

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PNUR 250		Number of Credits: 1.5 Course credit policy (105)															
Course Full Title: Health Promotion IV Course Short Title: <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Health Sciences		Department (or program if no department): School of Health Studies – Practical Nursing															
Calendar Description: Focuses on health promotion in the context of caring for clients experiencing an acute exacerbation of chronic illness or an acute episode of illness, including examination of health-promoting strategies during hospitalization to improve or help maintain clients' health status after discharge occurs. Topics also include how to prepare clients for discharge from care, through teaching and learning of health-promoting strategies.																	
Prerequisites (or NONE):		Admission to the Practical Nursing diploma and PNUR 246.															
Corequisites (if applicable, or NONE):		PNUR 251, PNUR 252, PNUR 253, and PNUR 254.															
Pre/corequisites (if applicable, or NONE):		None															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Special Topics This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i> If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>(The specific topic will be recorded when offered.)</i>															
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>24</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total hours</td> <td>24</td> </tr> </table>		Lecture/seminar hours	24	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		Total hours	24	Transfer Credit Transfer credit already exists: (See bctransferguide.ca .) <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit revised outline for rearticulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>	
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		Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		Expected Frequency of Course Offerings: Every fall <i>(Every semester, Fall only, annually, every other Fall, etc.)</i>															
Department / Program Head or Director:		Date approved: October 18, 2019															
Faculty Council approval		Date approved: November 2019															
Dean/Associate VP: Alastair Hodges		Date approved: November 2019															
Campus-Wide Consultation (CWC)		Date of posting: January 10, 2020															
Undergraduate Education Committee (UEC) approval		Date of meeting: February 28, 2020															

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Formulate teaching strategies to manage or improve client health.
2. Discuss health promotion in the acute care context and in relation to discharge planning.
3. Explain utilization of screening tools for early detection of illness.
4. Identify and explain which immunizations are important for clients experiencing acute illness.
5. Identify culturally sensitive, culturally informed and appropriate health promotion materials.
6. Explain the continuum of care.
7. Explain the discharge planning process.
8. Examine and explore appropriate teaching and learning strategies to prepare clients for discharge.
9. Explain harm reduction strategies for acute care clients at risk.
10. Evaluate trauma-informed practice within acute care settings.
11. Evaluate LGBTQ2 needs for discharge teaching.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Lectures, group work, readings, videos

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Arnold, E.C., & Boggs, J.U.	Interpersonal relationships: Professional communication skills for nurses	7 th ed.	St. Louis: Elsevier	2016
2. Edelman, C., Kudzma, E.C. & Mandle C.	Health promotion throughout the lifespan	8 th ed.	St. Louis: Mosby	2014
3. Kozier, B. et al.	Fundamentals of Canadian nursing: Concepts, process and practice	4 rd Canadian Ed	Toronto: Pearson	2018
4. Lewis, S.L., McLean-Heitkemper, M., Dirksen, S., Bucher, L., & O'Brien, P.	Medical – surgical nursing in Canada: Assessment and management of clinical problems	4 rd Canadian Ed.	Toronto: Elsevier	2019
5. Halter, M.J., Pollard, C.L., Jakubec, S.L.	Varcarolis's Canadian psychiatric mental health nursing: A clinical approach	2 nd Ed.	Toronto: Elsevier	2019
6.	Course pack			

Typical Evaluation Methods and Weighting

Final exam:	40%	Assignments:		Field experience:	%	Portfolio:	%
Midterm exam:	30%	Project:	%	Practicum:	%	Poster Presentation:	30%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):**Typical Course Content and Topics**

- Risk management strategies
- Early detection of illness through screening
- Client teaching and learning
- Culturally appropriate and relevant learning strategies
- Continuum of care (pre-admission and discharge planning)
- Harm reduction
- Trauma-informed practice in acute care settings
- Cultural safety and cultural humility in acute care
- Acute LGBTQ2 Care