

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. (2012). *Maternity nursing: An introduction text*. (11th ed.). Canada: Saunders Elsevier.

Wold, G.H. (2012). *Basic geriatric nursing*. (5th 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 | 40% |
| 2. Final Test | 40% |
| 3. Presentation | 20% |

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%	
A	80 – 89%	4.00
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: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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.