UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2012
REVISED COURSE IMPLEMENTATION DATE: September 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2026
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 240	**Number of Credits:** 2.5 Course credit policy (105)

Course Full Title: Health Promotion III
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):** Health Sciences, Practical Nursing program

Calendar Description:

Focuses on health promotion as it relates to the continuum of care across the lifespan. Health promotion in the context of mental illness, physical and developmental disabilities, and maternal/child health is highlighted. Normal growth and development from conception to middle adulthood is addressed.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma and PNUR 156.
Corequisites (if applicable, or NONE):	PNUR 241, PNUR 242, PNUR 243, and PNUR 244.
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	36
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours: Student Directed Learning	
Total hours	**36**

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 fall
(Every semester, Fall only, annually, every other Fall, etc.)

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

Learning Outcomes:

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

1. Identify normal patterns of growth and development from conception to middle adulthood.
2. Provide examples of public health services available to pregnant women in the community.
3. Describe health promoting strategies for the post-partum client and the newborn.
4. Provide examples of mental health/illness services available to clients in the community.
5. Describe how culture may impact utilization of mental health resources.
6. Compare the level of mental health services from urban to rural areas.
7. Explore examples of harm reduction activities.
8. Discuss disparities in the delivery of community health services in BC including LGBTQ2 Care.
9. Identify and describe health promotion activities for clients living with mental illness and those living with disabilities.
10. Analyze the impact of cultural safety and trauma-informed practice to support mental health.
11. Give examples of teaching and learning strategies for care in the community.
12. Discuss the impact of immunization in health promotion.

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, paper writing, group presentations, videos, reading, client interviews.

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.	Edelman, C.L. & Kudzma, E.C.	Health promotion throughout the lifespan	9th ed	Mosby	2018
2.	Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., Wilson, D., Keenan-Lindsay, L., & Sams, C. A.	Maternal child nursing care in Canada	2nd Canadian Ed	Toronto: Elsevier	2017
3.	Lewis, S. L., Bucher, L., McLean-Heitkemper, M. M., Harding, M. M., Barry, M. A., Lok, J., Tyerman, J., & Goldsworthy, S	Medical-surgical nursing in Canada: Assessment and management of clinical problems	4th Canadian Ed	Mosby/Elsevier	2019
4.		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

- Normal growth and development – conception to middle adulthood
- Continuum of care for maternal/child health client
- Teaching and learning
- Continuum of care for clients experiencing mental illness
- Substance abuse
- Health promotion strategies for clients with mental illness and physical or developmental disabilities
- Promotion of safety for clients experiencing mental illness
- Families experiencing violence
- Public health services
- Resource allocation/inequities
- Illness prevention: immunization
- Harm reduction
    - Principles of trauma-informed practice
    - Cultural safety across the continuum of care
    - LGBTQ2 Care
- Normal physiological changes related to pregnancy