

Okanagan College

PNSG 311

Health Promotion

Semester 3



Student Guide

February 2021

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Health Promotion 3 (24 hours)

Course Description: This course focuses on health promotion for the client experiencing an acute exacerbation of chronic illness or an acute episode of illness. Relevant health promoting strategies during hospitalization may improve or help maintain their health status after discharge. Learners will focus on preparing clients for discharge, through teaching and learning of health promotion strategies.

Pre-requisites: PNSG 217

Concurrent Registration: PNSG 312, PNSG 313, PNSG 314, PNSG 315, PNSG 316, PNSG 317

Course Concepts

- Risk-management strategies.
- Early detection of illness through screening.
- Client teaching and learning.
- Culturally appropriate and relevant learning strategies.
- Continuum of care (pre-admission and discharge planning).
- Harm reduction.
- Trauma-informed practice in acute care settings.
- Cultural safety and cultural humility in acute care.
- Acute LGBTQ2 care.

Learning Outcomes:

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

1. Formulate teaching strategies to manage or improve client health.
2. Discuss health promotion approaches in acute care settings and in relation to discharge planning.
3. Explain the continuum of care
4. Explain utilization of screening tools for early detection of illness
5. Identify and explain which immunizations are important for clients experiencing acute illness
6. Identify culturally safe, culturally informed and appropriate health promotion materials
7. Explain the discharge planning process
8. Examine and explore appropriated teaching and learning strategies to prepare client for discharge.
9. Explain harm reduction strategies for acute care clients at risk
10. Evaluate trauma-informed practice within acute care settings
11. Evaluate LGBTQ2 needs for discharge teaching

Required resources:**British Columbia College of Nurses & Midwives (BCCNM)**

- **BCCNM Entry-Level Competencies for LPNs**
- **BCCNM Professional Standards of Practice for LPNs**
- **BCCNM Scope of Practice for LPNs**
- **BCCNM Practice Standards for LPNs**
- <https://www.bccnm.ca/Pages/Default.aspx>

Barry, M., Lok, J., Tyerman, J., & Goldsworthy, S. (Eds.). (2018). *Medical-surgical nursing in Canada: Assessment and management of clinical problems* (4th ed.). Toronto, ON: Elsevier Canada.

Potter, P., Perry, A., Stockert, P., Hall, A., Astle, B., & Duggleby, W. (2018). *Canadian fundamentals of nursing* (6th ed.). Toronto, ON: Elsevier Canada

Additional Resources:

British Columbia Provincial Mental Health and Substance Use Planning Council. (2013). *Trauma-Informed Practice Guide*. http://bcewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf

Edelman, C., Mandle, C. (2013). *Health Promotion through the Lifespan* (8th ed.). Mosby. <https://www.elsevier.com/books/health-promotion-throughout-the-life-span/edelman/978-0-323-09141-1>

Fraser Health. (2016). *LGBTQ+ Youth Resource Guide for B.C.* <http://fraseryouth.com/wptest/wp-content/uploads/LGBTQ-Resource-Guide-Rev-Sept-2016.pdf>

HealthLink BC: Immunization Schedule
http://www.healthlinkbc.ca/Routine_Immunization_Schedule.pdf

Methods of Evaluations

Teaching Plan Assignment	30%
Teaching Demonstration	10%
Media Reflections 3x10%	30%
Final Exam Cumulative	30%

An addendum will be supplied by instructor if changes occur to this evaluation criteria. See descriptions of each assignment posted on Moodle.

Student Accommodations

This policy applies to students who qualify for accommodations through Okanagan College Accessibility Services (please see for more information.)

https://www.okanagan.bc.ca/Student_Services/students/accessibility-services.html

Graduates of the Practical Nursing Program are required to meet the program Essential Learning Outcomes and meet the “Entry-to-Practice Competencies for Licensed Practical Nurses” (found at

https://www.bccnm.ca/Documents/competencies_requisite_skills/LPN_entry_to_practice_competencies.pdf

Accommodations will be evaluated to ensure they do not inhibit the instructor's ability to assess the student's ability to achieve the program essential learning outcomes and the “Entry-to-Practice Competencies for Licensed Practical Nurses”. This includes all certifications, clinical practice experiences and specified assignments. Assignment guidelines provided at the beginning of each semester will indicate which assignments are subject to an assessment of accommodations.

Students who qualify for accommodations are responsible for meeting with the instructor at the beginning of each course to discuss their accommodations and identify expectations and strategies for meeting the essential learning outcomes and entry to practice competencies. The instructor's role is to evaluate each accommodation (possibly in collaboration with the department Chair) to determine if the accommodation will inhibit the instructor's ability to assess the student's achievement of the essential learning outcomes and the “Entry-to-Practice Competencies for Licensed Practical Nurses”.

Okanagan College Plagiarism Policy and Procedures

Definition

- a. Plagiarism is the presentation of another person's work or ideas without proper or complete acknowledgement.

"Plagiarism includes, but is not limited to, failure to indicate the source with quotation marks or footnotes where appropriate if any of the following are reproduced in the work submitted by a student:

A written phrase

A graphic element

A proof

Specific language

An idea derived from the work, published or unpublished, of another person."

Carnegie Mellon University Undergraduate Academic Disciplinary Actions Overview
<http://www.cmu.edu/policies/student-and-student-life/academic-integrity.html> (originally issued 6/16/80, revised April 11, 2013)

- b. The instructor shall determine whether the plagiarism is intentional or unintentional according to the following definitions:
- Intentional plagiarism is the deliberate presentation of another's work or ideas as one's own.
 - Unintentional plagiarism is the inadvertent presentation of another's work or ideas without proper acknowledgement because of poor or inadequate practices. Unintentional plagiarism is a failure of scholarship; intentional plagiarism is an act of deceit.

Self-Plagiarism

- a. Self-plagiarism is the submission of work that is the same or substantially the same as work prepared or performed by the student for credit in another course (except in instances where the instructor receiving the work has given prior permission). Work includes but is not limited to essays, term papers, projects, and assignments. Although self-plagiarism may not involve the intellectual theft that characterizes plagiarism (as defined in 2. above), it is a form of academic misconduct and is subject to the same disciplinary actions as plagiarism. All Procedures for the Plagiarism Policy as outlined below will apply to this Policy.

Okanagan Plagiarism Policy as per School Calendar 2018-2019

<https://webapps-5.okanagan.bc.ca/ok/Calendar/AcademicIntegrity>

Course Outline

Unit	Topic
1	Introduction to Health Promotion 3 Health Promotion of Client Experiencing Acute Illness or Acute Exacerbation of a Chronic Disease
2	Continuum of Care from Preadmission, Discharge Planning to Community, End of Life
3	Teaching and Learning: Early Detection of Illness through Screening
4	Teaching and Learning for Clients with Multiple Health Challenges and Complex Learning Needs
5	Harm Reduction
6	Teaching and Learning case studies presentation

For 2021 year, due to COVID-19, where you read “**In Class:**” activities under each unit, these activities will be delivered within a blended learning environment, i.e. a combination of online synchronous and asynchronous activities.

Unit 1
Introduction to Health Promotion 3
Health Promotion of Client Experiencing Acute Illness
or Acute Exacerbation of a Chronic Disease

Learning Objective:

Upon completion of this class, the learner will be able to:

- Identify the learning goals, resources, evaluation tools and expectations for Health Promotion 3
- Discuss health promotion in the acute care context
- Analyze the determinants of Health as they relate to this client group.
- Describe holistic health promoting strategies for the acute care client
- Explain which immunizations are important for clients experiencing acute illness.
- Identify and implement Risk Management strategies for clients in acute care

Pre Class Preparation:

- Consider these questions:
 - What experience is your experience in acute care? What health promotion strategies did you use?
- Reflect on any experiences you might have had in acute care.

In Class:

- Participate in large group discussions regarding the course outcomes, expectations and evaluation criteria
- In small and large groups identify examples of health promotion strategies for this client group (consider the determinants of health)
- Participate in a small/large group discussion re importance of nutrition in the acute care setting(Canada Food Guide: Health Canada website)
- Discuss Immunizations in the acute care setting Barb tetanus shot trauma in acute care questions on final exam.

Post Class Reflection:

- What have I learned about the role of the PN in the acute care setting?

Unit 2

Continuum of Care from Pre-admission, Discharge Planning to Community

Learning Objective:

Upon completion of this class, the learner will be able to:

- Explain the continuum of care (including pre-admission to end of life care)
- Identify the inter-professional health care team
- Explain the discharge planning process
- Explain the role of the PN in discharge planning
- Compare resource allocation and inequities across the province for diverse demographics.
- Evaluate LGBTQ2 needs for discharge teaching

Pre Class Preparation:

- Review the following: Admission and Discharge planning forms; Article on discharge planning
- Consider these questions:
 - Reflect on members of the inter-professional team that you have interacted with in the last two semesters. What new members might you be introduced to in the acute care setting?
- Review of Fraser Health Fraser Health. (2016). *LGBTQ+ Youth Resource Guide for B.C.* <http://fraseryouth.com/wptest/wp-content/uploads/LGBTQ-Resource-Guide-Rev-Sept-2016.pdf>

In Class:

- Large group discussion regarding the continuum of care and the LPN's role in these settings
- Small group activity regarding the discharge planning process. Consider barriers and challenges that may arise (review applicable forms used in facility)
- Guest speaker
- Using case studies, identify inter-professional collaboration around discharge planning (include students or professionals from other disciplines for this activity; may use role play)
- Participate in discharge planning debate activity

Post Class Reflection:

- Compare the similarities and differences that inter-professional teams have.
- How has your understanding of the PN role in the discharge planning process changed?

Unit 3
Teaching and Learning
Early detection of illness through screening

Learning Objectives:

Upon completion of this class, the learner will be able to:

- Explain utilization of screening tools for early detection of illness
- Apply the principles of teaching and learning to clients for pre-screening and basic acute illnesses
- Formulate teaching strategies to manage or improve client health
- Demonstrate appropriate teaching and learning strategies to prepare clients for discharge

Class Preparation:

- Review the Principles of teaching and learning
- Review theory on above topics from Variations in Health
- Review screening tools used to detect illness Patient teaching combination teaching pt.

In Class:

- Large group discussion regarding the screening tools for clients at risk.
- Using case studies, participate in small group activities to identify the assigned client's discharge planning needs and formulate a teaching plan that is appropriate. Present to class.

Post Class Reflection:

- How have your assumptions about the acute care client changed?
- How do you see your role as a PN student in the acute care setting?

Unit 4

Teaching and Learning for Clients with Multiple Health Challenges and Complex Learning Needs

Learning Objectives:

Upon completion of this class, the learner will be able to:

- Apply the principles of teaching and learning to clients with multiple health challenges and complex learning needs.
- Formulate teaching strategies to manage or improve client health
- Demonstrate appropriate teaching and learning strategies to prepare clients for discharge
- Discuss teaching/learning strategies that reflect culturally competent care
- Identify culturally safe and culturally informed health promotion materials

Class Preparation:

Review the following:

- Principles of teaching and learning
- Review theory in Health Promotion 1 and 2
- Review communication strategies from Professional Communication 1 and 2.

In Class:

- Large group discussion regarding the diversity of client groups in this setting including cultural competence.
- Video (i.e. Teaching patients with low literacy skills; ESL; other barriers)
- Using case studies, participate in small group activities to identify the assigned client's discharge planning needs and formulate a teaching plan that is appropriate.

Post Class Reflection:

- How would you teach a client with complex learning needs?
- How has your understanding of the complex client in acute settings changed?

Unit 5 Harm Reduction

Learning Objective:

Upon completion of this class, the learner will be able to:

- Explain harm reduction strategies for acute care clients at risk
- Describe various harm reduction strategies in the discharge planning process
- Evaluate Trauma-informed practice within acute care settings.

Class Preparation:

- Review the following:
 - Health Promotion 3 theory on substance abuse
- Consider these questions:
 - What does ‘harm reduction’ mean to you?
 - Do you believe that people have the right to live at risk? Why or why not?
- Review the British Columbia Provincial Mental Health and Substance Use Planning Council. (2013). *Trauma-Informed Practice Guide*. http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf

In Class:

- Video on harm reduction strategies
- Participate in debate on the validity of harm reduction (i.e. needle exchange; safe injection site; condom distribution)
- In small and large groups discuss the impact of personal bias on care of clients participating in high risk activities.
- Small and large group discussions regarding harm reduction in the discharge planning process.
- Discuss trauma –informed practice in acute care settings

Post Class Reflection:

- How will your understanding of harm reduction impact your nursing practice?
- How have your assumptions about living at risk been challenged?
- What personal biases have you become aware of?

Unit 6

Teaching and Learning case studies

Learning Objective:

Upon completion of this class, learners will be able to:

- Apply the principles of health promotion as it relates to clients experiencing acute illness or acute exacerbation of a chronic disease
- Demonstrate appropriate teaching and learning strategies in the acute care setting and to prepare clients for discharge.

Class Preparation:

- Review all course content
- Complete all appendices to date.

In Class:

- In small groups, participate in case studies and present to large group.
- For COVID these presentations will be done with a family or friend that is within your bubble and presented in class individually.

Post Class Reflection:

- Identify topics requiring further study

Appendix 1:

Template for Lesson Plan for Client Teaching and Learning

Goal:					
Objectives	Content Outline	Method of instruction	Time Allotted	Resources	Method of Evaluation

