PPNP-111 – Professional Practice 2

Health and Human Services

Effective Term & Year: Fall 2027
Course Outline Review Date: 2032-03-01

Program Area: Health

Description:

This course examines the legislation influencing PN practice with clients experiencing chronic illness and those in complex care settings. The course explores professional issues such as responsibility, accountability, ethical practice, and self-care relevant to the PN role. Learners will explore cultural safety, cultural humility, diversity and anti-racism, with a focus on Indigenous-specific racism as well as leadership in the practical nursing role in the complex care settings. Critical thinking and decision making specific to the care of clients with the chronic health challenges, including mental health conditions are also studied, as well as interprofessional practice.

Program Information:

This course is one of seven courses required in Level 2 of the Practical Nursing program. Satisfactory completion of this course is required to progress to the next level.

Delivery Methods: On-campus (Face-to-Face)

Credit Type: College of the Rockies Credits

Credits: 1

Instructional Activity and Hours:

Activity	Hours
Classroom, Directed Studies or Online Instruction	20

Seminar/Tutorials	
Laboratory/Studio	
Practicum/Field Experience	
Co-op/Work Experience	
Other	
Total	20

Course Requisites:

- Complete all of the following
  - Successful completion of all Level 1 courses.
  - Completed the following:
    - PPNP108 – Consolidated Practice Experience 1 (2)
  - Completed or concurrently enrolled in:
    - PPNP112 – Professional Communication 2 (2)
    - PPNP113 – Variations in Health 2 (3)
    - PPNP114 – Health Promotion 2 (2)
    - PPNP115 – Pharmacology 2 (2)
    - PPNP116 – Integrated Nursing Practice 2 (5)

Prior Learning and Recognition: Yes

Students are able to request formal recognition of their prior learning or experience outside the classroom. Challenge examination, portfolio-assisted assessment, work-based assessment or a combination of assessments that is appropriate to identify, assess, and recognize prior skills, competencies, and knowledge to achieve course credit. Tuition fees apply, refer to Policy 2.5.5 Prior Learning Assessment and Recognition (PLAR) or contact an education advisor for more information.

Course Transfer Credit:

For information about receiving transfer credit for courses taken at either British Columbia or Alberta institutions, please see https://www.bctransferguide.ca/ or https://transferalberta.alberta.ca . For more transfer credit information, please visit https://www.cotr.bc.ca/Transfer

All requests for course transfer credit from institutions in British Columba or elsewhere should go to the College of the Rockies Enrolment Services office.

Textbook Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

BCCNM: British Columbia College of Nurses and Midwives – current documents

Astle, B. J., & Duggleby, W. (2024). *Potter and Perry's Canadian fundamentals of nursing* (7th ed.). Elsevier.

Eliopoulos, C. (2025). *Gerontological nursing* (11th ed.). Wolters Kluwer.

Please see the instructor's syllabus or check COTR's online text calculator https://textbook.cotr.bc.ca/ *for a complete list of the currently required textbooks.*

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Explain how legislation and the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies influence nursing practice in complex care settings and when caring for clients with chronic illness and/or mental health conditions.

- 1.1 Discuss professional self-regulation, including the autonomous scope of practice and the implications for individual responsibilities and accountabilities of the practical nurse in complex care settings.
- 1.2 Discuss how legislation and standards protect clients in care and govern nursing practice.

2.Implement self-care practices to promote personal mental, emotional, and physical health and wellness, including strategies to prevent and/or alleviate moral distress, moral injury, and burnout.

- 2.1 Identify one's emerging self-care practices.
- 2.2 Discuss strategies to prevent and/or alleviate moral distress, moral injury, and burnout.
- 2.3 Examine how one's own current state of health (mental, emotional, and physical) may influence the provision of care for older adults, including those with chronic illnesses and/or mental health conditions.

3. Describe how one's own values, biases, and assumptions may influence the care of older adults, including those with chronic illnesses and/or mental health conditions.

- 3.1 Reflect on strategies to recognize and avoid acting on stereotypes or assumptions one

may hold about Indigenous Peoples and 2SLGBTQIA+ individuals.
- 3.2 Demonstrate commitment to ongoing personal ownership of learning by identifying learning needs and seeking opportunities to meet them when caring for Indigenous clients and older adults, including those with chronic illnesses and/or mental health conditions.
- 3.3 Discuss personal and professional responsibility to cultural safety, cultural humility, and anti-racism—particularly Indigenous-specific anti-racism—when caring for older adults, including clients with chronic illness and/or mental health conditions.
- 3.4 Compare and contrast personal and professional responsibilities with respect to trauma-informed care with older adults, including those with chronic illness and/or mental health conditions.

4. Identify leadership responsibilities of the practical nurse when working with unregulated care providers.

- 4.1 Discuss delegation, what it entails, and the limits and conditions under which it may occur in practical nursing practice.
- 4.2 Explain how legislation, professional standards, ethics, and practice expectations influence leadership in nursing practice in complex care settings.
- 4.3 Compare and contrast leadership and management roles and responsibilities in a variety of health care settings.

5. Describe the influence of interprofessional collaborative relationships on a quality practice environment in complex care.

- 5.1 Describe approaches to accessing others' skills and knowledge appropriately through consultation.
- 5.2 Define the nursing care delivery models used in health care.
- 5.3 Explore the diversity of other health care roles, including the practical nurse role in relation to regulated and unregulated care provider relationships.

6. Explore the role of critical thinking in developing ethical nursing practice.

- 6.1 Discuss the development of critical thinking and clinical judgment skills, guided by the BCCNM definitions of those terms.
- 6.2 Apply an ethical decision-making process to determine actions for ethical dilemmas in nursing practice with older adults, including those with chronic illness and/or mental health conditions.

7. Use critical thinking and self-reflection to support both ongoing learning and nursing practice.

- 7.1 Demonstrate self?reflection and reflective journal writing to enhance learning, critical thinking, clinical judgment, and nursing practice.
- 7.2 Use critical thinking when accessing and assessing information and evidence from current, relevant scholarly resources.
- 7.3 Format a written paper with a specific focus on correctly using in-text citations and referencing.

Course Topics:

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

- Continuing Care Act, and other legislation influencing practical nursing practice in the context of complex care
- Adult Guardianship Act
- Health Care (Consent) and Care Facility (Admission) Act
- Controlled Drugs and Substances Act
- Delegation
- Professional practice
- Critical thinking
- Self-care
- Ethical practice
- Privacy and confidentiality
- Moral distress, moral injury, and burnout
- Trauma-informed practice
- Leadership in practical nursing practice
- Interprofessional practice
- Models of care
- Diversity, equity, and inclusion
- Cultural safety, cultural humility, and anti-racism
- Indigenous-specific anti-racism
- Self-reflective practice

See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.

Evaluation and Assessments

Assessment Type: On-Campus (face-to-face)

Assessment Type	% of Total Grade
Assignment 1	40%
Assignment 2	30%
Test(s)	30%
Total	100%

Grade Scheme

A+	A	A-	B+	B	B-	C+	C	C-	D	F
>=95	94-90	89-85	84-80	79-75	74-70	69-65				<65

Pass requirements:

An overall average of C (60%) or higher is required to pass this course.

Additional Evaluation Information:

No rewrites will be granted for any assignments or exams within this course.

Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments and use of electronic aids.

Student Attendance/Absence

- As adult learners, students are expected to attend all classes. Attendance is taken as a means of monitoring student success. In the event of illness or other unavoidable cause of absence, the student should notify the appropriate instructor as soon as possible.
- Students must attend all clinical/preceptorship experiences. If illness or other unavoidable absence occurs, the student must notify the appropriate instructor prior to the time s/he is expected.
- Unexcused/excessive absences from clinical/preceptorship may mean students must withdraw from the program.

Written Assignments

- Assignments about clients must be written using the clients' INITIALS ONLY.
- A 15% penalty will be applied for each day past due date for late assignment submissions. If any assignment is more than three days late, it will be assigned a grade of "0".

Exam Attendance:

Students must attend all scheduled exams at the appointed time and place. Instructors may approve an alternate exam to accommodate an illness or personal crisis. Department heads will consider other written requests. Any student who misses a scheduled exam without prior approval will receive a "0" on the exam.

Academic Policies:

College of the Rockies policies related to courses can be found at https://cotr.bc.ca/about-us/college-policies/ and include the following:

- Policy 2.1.4 Course Audit
- Policy 2.4.1 Credential Framework
- Policy 2.4.3 Students with Documented Disabilities
- Policy 2.4.4 Student Rights, Responsibilities and Conduct
- Policy 2.4.8 Academic Performance
- Policy 2.4.9 Student Feedback and Concerns
- Policy 2.4.11 Storage of Academic Works

- Policy 2.5.3 Student Appeal
- Policy 2.5.5 Prior Learning Assessment and Recognition (PLAR)

Equivalent Course(s) and Course Code Changes

Prior Course Code: PNUR 201

Date changed: September 2012

Course Changes:

The College of the Rockies updates course outlines regularly to meet changing educational, employment and marketing needs. The instructor will notify students in writing of any updates to this outline during the semester. The instructor reserves the right to revise, add or delete material while meeting the learning outcomes of this course outline.