Many things to many people: Coming together for students, staff and community
~ Health Promotion

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Community Learning Centre for Healthy Living, George Brown College
Introduction

• Who are we?
• How we got together?
• Our preceptor?
• Our faculties?
Projects We worked on for HP:

- **Healthy U Fair**
  Fair organized to enhance Student’s information regarding health services at Campus and acquire feedback on student’s needs.

- **Fizzle**
  A project designed to equip children and young adults on information about effects of soft drinks on health and promoting tap water as an alternative.
Today’s discussion:

- Personal experiences
- Reaching goals
- Discovering new pathways in IPE
- Team dynamics
Personal experiences

- Why health promotion?
- Time management
- Role of preceptor
- Role of team members
Healthy U Fair
Healthy U Fair
Central Eglinton Children's Centre
Central Eglinton Children's Centre
Central Eglinton Children's Centre
Healthy Living Walking Program
Healthy Living Walking Program
Healthy Living Walking Program
Blood Pressure Teaching

- Explaining first
Blood Pressure Teaching

- Practicing together
REC“IPE” for successful IPE is:

- Good group dynamics
- A preceptor that would facilitate an environment that will encourage students to be involved.
- Motivation and Flexibility
Reference:


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http://static.flickr.com/63/166404055_3a32887233.jpg

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**Blood Pressure**

**Blood Pressure** is a force of blood pushing against its vessel wall.

**Systolic Pressure** - maximum pressure left on the artery during left ventricular contraction.

**Diastolic pressure** - is the elastic recoil, or resting, pressure that the blood exerts constantly between each contraction.

Average BP is 120/80

**Hypertension** is sustained elevation of BP. Hypertension exists when BP is equal to or greater than 140/90 for an extended period of time. The diagnosis of hypertension requires that elevated readings be present on at least 3 occasions during several weeks.

**Pulse** is a pressure wave felt in periphery that is being generated by force that flares arterial walls.

When assessing pulse include: rate, rhythm, force, elasticity.

**Rate:** Normal heart rate in an adult is 60-100 beats per minute (bpm).

**Bradycardia** - heart rate is less than 60 bpm

**Tachycardia** - heart rate is more than 100 bpm

**Rhythm:** should be even with even tempo. Sinus arrhythmia is a common condition in children and young adults. Breathing increases at the peak of inspiration and slows to normal with expiration.

**Force:** weak, thready - reflects decreased stroke volume. Full, bounding - reflects increased stroke volume. Eg. Anxiety, exercise

3+ Full bounding
2+ Normal
1+ Weak, thready
0 Absent

**Elasticity:** Artery feels springy, straight, and resilient

**Steps to Take Blood pressure**

1. Take 2 BP measurements separated by 2 min (5 to 10mm Hg difference between arms is possible)

2. Patient’s feet should be flat on the floor. If legs are crossed it can cause false high measurement.

3. Arm should be at the heart’s level.

4. Palpate the brachial artery. Place cuff 2.5 cm above it.

5. Palpate the brachial artery and inflate the cuff until the artery pulsation stops and then inflate 30mm Hg beyond. (this will avoid missing an auscultatory gap, when Korotkoff’s sounds disappear during auscultation. It occurs in approx. 5% of people often with hypertension due to noncompliant arterial system)

6. Deflate the cuff and wait 30 seconds to reinflate
Blood Pressure teaching

- Involving the client
Blood Pressure Teaching

- Doing it together with the student
Conclusion

- IPE helps students learn independently in a non-conventional environment
- A good team achieves more with less pressure on individuals
- Good Time management is crucial for success in IPE projects
- Team dynamics are important in IPE
Alone we can do so little; together we can do so much -Helen Keller
• Thank You for your time!!!
Questions????