ORIGINAL COURSE IMPLEMENTATION DATE: September 2012
REVISED COURSE IMPLEMENTATION DATE: September 2019
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 2025
Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PNUR 150	**Number of Credits:** 2.0 Course credit policy (105)
Course Full Title: Health Promotion II **Course Short Title:** *(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)*	
Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies Practical Nursing program

Calendar Description:

Focuses on health promotion as it relates to the aging process including exploring activities aimed at supporting clients to maintain their health. The concepts of health promotion, physical and mental wellness, normal aging changes, and continued independence are examined.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma and PNUR 146.
Corequisites (if applicable, or NONE):	PNUR 151 PNUR 152, PNUR 153, PNUR 154, and PNUR 155.
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number:
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(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.)

Typical Structure of Instructional Hours

Lecture/seminar hours	30
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours:	
Total hours	**30**

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

Special Topics
This course is offered with different topics:
☒ No ☐ Yes *(Double-click on box to select it as checked.)*
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
(The specific topic will be recorded when offered.)

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☐ No ☒ Yes
Submit revised outline for rearticulation:
☐ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System
☒ Letter Grades ☐ Credit/No Credit

Expected Frequency of Course Offerings:
Every winter*(Every semester, Fall only, annually, every other Fall, etc.)*

Department / Program Head or Director: Hannah MacDonald	**Date approved:**	October 2018
Faculty Council approval	**Date approved:**	November 5, 2018
Dean/Associate VP: Alastair Hodges	**Date approved:**	November 5, 2018
Campus-Wide Consultation (CWC)	**Date of posting:**	n/a
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 1, 2019

Learning Outcomes:

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

1. Describe various theories of aging and the demographics of aging.
2. Discuss the role of culture in the aging process.
3. Discuss family caregiving, caregiver burnout, caregiver benefits, and self-care.
4. Explain the connection between the determinants of health and healthy living for older adults.
5. State the importance of social supports in the health of older adults.
6. Discuss risk management for care in the older adult.
7. Identify local community resources that support and promote health in the older adult
8. Discuss appropriate teaching and learning strategies to health promotion activities with the older adult.
9. Describe risk factors for and examples of abuse with the older adult.
10. Discuss health promotion strategies for older adults living with chronic illness.
11. Discuss end-of-life issues for the older adult.
12. Discuss the importance of cultural competence for supporting care of older adults.
13. Discuss trauma-informed care in older populations.
14. Discuss LGBTQ2 care in older populations.
15. Explain differences in cultural approaches to dying.

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.)*

Lecture, group project, 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.	Bastable, S.	Nurse as educator: Principles of teaching and learning for nursing practice	3rd ed.	Burlington, MA: Jones and Bartlett	2008
2.	Edelman, C.L., Mudzma, E.C. & Mandle, C.L.	Health promotion throughout the life span	8th ed.	St. Louis: Mosby	2014
3.	Kozier B. et al.	Fundamentals of Canadian nursing: Concepts, process and practice	4th Canadian ed.	Toronto: Peason	2018
4.	Touhy, T.A., Jett, K.F., Boscart, V., & McCleary, L.	Ebersole & Hess' gerontological nursing and healthy aging	2nd Canadian ed.	Toronto: Elsevier	2019
5.		PNUR 150 Course Pack			

Typical Evaluation Methods and Weighting

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

Details (if necessary):

Typical Course Content and Topics

- Theories of aging
- Normal process of aging
- Demographics of aging
- Family caregiving
- Risk management / promoting safety with the older adult
- Rehabilitation
- Immunization (in the older adult)
- Living with chronic disease: self-management
- Regular health screening
- Community resources
- Elder abuse
- Teaching and learning in health promotion: older adult
- End-of-life planning
- Harm reduction
- Trauma-informed practice with older adults
- Cultural diversity and cultural competency in health and healing, including end-of-life practices