



Health Promotion and Caring: Clients with Health Challenges

N3600w

2019

Course Professor

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N3600w: Health Promotion and Caring: Clients with Health Challenges

Calendar description: This course provides students with the 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 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, utilizing client centred care. 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, along with developing leadership 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. Attendance, and active class participation is expected.

Course Goals:

1. Plan client-centered health promotion and nursing care, and justify decisions using beginning research skills, evidence, ethical principles, multiple ways of knowing, and strength based nursing
2. Engage in critical reflective thinking that enhances the application of theory to health promotion and nursing care planning
3. Apply inter-professional concepts when planning client-centered 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 the health care and social systems that compromise health and continuity of care for clients with complex health challenges levels
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 Course Concepts:

- advocacy
- alterations in homeostasis
- caring
- circulation and tissue perfusion
- client-centered care
- client
- clinical judgment
- comfort
- communication
- context/culture
- determinants of health
- endocrine balance
- evidence informed practice
- family
- fluid & electrolyte balance
- healing
- health & health care system
- health promotion/disease prevention
- holistic care
- illness
- immuno-cellular alterations
- inter-professional collaboration
- leadership
- neuro-cognition
- personal meaning
- quality improvement
- safety
- 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

Inter-professional Communication: 1, 2, 3, 4, 5, 6

Collaborative Leadership 22, 23, 24, 25, 26, 27, 28, 29

Inter-professional Competencies (CIHC, 2010) addressed in the course:

Role clarification

Patient/Client/Family/Community Centred Care

Team Functioning

Collaborative Leadership

Inter-professional Communication

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 inter-professional team member:

As part of the inter-professional team, nurses play an integral role in the care of acutely ill clients. 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. Inter-professional 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-centered 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 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**

Paul, P., Day, R. A., & Williams, B. (Eds.) (2016). *Brunner and Suddarth's Canadian textbook of medical-surgical nursing* (3rd ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.

Recommended:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed., revised). Washington, DC: Author.

Gottlieb, L. N. (2013). *Strengths-based nursing care*. New York, NY: Springer Publishing Company.

Weekly Class Schedule

Date	Topic	Concepts	Course Goals
May 6	Course Introduction; Oxygenation: O ₂ Therapy; Respiratory distress	gas exchange, safety, teaching-learning, inter-professional, time and transition, family, holistic care, homeostasis, health promotion, and technology	1, 2, 3, 4, 6
May 10	Perioperative Care	asepsis, safety, teaching-learning, inter-professional, time and transition, family, homeostasis, health promotion, and technology	1, 2, 3, 4, 7
May 13	Blood Transfusion	fluid and electrolyte balance, wellness, illness, homeostasis, health, safety, clinical judgment, teaching-learning, and adverse events	1, 2, 3, 4, 5, 7
May 17	Comfort: Acute Pain	personal meaning, comfort, safety, teaching-learning, inter-professional, clinical judgment, time and transition, family, holistic care, and health promotion	1, 2, 3, 4, 6
May 20	Stat Holiday, NO CLASS		
May 24	Inflammation, Infection, and Wound Healing	immuno-cellular alterations, safety, teaching-learning, inter-professional, time and transition, family, holistic care, homeostasis, health promotion, and technology	1, 2, 3, 4, 6, 7
May 27	Fluid & Electrolyte Balance: Shock and Acid Base Balance	fluid & electrolyte balance, wellness, illness, homeostasis, health, safety, clinical judgment, teaching-learning, and adverse events	1, 2, 3, 4, 6
May 31	Acute and Chronic Renal Disease	fluid and electrolyte balance, wellness, illness, homeostasis, health, safety, clinical judgment, teaching-learning, and adverse events	1, 2, 3, 4, 6, 7
June 3	Circulation and Tissue Perfusion: Supporting Cardiovascular Health Part I	circulation and tissue perfusion, personal meaning, safety, teaching-learning, inter-professional, clinical judgment, time and transition, family, holistic care, health promotion, and growth and development	1, 2, 3, 4, 6, 7

June 7	Circulation and Tissue Perfusion: Supporting Cardiovascular Health Part II	circulation and tissue perfusion, personal meaning, safety, teaching-learning, inter-professional, clinical judgment, time and transition, family, holistic care, health promotion, and growth and development	1, 2, 3, 4, 6, 7
June 10	Circulation and Tissue Perfusion: Vascular Disorders	circulation and tissue perfusion, safety, teaching-learning, inter-professional, time and transition, family, holistic care, homeostasis, health promotion, and technology	1, 2, 3, 4, 5
June 14	MIDTERM	In Class	30%
June 17	Endocrine Balance: Diabetes Thyroid Disorders	endocrine balance, safety, teaching-learning, inter-professional, clinical judgment, time and transition, family, holistic care, and health promotion	1, 2, 3, 4, 5
June 20	Immuno-cellular Alterations: Pancreatitis; and Hepatic Disorders	immuno-cellular alterations, fluid and electrolyte balance, comfort, wellness, illness, homeostasis, health, safety, clinical judgment, teaching-learning, and adverse events	1, 2, 3, 4
June 24	Neuro-cognition: Stroke, and Neurological Challenges	neuro-cognition, personal meaning, safety, teaching-learning, clinical judgment, time and transition, family, comfort, conflict and caring	1, 2, 3, 4, 6, 7
June 27	Neuro-cognition: Spinal Cord Injury and Intracranial Problems	neuro-cognition, personal meaning, safety, teaching-learning, clinical judgment, time and transition, family, conflict, and caring	1, 2, 3, 4, 6, 7
July 1	Stat Holiday, NO CLASS		
July 4	Musculoskeletal problems: Bone injury/disorders	context/culture, wellness, illness, health promotion/ disease prevention, inter-professional collaborative practice, health care system, caring, comfort, client-centered care, and holistic care	1, 2, 3, 4, 5
July 8	Inflammatory Bowel Disease; Ostomy Assessment and Management	personal meaning, safety, teaching-learning, inter-professional, clinical judgment, time and transition, family, holistic care, health promotion, and growth and development	1, 2, 3, 4, 6, 7

July 11	Neuro-cognition: Delirium, Depression & Dementia	neuro-cognition, personal meaning, safety, teaching-learning, clinical judgment, time and transition, family, conflict, and caring	1, 2, 3, 4, 6, 7
July 15 July 18 July 22	Class Presentations		
July 25	Course Wrap-Up		

Opportunities to Demonstrate Learning

Mid-term Examination: 30% of course grade
June 14th 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
- gain experience with the examination format of the NCLEX
- prepare yourself for success on the final examination

Case Study Presentation: Journey of the Hospitalized Client; 30% of course grade (25% will be allotted for presentation and 5% for peer evaluation)

Due: July 15, 18, 22

(Students are to work in groups of 3-4 from your clinical placement group)

The hospital is one of the most common and traditional aspects of the health care system. Hospitalization are typically reserved for individuals too sick to be safely managed 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 presentation is intended to help you understand the experiences of clients and families during hospitalization, the roles of nurses and inter-professional team members, and the barriers and strengths surrounding the provision of care.

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
- discuss what precipitated the client's admission to hospital treatments and intervention that occurred to meet the care goals
- explain the nurse's role and role of other inter-professional team members
- discuss both the client and the healthcare system, barriers and strengths surrounding the provision of care

Choose a client (or aspects from different clients to make one specific client scenario) for whom you have cared during your professional practice, and use that person's experience as a basis for the assignment. Please ensure to maintain client confidentiality, so no identifying information is to be used.

The presentation will be 15 minutes in length (with 5 minutes allotted for setup) and will take place on the dates listed above. It is an expectation that students are to remain for the entirety of the class to support others, who are also presenting on the same day.

Individuals who are not presenting will be expected to submit a peer evaluation of each group presentation. Individuals who do not complete peer evaluations will have 5% deducted from their individual grade.

See marking rubric loaded on course site.

Final Examination: 40% of course grade

To be scheduled during the August examination period.

This examination will test *all* course material, with a 30/70 focus on content pre/post midterm.

The purposes of the final examination are for you to:

- synthesize your knowledge of health promotion and caring of clients with health challenges
- gain further experience with the examination format of the NCLEX
- demonstrate your readiness to progress to Level IV of the Compressed Time Frame BScN program

Summary of Opportunities to Demonstrate Learning

Opportunities to Demonstrate Learning	Course Goals Addressed	Weight	Due Date
Mid-term Exam	1-7	30%	June 14th
Journey of the Hospitalized Client	1-7	30%	July 15, 18, 22
Final Exam	1-7	40%	TBA

Students are required to read the Undergraduate BScN Programs Manual and be familiar with its contents. The Program Manual is available on Sakai in the Undergraduate Student Information <https://owl.uwo.ca>

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. You are self-plagiarizing when you reuse all or part of an assignment that you previously submitted.

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 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):

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

Assignments and Exams

Please refer to Undergraduate Programs Manual for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams owl.uwo.ca

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. During classroom-based classes, the use of all electronic devices is permitted. Please use these devices to support learning during class (e.g. note-taking, seeking resources, etc.). However, we discourage the use of devices for non-emergent personal reasons (e.g. checking Facebook, writing emails, etc.) during class time, as this can negatively affect yours and your peers' learning. You will be given a 15-minute break during the 2.5-hour lecture for personal device usage. We also recognize the importance of connectivity (e.g. employer calling, your child's school calling, etc.). If you need to use your device during the class for these emergent purposes, please do so discreetly and exit the room, without distracting others. Please be mindful of others' learning by silencing electronic communication devices during class time. You are *not permitted to record* (visual or audio) any part of the class.

Mental Health

Students who are in emotional/mental distress should refer to the following link for a complete list of options about how to obtain help http://uwo.ca/health/mental_wellbeing/self/student.html

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

Accessibility & Learning Skills Services

Western University is committed to recognizing the dignity and independence of all students and seeks to ensure open and unhindered access to academic activities. I am committed to providing accommodation and equitable access to all course resources and experiences. Securing provisions for academic accommodation are a shared responsibility between the student and the University. You may wish to contact Student Accessibility Services at (519) 661-2147 or ssd@uwo.ca or visit

their website at <http://www.sdc.uwo.ca/ssd/>

For more information on Western's Policy on Academic Accommodation for Students with Disabilities please see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf

Inclusivity

We are dedicated to including a range of perspectives and content during shared learning experiences within this course. Together with you, we aim to co-create a classroom atmosphere where we welcome and respect a multitude of views and perspectives. As a result, we will create space that may challenge our prior beliefs but supports inclusivity and respect for all participants.

Land Acknowledgment

Western University is currently located on the traditional lands of the Attawandaron people (also known as the Neutral) and is in the middle of Southwestern Ontario. First Nations surrounding the university are: Chippewas of the Thames First Nation, the Oneida Nation of the Thames, and the Munsee Delaware Nation. It is important to recognize and acknowledge the relationship that Indigenous peoples have with the land and to respect the continuing presence as well as the commitment to reconciliation.