N3910: Health Promotion and Caring: Clients with Health Challenges I

Calendar description: This course provides students with opportunity to extend their understanding of health promotion to the care of adults and children experiencing acute and chronic health challenges.

Expanded description: The acute care environment is complex, with the level of acuity in clients across the lifespan admitted to hospital increasing over the years. Clients and families experience health and illness in many forms, and these are influenced by social, physical, and biological determinants of health. Building on program concepts and theories, this course provides opportunities for students to focus on client experiences with illness and how to promote health and healing through the exploration of acute, chronic and complex health challenges. Students will develop an understanding of how acute illness develops, and how nurses can care for and promote the health of clients. This will enable students to understand a client’s experience of acute illness. This understanding includes insights into what can lead to hospitalization, resources available in managing health challenges, and advocacy strategies to promote health and social justice. Learners will integrate knowledge of course concepts and content through weekly learning activities that include lectures, guest speakers, discussions, and class readings. Classes will introduce you to new and previously explored concepts from other nursing courses. These concepts have been intentionally threaded through each year of the concept-based BScN program curriculum. In this course, you will have the opportunity to apply curricular concepts in greater depth. Active participation is expected.

Course Goals:

1. Plan client-centred health promotion and nursing care, and justify decisions using beginning research skills, evidence, ethical principles, multiple ways of knowing, and strengths-based nursing.
2. Engage in critical reflective thinking that enhances the application of theory to health promotion and nursing care planning.
3. Apply interprofessional concepts when planning client-centred health promotion and care for clients with complex health challenges.
4. Analyze and organize information relevant to health promotion and nursing care planning for clients with complex health challenges.
5. Identify gaps in health care and social systems that compromise health and continuity of care for clients with complex health challenges.
6. Identify public policy needed to address health and social justice at local and national levels for clients with complex health challenges.
7. Identify the ethical and professional components of health promotion and care for clients with complex health challenges.
Major Concepts in the Course:

- adverse events
- alterations in homeostasis
- caring
- circulation and tissue perfusion
- client centred care
- clients
- clinical judgment
- communication
- context/culture
- determinants of health
- endocrine balance
- evidence informed practice
- experience of illness
- family
- fluid & electrolyte balance
- growth and development
- healing
- health
- health care system
- health promotion/disease prevention
- holistic care
- illness
- immuno-cellular alterations
- interprofessional collaborative practice
- neuro-cognition
- personal meaning
- safety
- strengths-based nursing
- teaching-learning
- technology
- time and transition
- wellness

Competencies for entry-level Registered Nurse practice (CNO, 2014) addressed in the course:
Professional Responsibility & Accountability: 7, 8, 20, 21
Knowledge-Based Practice: 25, 26, 30, 31, 33, 35, 38, 40, 41
Ethical Practice: 75, 76, 80, 83, 84, 85
Service to the Public: 87, 90(c), 92, 93

Interprofessional Competencies (CIHC, 2010) addressed in the course:
Role clarification
Patient/Client/Family Community-Centred Care

Nursing Informatics Competencies (CASN, 2012) addressed in the course:
Uses relevant information and knowledge to support the delivery of evidence-informed patient care.
Uses ICTs in accordance with professional and regulatory standards and workplace policies.

How this course will contribute to your development as a professional nurse and an interprofessional team member:
As part of the interprofessional team, nurses play an integral role in the care of acutely ill clients. Building on previous knowledge, students will continue to develop their clinical judgment and understanding of the health care system, with a focus on the hospital environment. Students will explore relevant acute illnesses, and how to care for clients in contexts that can change suddenly and unpredictably. Interprofessional competencies will be discussed and applied in a variety of settings, which will create an understanding of how the healthcare team establishes and achieves the client’s health care goals. Students will continue to develop their ability to provide evidence-informed, strengths-based care with a lifespan and family based approach as part of providing client centred care.
**How we will work together:**
Both faculty members and students will contribute to the learning in the course. All course participants have a responsibility to engage in discussion, share understandings, and collaborate with colleagues so everyone is successful. The faculty member will guide the classroom experiences and be available during posted office hours for individual and group consultation. Respectful participation is expected of everyone. This means that all participants responsible for completing readings in advance of classes, attending classes consistently, being on time, giving full attention to class activities, and refraining from actions that are distracting to others.

**Textbooks Required:**


**Recommended:**

**Weekly Schedule**

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<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Concepts</th>
<th>Course Goals</th>
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<tbody>
<tr>
<td>1</td>
<td>Course Introduction; Fluid and Electrolyte Balance: IV Management</td>
<td>context/culture, wellness, illness, health promotion/disease prevention, interprofessional collaborative practice, health care system, caring, client centred care, holistic care</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td>2</td>
<td>Fluid and Electrolyte Balance: Shock and Acid Base Balance</td>
<td>alterations in homeostasis, caring, client-centred care, clients, wellness, fluid &amp; electrolyte balance, healing, illness, interprofessional collaborative practice, holistic care, safety</td>
<td>1, 2, 3, 4</td>
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<td>3</td>
<td>Endocrine Balance: Diabetes</td>
<td>personal meaning, safety, teaching-learning, interprofessional, clinical judgment, time and transition, family, holistic care, health promotion, technology, growth and development</td>
<td>1, 2, 3, 4, 6, 7</td>
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<td>4</td>
<td>Perioperative Experience</td>
<td>alterations in homeostasis, caring, communication, fluid &amp; electrolyte balance, health promotion, determinants of health, growth and development, evidence informed practice, interprofessional collaboration</td>
<td>1, 2, 3, 4</td>
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<td>5</td>
<td>Neurocognition: Stroke</td>
<td>personal meaning, safety, teaching-learning, interprofessional, time and transition, family, holistic care, health promotion, technology</td>
<td>1, 2, 3, 4, 5</td>
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<td>6</td>
<td>Experience of Cancer</td>
<td>alterations in homeostasis, caring, client centred care, context/culture, determinants of health, experience of illness, family, growth and development, health, health promotion/disease prevention, holistic care, illness, personal meaning, strengths-based nursing, teaching-learning, time and transition</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td>7</td>
<td>Midterm test</td>
<td>In class</td>
<td>30%</td>
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<tr>
<td>8</td>
<td>Neurocognition: Acute Intracranial Problems</td>
<td>personal meaning, safety, teaching-learning, interprofessional, clinical judgment, time and transition, family, holistic care, health promotion, technology, growth and development</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td>9</td>
<td>Endocrine Balance: Thyroid Disorder</td>
<td>personal meaning, safety, teaching-learning, interprofessional, clinical judgment, time and transition, family, holistic care, health promotion, growth and development</td>
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<td></td>
<td>Fluid &amp; Electrolyte Balance: Renal Disease</td>
<td>personal meaning, safety, teaching-learning, interprofessional, time and transition, family, holistic care, homeostasis, health promotion, technology, growth and development</td>
<td>1, 2, 3, 4, 7</td>
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<tr>
<td>10</td>
<td>Neurocognition: Spinal Cord Trauma</td>
<td>personal meaning, safety, teaching-learning, interprofessional, clinical judgment, time and transition, family, holistic care, health promotion, technology, growth and development</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>11</td>
<td>Neurocognition: Neurological Challenges</td>
<td>personal meaning, safety, teaching-learning, interprofessional, time and transition, family, holistic care, health promotion, growth and development, loss</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td>12</td>
<td>Immunocellular Alterations: Hepatic Disease and Pancreatitis</td>
<td>alterations in homeostasis, circulation and tissue perfusion, client centred care, clinical judgment, evidence informed practice, experience of illness, family, fluid &amp; electrolyte balance, health promotion/disease prevention, holistic care, illness, immuno-cellular alterations, interprofessional collaborative practice</td>
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**Opportunities to Demonstrate Learning**

1. **Mid-term Examination, 30% of course mark**  
   Week 7 during regularly scheduled class  
   The purposes of the mid-term examination are for you to:  
   - review course material  
   - build your knowledge of health promotion and caring of clients with health challenges  
   - prepare yourself for success on the final examination

2. **Scholarly Paper: Journey of the Hospitalized Client, 25% of course mark**  
   **Due:** November 18 @ 1200h via the Turnitin-enabled assignment link on the course OWL-Sakai site.

   The hospital is one of the most recognized and traditional aspects of the health care system. Hospital admission is typically reserved for individuals too sick or unstable to be cared for in the community. There are many health barriers that can lead to a client being admitted to hospital, and many processes that unfold before a client is discharged, with the nurse being central to the client’s care. This assignment is intended to help you understand the processes that lead to hospitalization, the experiences of clients and families during hospitalization, the roles of nurses and interprofessional team members, and the conditions that are necessary for a stable discharge from hospital. This includes strengths and weaknesses of the health care system.

   The purposes of this assignment are for you to:  
   - demonstrate your understanding of the client’s and family’s experience of a complex health challenge  
   - identify determinants of health that lead to acute illness  
   - determine criteria that a client must meet to be admitted to hospital  
   - explore how client centred care is enacted in the hospital
• identify what needs to transpire before a client can be discharged to the community
• identify the roles of nurses and other interprofessional team members
• examine strengths, weaknesses and gaps of the health care system
• develop an understanding of the journey of hospitalization.

This scholarly paper should be a **maximum** of 2500 words, not including title page and references, and should be prepared according to APA 6th edition guidelines. A minimum of 6 references is expected. Students are required to work in pairs. A template guideline will be posted on OWL-Sakai during the term.
Consider a client, or clients, you have cared for during your professional practice, and use that experience as a basis for the assignment. Include a description of the client and his/her health challenge(s). Discuss what precipitated the client’s arrival and admission to hospital. Is client centred care or holistic care being provided? Why or why not? Explain the nurse’s roles and the roles of other members of the interprofessional team. Consider what is included in discharge planning, and how the nurse can facilitate a stable discharge. Give attention to the barriers and strengths of the client and the health care system. Incorporating course and curriculum concepts, show an understanding of the journey of hospitalization and the client’s experience of illness.

3. **Final Examination, 40% of course mark**
   To be scheduled during the December examination period.
   This examination will test all course material.
   The purposes of the final examination are for you to:
   • synthesize your knowledge of health promotion and caring of clients with health challenges
   • demonstrate your readiness to progress to N3920b Health Promotion and Caring: Clients with Health Challenges II

4. **Class Participation, 5% of course mark**
   On 5 separate occasions during the term, a multiple choice question will be posted after class (i.e. later in the week) on the OWL course site. Timing will be identified in class.
   The multiple choice question is to be answered individually. Each question answered correctly is worth 1% of your overall course grade. Incorrectly answered questions are worth 0%. Additionally, students can earn 1% by arranging a meeting with the course professor to ask a prepared question about the scholarly paper. Students cannot earn more than 5% total for class participation. Students are expected to monitor the gradebook for accuracy.
Summary of Opportunities to Demonstrate Learning

<table>
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<tr>
<th>OPPORTUNITIES TO DEMONSTRATE LEARNING</th>
<th>COURSE GOAL(S) Addressed</th>
<th>VALUE</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>1. Mid-term Examination</td>
<td>1-7</td>
<td>30%</td>
<td>Week 7 in class</td>
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<td>2. Journey of the Hospitalized Client</td>
<td>1-5</td>
<td>25%</td>
<td>November 18</td>
</tr>
<tr>
<td>3. Final Examination</td>
<td>1-7</td>
<td>40%</td>
<td>Exam period</td>
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<tr>
<td>4. Class Participation</td>
<td>2</td>
<td>5%</td>
<td>As discussed in class</td>
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Policies
Students and faculty are required to read the Undergraduate BScN Programs Manual and be familiar with its contents. All policies related to assignments are in the Undergraduate BScN Programs Manual on the Western web site at owl.uwo.ca

Attendance
Due to the significance of theoretical and practice knowledge in developing professional competence, students are expected to demonstrate professional responsibility through regular attendance at, and, participation in all scheduled learning activities. Much of the learning that takes place is a result of preparation and engagement with the material and active dialogue with colleagues and faculty. Therefore, students are expected to attend all professional practice days, including labs and praxis.

Scholarly Requirements
In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the sixth edition of the Publication manual of the American Psychological Association (2010), which includes guidelines for both content and format. In addition, all other writing will follow APA (6th ed., revised) format when citing or referring to an author’s work or ideas. Failure to do so is unethical and is plagiarism.

Plagiarism
Student work is expected to be original. Plagiarism is a serious academic offence and could lead to your expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author’s ideas without acknowledging that the ideas belong to someone else. All papers must be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University and the College for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University, Fanshawe College, and Turnitin.com (www.turnitin.com). For further information, please see the BScN Program Manual for the policy on plagiarism. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence,
at the following web site(s):

**Assignments and Exams**
All policies related to assignments are in the Undergraduate BScN Programs Manual at owl.uwo.ca on the Undergraduate Student Information site. Please refer to the Undergraduate Programs Manual for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. Marks will be deducted from late assignments according to the policy in the Programs Manual.

*Do not book personal/travel plans until the FINAL exam schedule is posted for December.*
Students who fail to appear for the final examination at the time set need to obtain permission to write the missed exam. Permission may be granted only on the basis of compassionate or medical grounds with appropriate supporting documents.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**Electronic devices**
Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself. In professional practice placement settings, please abide by the policies set by the agency in regards to use of social media, internet, and handheld devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smartphone).

It is essential that client privacy and confidentiality be maintained when using electronic devices. When students and Clinical Instructors (CIs) are communicating via electronic devices, client information must not be included. Students and CIs are accountable for responsible use of electronic communication, this includes; using professional language, setting device to silent/vibrate mode in the practice setting, and refraining from personal communications when at their practice placement.

**Mental Health**
Students who are in emotional/mental distress should refer to the following links for a complete list of options about how to obtain help.
MentalHealth@Western http://www.uwo.ca/uwocom/mentalhealth/

**Student Safety**
Please refer to the Undergraduate Programs Manual section on Student Safety Concerns: Guidelines for Responding in the Practice Setting Environment and the Student Safety Flow Chart found on the Undergraduate Programs Site at owl.uwo.ca

**Learning Skills Services**
The Student Development Centre at Western provides free support for all students to strengthen their skills and improve or maintain their academic performance. The focus is on helping
students learn and study more effectively so that they can achieve their academic goals. You can find out more about this service at [www.sdc.uwo.ca/learning](http://www.sdc.uwo.ca/learning)