

I. COURSE DESCRIPTION:

This course will focus on health promotion and health protection strategies for selected individuals throughout the lifespan. These concepts will be studied as they apply to families, groups and communities. The evolution of Canada's health care delivery system will also be examined.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Discuss health promotion and health protection strategies for each stage from infancy to late adulthood.
Potential Elements of the Performance:
 - a) Discuss the impact of lifestyle choices on health promotion and health protection (including nutrition, activity/exercise, and wellness).
 - b) Discuss the importance of culture as a factor in health promotion and health protection.
 - c) Discuss age-appropriate health screening.
 - d) Discuss age-related safety issues.
 - e) Identify health promotion/maintenance strategies for the infancy to late adulthood periods.
 - f) Discuss the role of the practical nurse in holistic health promotion from infancy to late adulthood.
 - g) Develop a teaching plan for a common health concern for each age group.

2. Describe the experience of the childbearing woman during the transition from prenatal to postpartum.
Potential Elements of the Performance:
 - a) Describe normal physiological changes in the pregnant woman.
 - b) Discuss the normal psychosocial concerns of the pregnant woman.
 - c) Explain the purpose for prenatal screening and diagnostic tests.
 - d) Discuss the impact of teratogens on prenatal development.
 - e) Discuss the psychosocial adaptation of the childbearing family.
 - f) Explore the scope of the role of a practical nurse during the perinatal period.
 - g) Describe normal physiological changes in the postpartum woman.

3. Describe the use of a functional health pattern framework in assessing families throughout the lifespan.
Potential Elements of the Performance:
 - a) Define family.
 - b) Describe traditional family types/changing family types.
 - c) Identify the stages of family development.
 - d) Discuss the impact of culture on the family.
 - e) Describe parenting styles.
 - f) Discuss frameworks utilized in family assessment.
 - g) Apply a framework to assess a family.
 - h) Discuss health promotion and health protection strategies for families.
 - i) Discuss the role of the practical nurse in assisting individuals to be responsible in achieving/maintaining family health.
 - j) Develop a health promotion/health protection plan for a family.
 - k) Discuss the impact of domestic violence on the holistic health of a family.

4. Discuss the concepts of grieving and loss, as a natural process in the development of an individual.
Potential Elements of the Performance:
 - a) Define grief.
 - b) Define loss.
 - c) Explore the variety of life situations in which individuals experience grief and loss.
 - d) Explore the impact of culture in relation to grief and loss.
 - e) Explore the role of the RPN in supporting clients experiencing grief and loss.

5. Describe the assessment of the health needs of a group within a community.
Potential Elements of the Performance:
 - a) Define groups.
 - b) Define community.
 - c) Discuss a framework used in the health assessment of a group within a community.
 - d) Explore factors that affect the health of a group (culture, economy, technology, politics, environment, heredity).
 - e) Discuss health promotion and health protection strategies for a group within a community.
 - f) Identify community resources that promote health.
 - g) Discuss a variety of health concerns that influence nursing practice within a community.
 - h) Discuss the role of the practical nurse in promoting and maintaining health.
 - i) Develop a plan to promote health.

6. Describe the evolution of Canada's health care delivery system.
Potential Elements of the Performance:
 - a) Explain why Canada is viewed as a "welfare state."
 - b) Describe major events preceding Canada's National Health Insurance Program.
 - c) Explain the principles upon which the Canadian Model of Health is founded.

7. Propose a vision of health care for future populations of Canadians.
Potential Elements of the Performance:
 - a) Describe present and future populations of Canadians.
 - b) Outline political and health care systems in Canada.
 - c) Differentiate between primary, secondary and tertiary levels of health care.
 - d) Plan a vision for the future of health care in Canada.

III. TOPICS:

The content will be studied under the following concepts:

1. Health Promotion and Health Protection Strategies
2. Pregnant Women
3. Functional Health Pattern Framework for Assessing Families
4. Greif and Loss
5. Assessment of the Health Needs of a Group within a Community
6. Evolution of Canada's Health Care System
7. Future of Canada's Health Care System

Note: For more detailed information regarding the course content, please refer to the Learning Activity Package and the Learning Management System (LMS).

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Leifer, G. (2008). *Maternity nursing: An introduction text*. (10th ed.). Canada: Saunders Elsevier.
- Wold, G.H. (2008). *Basic geriatric nursing*. (4th ed.). Canada: Mosby Elsevier.

Additional texts from semesters 1 and 2.

V. EVALUATION PROCESS/GRADING SYSTEM:

The pass mark for this course is 60%. The course mark is composed of 2 tests and a small group presentation. There will be no supplemental testing or rewrites for assignments available.

Students must complete all of the following assignments to be eligible for a final grade in this course.

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|------------------|-----|
| 1. Mid Term Test | 35% |
| 2. Final Test | 35% |
| 3. Quiz #1 | 15% |
| 4. Quiz #2 | 15% |

Total 100%

The following semester grades will be assigned to students:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|--|-------------------------------|
| A+ | 90 – 100% | 4.00 |
| A | 80 – 89% | |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| D | 50 – 59% | 1.00 |
| F (Fail) | 49% and below | 0.00 |
| CR (Credit) | Credit for diploma requirements has been awarded. | |
| S | Satisfactory achievement in field /clinical placement or non-graded subject area. | |
| U | Unsatisfactory achievement in field/clinical placement or non-graded subject area. | |
| X | A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course. | |
| NR | Grade not reported to Registrar's office. | |
| W | Student has withdrawn from the course without academic penalty. | |

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.