

PNUR 123: HEALTH 3 (20 hours)
ACUTE/CHRONIC CARE

COURSE DESCRIPTION

This course focuses on the promotion of health for individuals in acute care. Health promotion programs will be examined. The role of the practical nurse in supporting and assisting clients in acquiring information is explored. The responsibilities of accurate reporting and documenting will be discussed. The practical nurse also needs to understand the collaboration between various health sectors in order to ease the transition for clients entering or leaving acute care.

LEARNING OUTCOMES

At the completion of this course, the learner will be able to:

1. Discuss secondary level of care in acute care settings.
2. Explore health promotion programs in acute care settings, including the maternal/child group.
3. Examine health promotion approaches such as patient education.
4. Discuss the collaborative approaches needed between individuals/community/health sectors in order to support the client entering or leaving a health care system, including acute care.
5. Discuss methods of documentation and reporting, including legal aspects.
6. Explore the role of the PN in promoting health in acute and chronic care, including community settings.

CONTENT

Acute Care

⇒ It is important that caregivers learn about the historical development of acute care hospitals within the health care system. It is also important for caregivers to understand the complex nature of organizational structure and function in the acute care hospital. To develop a greater understanding of how hospitals function, there will be an exploration of classification systems, departmentalization, accreditation, organizational charts and organizational culture. Other vital aspects of the organization will be explored, such as the patient's chart and the procedures required for documenting and recording.

Health Promotion Programs

⇒ Acute care settings offer diabetes education, cardiac, pre-operative, pre- and post-natal, and ostomy programs. They may offer out-patient health promotion programs such as stroke management, smoking cessation, lifestyle, wellness

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education, and health fairs. Mental health services offer a variety of health promotion programs in acute care and the community. The PN needs to be familiar with these programs in order to support clients.

Client Education/Teaching - Learning

⇒ The practical nurse will be responsible for supporting client education in the acute care setting. Therefore, it is important that the practical nurse gain a depth of understanding about teaching and learning and its application to interpersonal communication and problem solving. This semester, we will explore theories about teaching-learning in order to facilitate client education.

Continuity of Care: Admission/Discharge Planning

⇒ Discharge planning should ideally begin upon admission to hospital. Planning for discharge requires assessment of clients and families; knowledge of general issues such as the operation of hospital departments; dealing with transportation concerns; identification of community resources; and home care education programs. The practical nurse, acting as client advocate needs to assist the client in identifying special needs and sharing information with other health care providers.

Maternal and Child Health Promotion

⇒ The management of care for the postpartum client requires the practical nurse to be knowledgeable in assessing, supporting and assisting the client with breast care, perineal care and care of the newborn. Psychosocial aspects of the child bearing family will be reviewed.

Documentation

⇒ The practical nurse has an important role in documentation. The legal guidelines for documentation in acute care will be reviewed and learners will be introduced to a variety of documentation formats and styles. Documentation is a critical communication tool in the flow of client information.

OVERVIEW: HEALTH 3 EVALUATION STRATEGIES

Evaluation Criteria	Grade	Completion Date
1. Teaching-Learning Plan	40%	Class 9
2. Final Exam	60%	Class 10

EVALUATION CRITERIA

1. Teaching – Learning Plan 40%

This is an individual assignment consisting of a written teaching plan to meet the learning needs of a client in a hypothetical clinical situation that you will develop. The assignment should be approximately five typewritten, double-spaced pages. Please utilize the key concepts as headings when writing your assignment.

Key concepts will be graded as follows:

Introduction

Provide a brief overview of the clinical situation, the topic to be taught and the context for learning.

_____/3

Assessment

This is a detailed description of the learner. Consideration should be given to the individual's age and stage of development, motivation, health beliefs, physical and psychological status, past learning experiences, etc. and how all of these factors affect learning.

_____/8

Planning

This involves identification of the learning goals or needs and the purpose of teaching.

_____/5

Implementation

This involves a description of the basic teaching principles that would be utilized in the identified hypothetical teaching situation, and the accompanying rationale. A description of the learning environment and its impact on the teaching session should be included. A discussion of how the environment might be modified to enhance learning should also appear in this area. The teaching strategies or methods that would be most appropriate for this particular learning should be identified and the rationale included. Remember to include client's primary language, literacy and cultural-related issues.

_____/12

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Evaluation

Identify how you would evaluate that learning occurred. What evaluation tools would you use? Discuss possible pitfalls of the plan.

_____/5

Reference List

_____/4

Format

Organization: logical sequence, grammar, clarity, writing style, spelling and punctuation.

_____/3

Total Marks

_____/40

2. Final Exam

60%

Will consist of an exam with a variety of question formats that may include multiple choice, fill-in-the-blank, true/false, matching, short answer and case studies. You will have 2 hours to complete the exam. The entire course content will be tested in this exam.

COURSE OUTLINE

CLASS	OUTLINE
1	Introduction to Health III and Introduction to Acute Care (Organizational Culture)
2	The Teaching – Learning Process
3	Nursing Systems
4	Documentation in Acute Care
5	Health Promotion in Acute Care
6	Shift Change Reports
7 & 8	Maternal Child Health (see Module, p. 32)
9	Discharge Planning
10	Final Exam