PPNP-105 – Health Promotion 1

Health and Human Services

Effective Term & Year: Fall 2027
Course Outline Review Date: 2032-03-01

Program Area: Health

Description:

Learners are introduced to the concepts of health promotion as well as the determinants of health and health inequities. Learners develop a beginning knowledge of typical growth and development. Topics include health continuums, health enhancement, health protection, disease prevention, and health restoration (recovery, care, and support). Learners explore advocacy and trauma-informed practice and develop an understanding of how cultural safety and anti-racism in health care impact health and wellness, with a focus on Indigenous-specific anti-racism.

Program Information:

This course is one of eight courses required in Level 1 of the Practical Nursing program. Satisfactory completion of this course is required to progress to the next level.

Delivery Methods: On-campus (Face-to-Face)

Credit Type: College of the Rockies Credits

Credits: 2

Instructional Activity and Hours:

Activity	Hours
Classroom, Directed Studies or Online Instruction	30
Seminar/Tutorials	

Laboratory/Studio	
Practicum/Field Experience	
Co-op/Work Experience	
Other	
Total	30

Course Requisites:

- Complete all of the following
  - Earned a minimum grade of C+ (65%) in each of the following:
    - PPNP101 – Anatomy and Physiology for Practical Nursing (3)
  - Completed or concurrently enrolled in:
    - PPNP104 – Variations in Health 1 (3)
    - PPNP106 – Pharmacology 1 (2)
    - PPNP107 – Integrated Nursing Practice 1 (4)

Prior Learning and Recognition: Yes

Students are able to request formal recognition of their prior learning or experience outside the classroom. Challenge examination, portfolio-assisted assessment, work-based assessment or a combination of assessments that is appropriate to identify, assess, and recognize prior skills, competencies, and knowledge to achieve course credit. Tuition fees apply, refer to Policy 2.5.5 Prior Learning Assessment and Recognition (PLAR) or contact an education advisor for more information.

Course Transfer Credit:

For information about receiving transfer credit for courses taken at either British Columbia or Alberta institutions, please see https://www.bctransferguide.ca/ or https://transferalberta.alberta.ca . For more transfer credit information, please visit https://www.cotr.bc.ca/Transfer

All requests for course transfer credit from institutions in British Columba or elsewhere should go to the College of the Rockies Enrolment Services office.

Textbook Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Astle, B. J., & Duggleby, W. (2024). *Potter and Perry's Canadian fundamentals of nursing* (7th ed.). Elsevier.

Please see the instructor's syllabus or check COTR's online text calculator https://textbook.cotr.bc.ca/ for a complete list of the currently required textbooks.

Learning Outcomes:

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

1. Explain definitions and concepts related to health promotion and disease prevention in the context of both physical and mental health.

- 1.1 Explain epidemiology related to health promotion.
- 1.2 Describe the concept of health continuums, including the mental health continuum.
- 1.3 Explain the difference between primary, secondary, and tertiary prevention.
- 1.4 Identify the levels of Maslow's hierarchy of needs.
- 1.5 Describe the principles of harm reduction and their relationship to advocacy.

2. Discuss the major components of Canada's health care system.

- 2.1 Identify trends, issues, and challenges facing the Canadian health care system.
- 2.2 Discuss the concept of health care privatization.
- 2.3 Explore the different models of health care delivery in Canada.

3. Explain how the determinants of health impact individual health and wellness, including mental health and wellness.

- 3.1 Identify the determinants of health affecting Indigenous people and the health inequities between non-Indigenous and Indigenous Peoples in Canada.
- 3.2 Identify the requirements for healthy living.
- 3.3 Discuss the significance of health statistics to health promotion.

4. Describe the concept of advocacy and the different types of advocacy that practical nurses engage in for clients and themselves.

- 4.1 Describe what it means to be a client navigator to assist clients and families to navigate numerous systems associated with health care.
- 4.2 Explore how practical nurses self-advocate for themselves and their role within the interprofessional health care team.

5. Describe how cultural safety, cultural humility, and anti-racism, as well as diversity, equity, and inclusion are essential to health promotion.

- 5.1 Define the principles of health promotion in 2SLGBTQIA+ care.
- 5.2 Describe the importance of a trauma-informed approach within the context of health

promotion.
- 5.3 Discuss diversity in health beliefs and practices within a culturally diverse society.
- 5.4 Discuss cultural competence in health promotion.
- 5.5 Describe how nurses can promote health with Indigenous clients by providing culturally safe and anti-racist care.

6. Describe teaching and learning principles for health promotion across the lifespan.

- 6.1 Discuss the influence of health education on health and wellness.
- 6.2 Describe the learning domains.
- 6.3 Discuss the components of a teaching-learning plan.

7. Describe the steps of communicable disease reporting.

- 7.1 Identify health promotion strategies that minimize the risk of transmitting communicable diseases.

8. Describe well-known growth and development theories across the lifespan.

- 8.1 Describe psychosocial, cognitive, and moral development across the lifespan.
- 8.2 Discuss factors influencing typical growth and development.
- 8.3 Explore the role that determinants of health play in growth and development.
- 8.4 Discuss the relationship between knowledge of growth and development theories and nursing practice.

Course Topics:

Course outcomes will be met through examination and exploration of the following:

- BCCNM LPN Ethics Standards, Practice Standards, and Documents that Guide Scope of Practice
- Canada’s Health Care System
- Holistic Health
- Wellness and Health
- Determinants of Health
- Maslow’s Hierarchy of Needs
- Health Promotion in the Context of both Physical and Mental Health
- Typical Growth and Development Across the Lifespan
- Health Continuums
- Client Advocacy and Navigation
- Cultural Safety and Cultural Humility in Health Promotion
- Health Disparities and their Impacts on People
- Impact of Racism on Health—Particularly Indigenous-Specific Racism
- Diversity in Health Beliefs, including Indigenous Beliefs and Practices
- Introduction to Health Statistics and Epidemiology
- Teaching and Learning in Health Promotion

- Communicable Diseases and Epidemiology
- Harm Reduction
- Recovery-Oriented Care
- Trauma-Informed Practice
- Health Literacy

See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.

Evaluation and Assessments

Assessment Type: On-Campus (face-to-face)

Assessment Type	% of Total Grade
Test(s)	35%
Assignment 1	35%
Assignment 2	30%
Total	100%

Grade Scheme

A+	A	A-	B+	B	B-	C+	C	C-	D	F
>=95	94-90	89-85	84-80	79-75	74-70	69-65				<65

Pass requirements:

An overall average of C (60%) or higher is required to pass this course.

Additional Evaluation Information:

No rewrites will be granted for any assignments or exams within this course.

Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments and use of electronic aids.

Student Attendance/Absence

- As adult learners, students are expected to attend all classes. Attendance is taken as a means of monitoring student success. In the event of illness or other unavoidable cause of absence, the student should notify the appropriate instructor as soon as possible.
- Students must attend all clinical/preceptorship experiences. If illness or other unavoidable absence occurs, the student must notify the appropriate instructor prior to the time s/he is expected.
- Unexcused/excessive absences from clinical/preceptorship may mean students must withdraw from the program.

Written Assignments

- Assignments about clients must be written using the clients' INITIALS ONLY.
- A 15% penalty will be applied for each day past due date for late assignment submissions. If any assignment is more than three days late, it will be assigned a grade of "0".

Exam Attendance:

Students must attend all scheduled exams at the appointed time and place. Instructors may approve an alternate exam to accommodate an illness or personal crisis. Department heads will consider other written requests. Any student who misses a scheduled exam without prior approval will receive a "0" on the exam.

Academic Policies:

College of the Rockies policies related to courses can be found at https://cotr.bc.ca/about-us/college-policies/ and include the following:

- Policy 2.1.4 Course Audit
- Policy 2.4.1 Credential Framework
- Policy 2.4.3 Students with Documented Disabilities
- Policy 2.4.4 Student Rights, Responsibilities and Conduct
- Policy 2.4.8 Academic Performance
- Policy 2.4.9 Student Feedback and Concerns
- Policy 2.4.11 Storage of Academic Works
- Policy 2.5.3 Student Appeal
- Policy 2.5.5 Prior Learning Assessment and Recognition (PLAR)

Equivalent Course(s) and Course Code Changes

Prior Course Code: PNUR 104

Date changed: September 2012

Course Changes:

The College of the Rockies updates course outlines regularly to meet changing educational, employment and marketing needs. The instructor will notify students in writing of any updates to this outline during the semester. The instructor reserves the right to revise, add or delete material while meeting the learning outcomes of this course outline.