. Explain how to promote and facilitate group cohesiveness by contributing to the purposes and goals of the team.
5. Describe how to reinforce information given to clients by other health-care professionals.
6. Describe how to establish therapeutic relationships within the acute care setting.
7. Identify components that demonstrate a commitment to engage in dialogue and relationship building in cultural humility with First Nation, Inuit and Métis peoples, cultures and health practices.
8. Identify components that demonstrate a commitment to engage in dialogue and relationship building with different cultures.
9. Identify how to effectively provide client and family with emotional support in acute care setting.
10. Identify and use appropriate conflict resolution/mediation strategies through simulation.
11. Identify opportunities and strategies for teaching and learning/sharing knowledge and providing constructive feedback to unregulated care providers, novices, and learners.

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.)*

Lecture, group work, videos, simulation exercises.

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.	Dahlkemper, T.R.	Anderson's nursing leadership, management, and professional practice for the LPN/LVN	5h ed.	Philadelphia: F. A. Davis	2013
2.	Arnold, E.C., & Boggs, J.U.	Interpersonal relationships: Professional communication skills for nurses	7th ed	St. Louis Elsevier	2016
3.	Kozier, B. et al	Fundamentals of Canadian nursing	3rd Canadian Ed.	Toronto: Pearson	2014
4.		Course pack			

Typical Evaluation Methods and Weighting

Final exam:	40%	Assignments: Comm.l	30%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Presentation:	30%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

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

- Professional communication in acute care settings
  - Communicating within the role of the Practical Nurse during an emergency
  - Collaborating with other team members in providing nursing care to implement and evaluate care
  - Problem solving and decision making
  - Conflict resolution
  - Adaptation of communication skills appropriate to the client
- Relational practice with clients experiencing an acute illness
  - Role of PN in providing family members with emotional support
  - Honouring diversity
  - Cultural humility
  - Cultural advocacy
  - Caring and respect
- Inter-professional communication in acute care settings
  - Supporting colleagues to practice effectively
  - Sharing knowledge with unregulated providers, novices and learners