PN 271-S
Health Promotion IV
Course Outline

Fall 2016
September 07 – October 21, 2016

Associate Dean Signature:

Date: September 2, 2016
PN 271-S Health Promotion IV  
Course Outline | Fall 2016

**Instructor**  
Colleen Bourk  
**Phone** 403.357.3635  
**Office** 1208  
**E-mail** colleen.bourk@rdc.ab.ca

**Office Hours:** As scheduled by instructor and by appointment.

**Prerequisites:** PN 266

**Course Hours:** (3-0-0) 7 weeks

<table>
<thead>
<tr>
<th>Type</th>
<th>Section</th>
<th>Day</th>
<th>Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Section S</td>
<td>Tuesday</td>
<td>1230h- 1500h</td>
<td>CAC Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thursday</td>
<td>1230h- 1500h</td>
<td>CAC Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friday</td>
<td>1100h-1200h</td>
<td>CAC Classroom</td>
</tr>
</tbody>
</table>

**Calendar Description:**  
Explore the Practical Nurse role related to the interrelationship between individuals, family, and the community. Health considerations for maternal/child, pediatrics, and families will be explored. Normal growth and development from conception to adolescence will be addressed, as will family and community roles and functions.

**Detailed Course Description:**  
Examine the principles of family-centered care and health promotion using various models. Investigate the practical nurses role in family and community assessments, goal setting, health promotion interventions, and evaluations. The practical nurse student will develop strategies to apply these concepts.

**Course Delivery:** Face-to-face

**Course Learning Outcomes:**
1. Evaluate the implications of own values and beliefs when caring for individuals, families and communities.
2. Apply the Calgary Family Assessment and Intervention Model in the provision of family care and support.
3. Examine the stages and activities of safe home visits with diverse clients (individual and families).
4. Examine the roles of the community health nurse when working with vulnerable clients (individual, families, and communities).
5. Examine the evolution and underlying philosophies, ethics, and principles of primary health care and community health nursing that informs nursing practice and care.
6. Choose health promotion strategies including all levels of prevention that may facilitate health in the postpartum client, newborn, child, family, and community.
7. Evaluate existing epidemiological data to appraise individual, family, and community health.
8. Interpret the impact of immunization in health promotion.
9. Develop appropriate cultural and developmental teaching and learning plans for individual and family care in the community.
10. Plan community assessments, goals, interventions, and evaluations for a variety of challenges using a health promotion model.
11. Compare the expected psychosocial, cognitive, growth and development stages associated with infancy, early and middle childhood and adolescence.
12. Examine tasks and stages of family development.
13. Assess common challenges associated with the infant, childhood, and adolescence developmental stage.
14. Interpret current and relevant information from scholarly resources to effectively present and communicate.
15. Evaluate the concepts of health in families and communities using the Red Deer College PN Conceptual Framework.

**Important Dates:**

- **Last Day to Add/Drop:** September 12, 2016
- **Last Day to Withdraw without Academic Penalty:** October 21, 2016

**Attendance:**
The faculty of the RDC Practical Nurse Program believe that students learn best when they are committed to their programs and their learning. Attendance to all classes is strongly recommended. However, we recognize there are times students must take time away from the required learning experiences. Faculty are committed to supporting students learning if class time is missed. However, students are responsible for making arrangements to cover missed classes. An absence can cause a disruption of the learning process and may make it difficult to achieve learning objectives.

**Lab/Clinical:**
Lab and clinical time provides students the opportunity to learn and practice nursing skills that will be used in clinical practice. CLPNA practice standards require all nurses to practice professionally and with competence. Therefore, lab attendance is mandatory.

Make-up time is required to obtain experience in nursing skills/assessments and to ensure students practice with confidence and competence. All students are required to make up missed lab or clinical time. This may be in the form of an assignment, a skill demonstration, extra time in the clinical setting or a combination of both. To determine the make-up process, students must first set up a meeting with their instructor to discuss appropriate make up time or assignments.

- If a student has been referred to the Nursing Lab Instructor or Lab Coordinator, individual appointments with the Lab Instructor or Coordinator must be made so that plans for the missed lab make-up time can be made;
- Students will be responsible to preview videos and read required texts and articles prior to the make-up lab;
- For safe and competent lab practice, the make-up lab session will only proceed when the student’s preparation for the make-up lab is complete;
- The Lab Coordinator or Lab Instructor will guide student practice and assist with best practice techniques but will not teach content from the missed lab or clinical;
- Students will be given a grade of ‘incomplete’ for the course until he/she has followed the lab make-up time process.

**Professional Dress and Appearance**
For guidelines re: Professional Dress and Appearance see Student Handbook.

**Required Texts:**


Additional Resources:
Any additional resources and videos are available within the Blackboard course. They are considered relevant and accurate.

Course Schedule:
Please note that a weekly schedule of the program is available on Blackboard.

Assignments:
- Assignments are to be completed and submitted as scheduled in the course unless the instructor has granted an extension. Requests for extensions must be made to the instructor at least 24 hours prior to the time the assignment is to be submitted.
- One grade category (5% per day) will be deducted for each day an assignment is late without a prior approved extension.
- All written assignments must be referenced using APA format (6th edition).
- See the Blackboard assessment tab for more details, descriptions, and marking rubrics.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minute Paper (2 papers x 15% each)</td>
<td>30%</td>
<td>Will be announced in class</td>
<td>Students will write a brief paper in the last 5 minutes of class</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>35%</td>
<td>Week 4, September 30 &amp; October 4</td>
<td>Students will present concepts related to growth and development</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
<td>Week 7, October 19</td>
<td></td>
</tr>
</tbody>
</table>

Professional Conduct:
The CLPNA Code of Ethics requires all nurses to conduct themselves based on the values of the profession. Professional behavior is expected to be maintained in the classroom, lab and the clinical setting at all times to optimize learning for all students. Expectations of behavior include:
- To arrive on time, prepared and to stay the duration of class and lab
- No cell phones in classroom, labs or clinical unless specified by instructor for use in learning activity.
- To use lap top computers and other devices such as iPads only for note taking or accessing relevant information in the classroom or lab.
- To listen and consider all feedback provided by faculty.
- To be respectful at all times with all communication with and about faculty, facility staff and co-students. This includes verbal, written and electronic forms of communication inside and outside of the classroom, lab and the clinical settings.
- To maintain a positive learning environment by listening to others, providing constructive suggestions, questions, and comments in relation to the topic being discussed.

Academic Misconduct:
A plagiarism detection tool is used in this course. Plagiarism involves submitting work in a course as if it were the student's own work. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter's own but in fact were created by someone else. Cheating can be copying another person's work, using notes in an exam, and many other forms. All academic misconduct, in any form, will be dealt with by the instructor with input from the Chair or Associate Dean. The complete policies are available on the RDC Policies web site: Appeals: Formal Policy, Appeals: Informal Resolution Policy and Student Misconduct: Academic and Non-Academic Policy.
Non-Academic Misconduct:
Non-academic misconduct is student behavior that has been deemed unsafe or disruptive that has interfered with the normal teaching, learning, or business processes at the College. This also includes damage to or theft of College assets such as facilities, electronic devices, the computer network, or electronic data; making false or frivolous allegations; disclosure of confidential information; and actions that place the College at potential legal risk.

When harassment/discrimination is alleged, all individuals are treated in accordance with the process as outlined in the Harassment and Discrimination Policy. When it is determined that a student poses a threat to campus security or to the safety of any person on campus, the College reserves the right to take immediate and necessary action.

Final Examination:
If this course contains a final exam students will be given further information from their instructor to reflect content, format and delivery of exam. RDC final exam policy will be followed with respect to the final exams and supplemental exams. Courses without a cumulative final exam are not eligible for a supplemental exam however an opportunity to rewrite an exam or assignment will be provided at the discretion of the instructor.

Prior Learning (PLAR):
This course may be eligible for Prior Learning Assessment. Students should refer to the RDC Course Calendar for a list of excluded courses.

Student Responsibilities:
Learning resources may be available to students in alternative formats. It is the student's responsibility to discuss learning needs with their instructor.

Changes to Course Outline:
Changes to the course outline will be made with the mutual consent of the instructors and the students involved. Changes will be reviewed by the Associate Dean of Nursing for consistency with college policies. Students may refer to the Student Dispute, Appeal and Misconduct Processes Policy and Standard Practice should questions or concerns about the Course Outline not be resolved directly with the instructor. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the instructor.

Student Services:
Students should be aware that Personal Counselling, Career, Learning and Disability Services are provided at RDC. Inquire about locations at the Information Desk. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

RDC offers several learning support services: course-based peer tutoring, the Math Learning Centre, the Writing Skills Centre, and help with general learning strategies (e.g., time management, study skills, exam preparation, and writing). RDC also offers services for students with disabilities. To access any of these services, visit the Learning Support desk in the library, call (403) 357.3629, or email help_learn@rdc.ab.ca or disabilityservices@rdc.ab.ca.

Grading System:
Students may pass and obtain credit for this course with a D (1.0), however, a student's overall GPA must be 2.0 or higher in order to successfully complete the program.

In courses with OSCEs or clinical evaluations, these assessments need a pass on all ethical components and a minimum grade of a C (2.0) or a pass.

INTP courses require a 73% in order to receive a C. Please see the student handbook for grading schemas.