Health Promotion and Caring: Clients with Health Challenges I
N3910a

2018 – 2019

Course Professor:
David Reid RN MN
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, 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, and how to develop leadership skills 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.

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 the ethical and professional components of health promotion and care for clients with complex health challenges.
7. Analyze how nurses engage in leadership in clinical practice.

Major Concepts in the Course:
- alterations in homeostasis
- caring
- circulation and tissue perfusion
- client centred care
- clients
- clinical judgment
- 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
- interpersonal collaborative practice
- neuro-cognition
- leadership
- 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. 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 for individual and group consultation. Respectful participation is expected of everyone. This means that all participants are responsible for completing readings,
attending classes consistently, giving full attention to class activities, and refraining from actions that are distracting to others.

**Textbooks Required:**


**Recommended:**

**Weekly Schedule**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Concepts</th>
<th>Course Goals</th>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<tr>
<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, leadership</td>
<td>1, 2, 3, 4, 6, 7</td>
</tr>
<tr>
<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, leadership</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Reading Week</td>
<td>Course Description</td>
<td>Topics</td>
<td>Credits</td>
</tr>
<tr>
<td>--------------</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, leadership</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>7</td>
<td>Mid-term test</td>
<td>In class</td>
<td>1-7</td>
</tr>
<tr>
<td>8</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>9</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>
</tr>
<tr>
<td>10</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>
</tr>
<tr>
<td>11</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>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</td>
<td>1, 2, 3, 4, 5</td>
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Opportunities to Demonstrate Learning

1. **Case Study Assignment #1, 15% of course mark**
   Due: week 5, Friday October 19th @ 2355h via the Turnitin enabled assignment link on the OWL course site.
   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
   - analyze and interpret clinical situations and context using a variety of evidenced informed sources
   - develop and demonstrate an understanding of how leadership can be applied to the role of the nurse
   - collaborate with a partner(s) to further understanding of acute care nursing.

   Client centred care is a common theme to health care and nursing. This assignment will ask students to analyze how leadership can influence client centred care and therefore the quality of health care within the acute care hospital setting. A case study with questions will be posted, students will work in groups of 2-3 to complete the assignment. It is expected that the assignment will be completed with the use of scholarly literature, including research articles.

   This assignment should be a maximum of 5 pages, not including title page and references, and should be prepared according to APA 6th edition guidelines. A minimum of 5 references, inclusive of a variety of sources (research articles, textbooks, websites, etc.).

2. **Mid-term Examination, 25% of course mark**
   Week 7 during regularly scheduled class
   The purposes of the mid-term examination are for you to:
   - reinforce course material
   - build your knowledge of health promotion and caring of client with health challenges
   - prepare yourself for success on the final examination

3. **Case Study Assignment #2, 15% of course mark**
   Due: week 9, Friday November 16th @ 2355h via the Turnitin enabled assignment link on the course OWL site.
   The purposes of this assignment are for you to:
   - demonstrate an understanding of the client’s experience of the health care system
   - analyze and interpret clinical situations and context using a variety of evidenced informed sources
• develop and demonstrate an understanding of how leadership can be applied to
  the role of the nurse
• collaborate with a partner(s) to further understanding of acute care nursing.

4. **Homework Questions, 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 Homework Question allows you to review and apply course material, solidify learning, and collaborate with your peers. The multiple choice question is to be answered/submitted on OWL individually. Each question answered correctly is worth 1% of the overall course grade. Incorrect or unanswered questions are worth 0%. There are no make-up questions, however, students can earn a bonus 1% as outlined in class by the course professor. Students cannot earn more than 5% total for homework questions. Students are responsible for monitoring the gradebook for accuracy.

5. **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.

**Summary of Opportunities to Demonstrate Learning**

<table>
<thead>
<tr>
<th>OPPORTUNITIES TO DEMONSTRATE LEARNING</th>
<th>COURSE GOAL(S) Addressed</th>
<th>VALUE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Case Study Assignment #1</td>
<td>1-5</td>
<td>15%</td>
<td>October 19</td>
</tr>
<tr>
<td>2. Mid-term Examination</td>
<td>1-7</td>
<td>25%</td>
<td>Week 7 in class</td>
</tr>
<tr>
<td>3. Case Study Assignment #2</td>
<td>1-7</td>
<td>15%</td>
<td>November 16</td>
</tr>
<tr>
<td>4. Final Examination</td>
<td>1-7</td>
<td>40%</td>
<td>Exam period</td>
</tr>
<tr>
<td>5. Homework Questions</td>
<td>2</td>
<td>5%</td>
<td>As discussed in class</td>
</tr>
</tbody>
</table>

**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 can be 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: https://uwo.ca/health/mental_wellbeing/

**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