



Health Promotion and Caring: Clients with Health Challenges II

N3920b

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N3920b Health Promotion and Caring: Clients with Health Challenges II

Calendar description

This course provides opportunities for students to deepen and apply their understanding of health promotion to the care of adults and children experiencing more complex health challenges.

Expanded description

In this course, greater emphasis is placed on clients with mental health challenges and children as clients than in N3910a Health Promotion and Caring: Clients with Health Challenges I. The focus remains on clients and families in acute care environments. Attention will be given to the social, physical, and biological determinants of health. Students will deepen their understanding of how:

- acute illness develops and is manifested
- nurses can care for and promote the health of clients
- families influence the health of clients and nursing care

Consideration will be given to issues of social justice for clients with acute health challenges.

Learners will integrate knowledge of course concepts and content through weekly learning activities that include lectures, guest speakers, discussions, and class readings. These activities will foster students' ways of knowing. 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, enthusiastic participation is expected.

Course Goals:

1. Plan client-centred health promotion and nursing care, and justify decisions using research skills, evidence, ethical principles, multiple ways of knowing, and critical and creative thinking.
2. Engage in reflective critical thinking strategies to enhance self-understanding, foster clinical knowing, and refine application of theory to health promotion and nursing care planning.
3. Synthesize interprofessional concepts when planning client and family-centred health promotion and care for clients complex health challenges.
4. Analyze, organize, and reconstruct information relevant to health promotion and care for clients and families with complex health challenges.
5. Propose changes in the health care and social systems that promote health and continuity of care for clients with complex health challenges levels.
6. Propose advocacy programs that will critically and creatively address health and social justice at local and national levels for clients with complex health challenges.

7. Analyze the ethical and professional components of health promotion and care for clients and families with complex health challenges.

Major Course Concepts

- advocacy
- caring
- circulation and tissue perfusion
- client-centered care
- client satisfaction
- clinical judgment
- communication
- context/culture
- conflict
- determinants of health
- evidence informed practice
- family
- genetics
- healing
- health
- health promotion/disease prevention
- holistic care
- illness
- immuno-cellular alterations
- inter-professional collaborative practice
- musculoskeletal problems
- neuro-cognition problems
- personal meaning
- power
- relational practice
- safety
- strengths-based nursing care
- teaching & learning
- time & 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
 Information and Knowledge Management 1, 2, 4, 5, 6, & 7
 Professional and Regulatory Standards and Workplace Policies 1, 2, 3, 4, 5 & 6
 Uses Information & Communication Technologies in the Delivery of Patient/Client Care 1, 2, 3, 4, 5, 6 & 7
 Inter-professional communication 1, 2, 3, 4, 5 & 6
 Patient/client/family /community-centered care 7, 8, 9 & 10
 Role clarification 11, 12, 13, 14, 15, 16 & 17
 Team functioning 18, 19, 20 & 21
 Collaborative leadership 22, 23, 24, 25, 26, 27, 28 & 29
 Inter-professional conflict resolution 30, 31, 32, 33, 34, 35, 36 & 37
 Ethical Practice: 75, 76, 80, 83, 84 & 85
 Service to the Public: 87, 90(c), 92, 93

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

Role clarification:
 Patient/client/family/community-centered care:
 Team functioning:
 Collaborative leadership:
 Inter-professional communication:
 Inter-professional conflict resolution:

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. Building on previous knowledge, students will continue to develop their clinical judgment and understanding of the health care system, with a focus on the acute care 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-base 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 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.

Required Textbooks

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

Chow, J., Ateah, C. A., Scott, S. D., Ricci, S. S., & Kyle, T. (2013). *Canadian maternity and pediatric nursing*. Philadelphia, PA: Lippincott Williams and Wilkins.

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.

Halter, M. J., Pollard, C. L., Ray, S. L., & Haase, M. (2014). *Varcarolis's Canadian psychiatric mental health nursing: A clinical approach* (1st Canadian ed.). Toronto, ON: Elsevier.

Class Schedule

Week	Topic	Concepts	Course Goals
1 Jan 9	Course introduction: Health Promotion in Cultural Context Fluid & electrolyte balance: Blood transfusions	Inter-professional collaborative practice, clinical judgment, advocacy, safety, teaching-learning, context & culture, evidenced informed practice.	1, 2, 3, 5, 6, 7
2 Jan 16	Circulation and tissue perfusion: Cardiovascular health Part 1	Personal meaning, safety, teaching-learning, inter-professional, time and transition, family, holistic care, health promotion, growth and development.	1, 2, 3, 4, 6
3 Jan 23	Circulation and tissue perfusion: Cardiovascular health Part 2; and PVD	Personal meaning, safety, teaching-learning, inter-professional, time and transition, family, holistic care, health promotion, growth and development.	1, 2, 3, 4, 6
4 Jan 30	Musculoskeletal problems: Bone injury/disorders	Personal meaning, safety, teaching-learning, inter-professional, time and transition, family, holistic care, health promotion, growth and development.	1, 2, 3, 4, 6
5 Feb 6	Neuro-cognition problems: Addictions and substance abuse	Personal meaning, safety, teaching-learning, inter-professional, time and transition, family, holistic care, health promotion, growth and development, loss, advocacy.	1, 2, 3, 4, 6
Feb 13	MIDTERM		
Feb 20	READING WEEK		
8 Feb 27	Personal meaning: Anxiety disorders and PTSD	Personal meaning, safety, teaching-learning, clinical judgment, wellness, relational practice, conflict, holistic care.	1, 2, 3, 4, 6
9 Mar 6	Genetics and neuro-cognition problems: Schizophrenia	Personal meaning, safety, teaching-learning, clinical judgment, determinants of health, wellness, relational practice, hope, loss, advocacy.	1, 2, 3, 4, 6, 7

Week	Topic	Concepts	Course Goals
10 Mar 13	Personal meaning: Eating disorders, BPD and self-harm	Personal meaning, homeostasis, safety, clinical judgment, teaching-learning, power, relational practice, time and transitions, culture & context, strengths-based nursing care.	1, 2, 3, 4, 6, 7
11 Mar 20	Neuro development disorders: Autism and ADHD	Personal meaning, advocacy, safety, teaching-learning, clinical judgment, wellness, relational practice, inter-professional, hope, holistic care, advocacy.	1, 2, 3, 4, 6, 7
12 Mar 27	Neuro-cognition problems: Dementia, Delirium, and Depression	Personal meaning, safety, teaching-learning, clinical judgment, relational practice, inter-professional, hope, loss, time & transition, holistic care, advocacy.	1, 2, 3, 5, 6, 7
13 Apr 3	Personal meaning: Mood disorders, Suicide & Death	Personal meaning, safety, teaching-learning, clinical judgment, relational practice, inter-professional, hope, loss, time & transition, holistic care, advocacy, strengths-based nursing care.	1, 2, 3, 5, 6, 7

Opportunities to Demonstrate Learning

1. Simulated Learning, and Reflective Assignment

25% of course mark

A simulated learning component has been integrated into N3290 to allow students the opportunity to apply theoretical knowledge gained in the classroom to practice. Six topics have been developed into simulations, allowing students to gain greater understanding of the complex concepts discussed in the theory component of the course.

Students will work in small groups to provide care for complex clients, building on knowledge and skill learned in other courses and clinical experiences throughout the program. All simulation sessions will take place in the new simulation center. Students are expected to come fully prepared by completing a series of online modules, which will constitute part of the overall N3920 course grade.

Students will also complete a graded Reflective writing assignment, describing their learning following the simulation experience. Attendance at all simulated practice sessions is mandatory. Students are to come in uniform, with name tag, paper and pencil. Health histories and

instructions will be posted under the Simulated Practice icon on the N3920 site. Students are expected to come prepared to care for their assigned clients.

Simulation Evaluation:

The grade from the simulated learning component of the course will be based on the following:

- Completion of all assigned online learning modules. A cumulative grade will be given based on grades achieved in each of the modules. **(15%)**
- Reflective writing assignment, describing how students' knowledge was transferred between theory and simulated practice, how they applied learning from their simulated practice to actual practice and overall discussion of their most significant learning from their simulated practice. See marking rubric for this assignment loaded on course site. Assignment will be marked by your simulation instructor. **Due date TBA. (10%)**

2. Midterm Exam:

20% of course mark

Feb. 13th a two hour, multiple-choice and short answer exam. Readings and course content up to and including week 5 will be examined.

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 complex health challenges.
- gain experience with the examination format of the NCLEX.
- prepare yourself for success on the final examination.

3. Scholarly Paper: Knowledge and Practice in Acute Care

25% of course mark

Due: March 6th, students will work in pairs for this assignment.

Submit to course assignment box by one student only using hashtag (e.g. Smith/Jones_SP) as well as via the Turnitin-enabled assignment site on the course website.

Nursing is both an academic and practice profession. To ensure that clients and families receive the highest quality care possible, nurses are required to base their practice on current theoretical and empirical evidence. The rapid expansion of nursing knowledge and continuous transformation of acute care settings requires nurses to critically examine their interventions and determine whether they meet professional standards, best practice guidelines and are evidence-informed. This assignment is intended to help you understand nursing practice within acute care settings, the theory and knowledge underpinning those practices, as well as the barriers and facilitators of delivering evidence-informed care to acutely ill clients and families.

The purposes of this assignment are for you to:

- demonstrate your understanding of nursing practice within an acute care setting.
- identify policies, guidelines, standards and literature that inform nursing practice.
- analyze the degree of alignment between current nursing practice and best practice.
- identify the barriers and facilitators of implementing practice change within acute care.
- reflect upon how nurses decide to maintain their professional practice.

This scholarly paper should be a maximum of 2500 words, not including title page and references, and should be written according to the APA 6th revised edition guidelines. A minimum of 6 references is expected, separate from course materials.

Choose an acute care practice context and use one nursing practice activity as a basis for the assignment. Include a brief description of the acute care context. Critique one nursing activity and describe how it is currently performed within the practice setting. Review applicable policies, guidelines, standards, and literature applicable to the nursing activity. Analyze the degree of alignment between how the nursing activity is currently being performed and best practice. Describe the actual and potential positive and negative outcomes of current and best practices. Reflect upon how a new nurse would decide to maintain his/her practice. See marking rubric for this assignment loaded on course site.

4. Final Exam 30% of course mark

A 2 1/2-hour, multiple-choice and short answer examination will be scheduled during the regular April 2017 examination period. This examination will test all course material, but will be a 30/70 emphasis of the first/second half of the course.

The purpose of the final examination is 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.

Summary of Opportunities to Demonstrate Learning

OPPORTUNITIES TO DEMONSTRATE LEARNING	COURSE GOAL(S) ADDRESSED	VALUE	DATE
Simulation modules Reflective writing assignment	1-7	15% 10%	TBA
Midterm exam	1-7	20%	Mon Feb 13th
Scholarly paper	1-7	25%	Mon March 6th
Final exam	1-7	30%	April exam period

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

All policies related to assignments are in the Undergraduate BScN Programs Manual on the Western web site at (owl.uwo.ca). Please read the policies on Accommodation for Medical Illness Undergraduate Students and Student Medical Certificate.

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 revised ed.) 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 expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging the work to belong 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. You may be asked to submit your work, at the discretion of the course instructor, to turnitin.com to verify originality (see Scholastic Offence Policy in the Western Academic Calendar)

http://www.westerncalendar.uwo.ca/2013/print_pg113.html#

Assignments and Exams

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

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.

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 assistance. MentalHealth@Western
<http://www.uwo.ca/uwocom/mentalhealth/>

Student Safety

Please refer to the Undergraduate BScN 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