PPNP-112 – Professional Communication 2

Health and Human Services

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

Program Area: Health

Description:

Learners will develop professional communication skills that promote the development, maintenance, and conclusion of therapeutic relationships with older adults, including those with chronic illnesses and/or mental health conditions, and clients requiring end-of-life care. Learners will further develop interprofessional communication knowledge and skills, including managing conflict and change.

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: 2

Instructional Activity and Hours:

Activity	Hours
Classroom, Directed Studies or Online Instruction	30
Seminar/Tutorials	
Laboratory/Studio	
Practicum/Field Experience	

Co-op/Work Experience	
Other	
Total	30

Course Requisites:

- Complete all of the following
  - Successful completion of Level I Courses.
  - Completed the following:
    - PPNP108 – Consolidated Practice Experience 1 (2)
  - Completed or concurrently enrolled in:
    - PPNP111 – Professional Practice 2 (1)
    - 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:

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.

Mallette, C., & Yonge, O. (2022). *Arnold and Boggs's interpersonal relationships: Professional communication skills for Canadian nurses* (2nd Canadian ed.). Elsevier.

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.Explore how the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies guide professional communication with clients, family, and with the interprofessional team.

- 1.1 Discuss the relevant professional documents that inform professional nursing communication.

2. Demonstrate communication skills that promote the development, maintenance, and conclusion of therapeutic relationships when caring for older adults, including those with chronic illnesses and/or mental health conditions.

- 2.1 Demonstrate the ability to adjust communication appropriately for older adults
- through applied practice (e.g., role plays, scenarios, and case studies).
- 2.2 Demonstrate effective active listening skills through applied practice (e.g., role plays, scenarios, and case studies).
- 2.3 Demonstrate caring and respectful communication through applied practice (e.g., role plays, scenarios, and case studies).

3. Discuss communication barriers and challenges as well as communication strategies to use with clients who have sensory, language, and/or cognitive differences.

- 3.1 Describe how dementia affects a client's ability to communicate.
- 3.2 Identify strategies to effectively communicate with clients experiencing dementia.
- 3.3 Demonstrate communication techniques used with clients experiencing dementia through applied practice (e.g., role plays, scenarios, and case studies).
- 3.4 Demonstrate effective communication skills during critical incidents through applied practice (e.g., role plays, scenarios, case studies).

4. Describe strategies for sharing information with clients and families in a respectful manner that is understandable, encourages discussion, and enhances participation in decision making.

- 4.1 Identify strategies to increase client and family participation in decision making.
- 4.2 Describe approaches to effectively communicate with clients, families, and team members in end?of?life care.
- 4.3 Explain how to facilitate communication with clients, families, and team members experiencing loss and grieving.

5. Explore the principles of relational care with Indigenous Peoples, including communication approaches that are culturally safe, respectful, and compassionate.

- 5.1 Use the BCCNM’s practice standard Indigenous Cultural Safety, Cultural Humility, and Anti-Racism to identify strategies that support person-led care.

6. Explore the role of stigma when providing care, including the potential impacts of verbal and written stigmatizing language.

- 6.1 Discuss how to communicate both verbally and in writing in a non-stigmatizing way when caring for older adults, including those with chronic illnesses and/or mental health conditions.
- 6.2 Use self-reflection to determine one’s choices and patterns of communication.

7. Identify and describe team communication tools (e.g., Situation-Background-Assessment, Recommendation [SBAR] tool and end-of-shift report).

- 7.1 Identify the appropriate team member to refer and report client information.
- 7.2 Demonstrate use of various communication tools (e.g., SBAR and end-of-shift report) through applied practice (e.g., role plays, scenarios, and case studies).

8. Practise giving and receiving feedback effectively with other health care team members, including communicating with unregulated care providers through applied practice (e.g., role plays, scenarios, case studies).

- 8.1 Discuss the principles of giving and receiving feedback.
- 8.2 Identify barriers to receiving feedback.

9. Describe communication approaches to delegating tasks to unregulated care providers.

- 9.1 Review which tasks can be delegated to unregulated care providers and the parameters under which these tasks can be delegated.
- 9.2 Explore the BCCNM documents that inform the ability of the LPN to delegate to unregulated care providers.

Course Topics:

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

- Professional communication with older adults exhibiting sensory deficits, language deficits, cognitive deficits, aggression, and/or ineffective non-verbal approaches:
    - Active listening
    - Resolving conflict
    - Verbal de-escalation
    - Coordinating actions of others during an emergency
    - Problem solving and decision making
    - Adapting communication skills appropriate to the client
- Therapeutic relationships and relational practice with the older adult:
    - Establishing trust
    - Honouring diversity
    - Respecting cultural safety, cultural humility, and anti-racism with a focus on Indigenous-specific racism
    - Displaying care, respect, empathy
    - Making environmental adaptations for the older adult with cognitive challenges
    - Dealing effectively with agitation and aggressive behaviours from clients including those who are cognitively intact and those with cognitive challenges
    - Sharing information with family in a respectful, understandable manner
    - Stigma and non-stigmatizing verbal and written language
    - Nurse-client boundaries
- Interprofessional Communication
    - Communicating client information appropriately to health care team members (transfer of accountability)
    - Using effective communication tools (e.g., SBAR)
    - Directing unregulated care providers with client care
    - Sharing knowledge with unregulated care providers and learners
    - Managing conflict
    - Managing change
    - Communicating assignments to unregulated care providers
    - Delegating to unregulated care providers

See instructor 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	30%
Exam 1	30%
Exam 2	40%
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 202

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.