

Emergency Services Department

WR1100 (xx): Communications for Health Professionals – 3 (3-0-0) 45 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land, and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR: Shona Walsh

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OFFICE: HEC 332

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OFFICE HOURS: M-F: By appointment only

CALENDAR DESCRIPTION: This course explores basic and therapeutic communication skills for the health professional. Communication skills required for the development of caring relationships and to overcome barriers will be discussed, as well as the skills needed for interprofessional practice, group and family communication. Health teaching in individual and group settings is an important component of this course.

PREREQUISITE(S): None

COREQUISITE(S): None

REQUIRED TEXT/RESOURCE MATERIALS:

The resources listed in this section are required.

McCorry, L. K. & Mason, J. (2020). Communication skills for the healthcare professional (3rd ed.). Baltimore: MD: Lippincott Williams & Wilkins

O'Toole, G. (2020). Communication: Core interpersonal skills for health professionals (5th ed.). Chatswood, NSW: Elsevier

Students are responsible for all fees associated with ProctorU, a live proctoring service for online exams. Fees are paid when you schedule your exams through ProctorU.

Pricing per exam is as follows:

60 minutes or less - \$16 USD

61-120 minutes - \$25 USD

121 - 180 minutes - \$31 USD

SUPPLEMENTAL LEARNING RESOURCES

The resources listed in this section are optional but provide additional information to support learner success.

Instructor handouts and case studies articles, journal references, and websites identified by Instructor.

Students are encouraged to utilize research and other resources to augment their learning and share resources with classmates by posting in the on-line discussions.

DELIVERY MODE(S):

1. Online delivery of content
2. Pre-class and assigned readings.
3. Class discussions
4. Group exercises/Laboratories
5. Online activities
6. Classroom case studies

LEARNING OUTCOMES:

1. Explain communication theory
2. Identify and describe the basic concepts of communication
3. Identify the characteristics of a therapeutic relationship
4. Summarize the barriers and bridges to effective communication
5. Define and describe the characteristics of therapeutic communication
6. Discuss theoretical concepts regarding loss and grief
7. Describe cultural aspects of communication
8. Define and describe the factors that influence group communication
9. Identify communication strategies to use in interactions with families
10. Identify health teaching and health promotion communication strategies
11. Apply strategies to promote effective communication in various situations with clients across the lifespan
12. Identify communication strategies to promote conflict resolution in relationships
13. Evaluate personal communication skills and their potential impact on clients and colleagues
14. Assess technology's impact on communication

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page

<http://www.transferalberta.alberta.ca>.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

This course requires the completion of all assigned learning activities and assessments. This includes all graded components, as well as any mandatory ungraded components designed to support learning. Students who fail to complete any required element of the course will receive a final grade of 'F'.

Type of Assessment	Description of Assessment	Value
Assignments	2 Assignments are provided by instructor, each valued at 30%	60%
Participation	Online Participation	10%
Final Exam	Final Comprehensive Examination	30%
TOTAL		100%

Participation - 10%

This portion of the mark is based on the instructor's perception of the student's active participation in class/online discussions and online activities associated with various unit activities. Evaluation rubric for participation will be posted in class.

ADDITIONAL INFORMATION REGARDING STUDENT ASSESSMENT

NOTE: To receive credit for this course, students must complete all course requirements as listed under student assessments.

Online Participation

Students are expected to adhere to the tentative course schedule outlined below. This timeline serves as a guide to inform students of their weekly requirements and to ensure they remain on track for success during onsite sessions and within the curriculum. It is the student's responsibility to stay updated with the provided schedule and actively engage in the learning process to maximize their learning outcomes.

Certificate Courses

Theory and practical portions of one or more certificate courses may be provided to students during the mandatory onsite lab weeks as part of this course. Students must complete all portions as outlined above under student assessments to pass this course.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**. A minimum of a C- must be obtained to successfully pass WR1100.

Grading Chart for courses with Alpha Grading:

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	67-69
A	4.0	85-94	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE*:

Onsite week attendance - as per onsite week schedule

Week	TOPIC/ACTIVITY
1 January 5-9, 2026 <i>*Classes start January 5</i>	Introduction to Course
2 January 12-16, 2026 <i>*Finance deadline Add/Drop courses January 15</i>	Module1:1.1 Communication Styles
3 January 19-23, 2026	1.2 Structuring the Relationship 1.3 Bridge and Barriers
4 January 26-30, 2026	1.4 Charting and Documentation 1.5 Documentation and Communication
5 February 2-6, 2026	Module 2: 2.1 Developing Therapeutic Communication 2.2 Life Losses and Endings
6 February 9-13, 2026	Module 3: 3.1 Intercultural 3.2 Communication in Groups
7 February 16-20, 2026	*Winter Break* <i>No Classes</i>
8 February 23-27, 2026	3.3 Communicating in Families 3.4 Health Promotion and Client Learning Needs 3.5 Health Teaching <i>Assignment #1: Due February 27, 2026 by 1700</i>
9 March 2-6, 2026	Module 4: 4.1 Reflective Practice 4.2 Reflective Journals and Critical Thinking 4.3 Styles of Reflective Journals
10 March 9-13, 2026	Module 5: 5.1 Communication Deficits 5.2 Children
11 March 16-20, 2026	5.3 Older Adults
12 March 23-27, 2026	5.4 Clients in Stressful Situations <i>Assignment #2: Due March 27, 2026 by 1700</i>
13 March 30- April 3, 2026	5.5 Clients in Crisis

<i>*March 31 Last Day to withdraw from courses with a W</i>	
14 April 6-10, 2026	Module 6: 6.1 Resolving Conflict Interprofessional Communication
15 April 13-16 <i>Last day of classes April 13</i>	Review
April 16-23, 2026	Final Exams <i>*Final Exam: April 18, 2026 0900 – 120 minutes</i>

*Instructor reserves the right to change due dates and weeks of lesson plans, assignments, and exams as necessary to comply with yearly calendar changes. Each year, the instructor will inform the students with any schedule changes.

Assignments:

Assignment #1: Due February 27, 2026 by 1700

Assignment #2: Due March 27, 2026 by 1700

Final Exam:

April 18, 2026 at 0900 hours – 120 minutes

GENERAL COURSE EXPECTATIONS:

Participation is essential for success in this class, and if a student misses a class/lab it is the student's responsibility to obtain ANYTHING missed during class/lab. The student will be assigned a mark of zero for those assignments, exams, quizzes, labs, etc. missed. IF the student contacts the instructor PRIOR to missing any of the above forementioned, and IF the student has an acceptable excuse (the validity of the excuse is at the discretion of the instructor and will require documentation i.e., doctor's note), the student may be excused without being deducted any marks. Missed onsite lab days may come at an additional expense to students regardless of the circumstances associated with not attending.

STUDENT RESPONSIBILITIES:

Enrolment at NWP assumes that the student will become a responsible citizen of the Institute. As such, each student will display a positive work ethic, take pride in, and assist in the maintenance and preservation of Institute property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting instructor expectations concerning attendance, assignments, deadlines, and appointments.

NWP Policies:

It is your responsibility to be familiar with the information contained in this Course Outline and the Paramedic student handbook and to clarify any areas of concern to the instructor. It is also your responsibility to be familiar with NWP Policies.

Student attendance:

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

Pre-reading

Ensure that you do the pre-reading early, so that you have time to think about what you have read before the exam and before the class if you wish.

Preparing questions

Make a note of anything you are not clear about and prepare a question to ask early in the class to clarify your understanding. This will demonstrate your interest in the topic and indicate to the instructor that you have done the required reading.

Preparing responses

When you read, try to engage with the ideas critically and actively. Make a note of any ideas about which you have strong opinions, positive or negative. Think about how you would refer to these ideas during the class or express your views about them. What language would you use?

Note-taking during discussions and Class time.

Classes can be a very useful source of ideas on a topic, not only from the instructor, but also from other participants. Make a note of any ideas which may be useful to you in writing assignments or broadening your reading.

In most small classes there is an expectation that you will contribute actively to the discussion, and not simply be a 'silent participant'. In some courses marks are given for active participation in class.

Learn people's names.

Make a conscious effort to learn -and use -the names of all the other people in the class. This includes the students at the alternate site while using video conferencing.

Using visualization

Every class you attend is also a preparation for the next class. At the end of a class, play it back in your mind, not just for the content and ideas, but remembering responses, and the sort of language used. Then, before the next class, think about the questions and comments you have thought of, and visualize in your mind how the discussion will go. Most importantly, imagine yourself taking part: using people's names, getting their attention, asking questions, and commenting on what you've read and on what other people are saying. The more positively you do this, the more it will help you in class.

Exams, Quizzes and Assignments

The instructor of the course will provide the date of all exams, quizzes, and assignments for the course during the first week of instruction. This course may require students to write remotely proctored examination(s), either online or within an approved location with a proctor present. Review the Paramedic Student's Handbook for specific information regarding proctored assessment(s).

Onsite Weeks

Course content delivery, quizzes, exams, and assignments may occur during onsite weeks. It is the student's responsibility to attend the onsite week and meet academic timelines/requirements.

STATEMENT ON ACADEMIC and NON-ACADEMIC MISCONDUCT:

Misconduct will not be tolerated. For a more precise definition of academic and non-academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

**Note: all Academic and Administrative policies are available on the same page.

Additional Information:

Northwestern Polytechnic provides various academic support services to support your journey to success. Please be aware that personal counseling, peer tutoring, learning library services, Elders and mentors, and disability services are provided at your campus. Please inquire about contact details or locations at the Information desk.

USING PROCTORU:

This course uses ProctorU Live for online exams. To utilize this service, you are required to complete the following steps:

- Create a ProctorU account by clicking the ProctorU link in the course.
- Download and install the Guardian Web Browser, Google Chrome, and the ProctorU extension.
- Schedule each exam at least 3 days (72 hours) in advance. If you miss this deadline, you cannot take the exam.
- Pay for the proctoring service. The fees are exclusively your responsibility and in no event shall be the responsibility of Northwestern Polytechnic.

For more detailed instructions [click here](#), and for video instructions [click here](#).

Before each exam, you must complete a room scan with your web camera, during which you will show your surroundings to a live proctor.

The invigilator will ask to view (but not collect or store) your student identification to verify your identity and will remotely access your computer to unlock the exam. When monitoring your actions via video streaming, the invigilator may possibly record your actions if they suspect academic integrity behavioural issues. You will be verbally notified if/when recording begins.

The collection of and access to the personal information listed above is permitted under subsection 33(c) of the *Freedom of Information and Protection of Privacy Act*, RSA 2000, c F-25, which states, “No personal information may be collected by or for a public body unless that information relates directly to and is necessary for an operating program or activity of the public body.” In addition, subsection 39(4) states, “A public body may use personal information only to the extent necessary to enable the public body to carry out its purpose in a reasonable manner.”

Records Retention: Any video records of you created by ProctorU will be kept by ProctorU for a maximum of 7 days in order to make a decision about any possible academic integrity infraction, after which time it shall be permanently deleted. All other personal information collected and stored by ProctorU within your profile account will be permanently deleted if the account has not been used after one year.

Consent to Store Personal Information Outside Canada

ProctorU is an American company. An agreement is in place between ProctorU and Northwestern Polytechnic by which ProctorU will take reasonable steps to protect your personal information from unauthorized access and disclosure. Information about how ProctorU protects your privacy can be found in their [Privacy Policy](#).

By using the ProctorU service via Northwestern Polytechnic, you consent to the storage of and access to your personal information outside of Canada.

This consent is in effect from the day you register with ProctorU and expires one year after completion of your exam.

Additional privacy and liability information regarding the use of ProctorU is available on the NWP website.

Course Topics

Module 1: Communication Fundamentals

- 1.1 Communication Styles
- 1.2 Structuring the Relationship
- 1.3 Bridges and Barriers
- 1.4 Charting and Documentation
- 1.5 Documentation and Communication in e-Health Technology

Module 2: The Health Professional – Client Relationship

- 2.1 Developing Therapeutic Communication Skills
- 2.2 Life's Losses and Endings

Module 3: Therapeutic Communication

- 3.1 Intercultural Communication
- 3.2 Communicating in Groups
- 3.3 Communicating with Families
- 3.4 Health Promotion and Client Learning Needs
- 3.5 Health Teaching

Module 4: Reflective Journals

- 4.1 Reflective Practice
- 4.2 Reflective Journals and Critical Thinking
- 4.3 Styles of Reflective Journals

Module 5: Responding to Special Needs

- 5.1 Communication Deficits
- 5.2 Children
- 5.3 Older Adults
- 5.4 Clients in Stressful Situations
- 5.5 Clients in Crisis

Module 6: Professional Issues

- 6.1 Resolving Conflict
- 6.2 Interprofessional Communication