Health Promotion and Caring for Self, Colleagues, and Clients I

N1070/NRSG7067

Fall 2016

Western Site Course Professors
K. Jackson
J. Moore-Hepburn

Fanshawe Site Course Professors
L. Bonilla
K. Jenkins
C. Rivard

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Calendar description: This interactive course enables the student to develop an understanding of caring and relational practice as the basis for health promotion in nursing. Nurses’ responsibility for health promotion of self, colleagues, and clients is addressed in a variety of contexts. (3 hrs per week)

Expanded description: The student will develop skill in accessing and applying knowledge related to fostering health, health promotion, and caring through relational practice, development of therapeutic relationships, communication, and self-reflection.

Course goals

1. demonstrate caring as a way of being with self, colleagues, and clients, including establishment of culturally safe, caring relationships with colleagues and clients
2. demonstrate self-reflection and self-awareness, and identify gaps in knowledge and skills related to relational practice
3. demonstrate self-directedness, responsibility, and accountability in own learning, collaborative learning, and relational practice
4. access appropriate resources to support evidence-informed health promotion, caring, and relational practice
5. identify strengths and challenges in self, related to values, beliefs, culture, caring, communication, spirituality, self-esteem and body image, and gender/sexuality as they relate to health and health promotion
6. understand the relationship of context, the social determinants of health, and social justice to health, health promotion, and caring as it applies to self, colleagues, and clients

Major Concepts in the Course

- Foundational concepts
- Determinants of health
- Preconceptions
- Self-reflection
- Theoretical perspectives/concepts
- Communication
- Health Promotion
- Caring
- Boundaries

National Nursing Competencies Addressed in the Course follow.

Professional responsibility and accountability: 1, 4, 6, 21

Knowledge-based practice: 24, 27, 29, 30, 31, 32, 34, 35

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Competent application of knowledge: 41, 54, 74

Ethical practice: 75, 76, 77, 78, 80, 84, 85, 86

Service to the public: 88, 90, 93

**Patient Safety Competencies Addressed in the Course:**

1.2.8. methods by which health care professionals can advocate for patient and health care system safety

1.2.10. the concept that health care is a complex adaptive system with many vulnerabilities, (e.g., space or workplace design, staffing, technology)

1.3.2. reflect on actions and decisions continuously, with self-awareness and using self-evaluation, to improve knowledge and skills in patient safety

2.1.3. demonstrate respect for all team members, including the patient and his or her family

3. 1.1. show respect and empathy in communication

3. 1.6. employ active listening techniques to understand the needs of others

**Interprofessional (IP) Competencies Addressed in the Course**

Nurses do not work in isolation. They are members of an interprofessional team where each member contributes to the care of the client. Clients are at the center of the team as equal partners whose voices are heard in all matters pertaining to their health. Because of this collaboration, the development of interprofessional communication skills is crucial.

The Interprofessional Competencies follow.

1. Interprofessional communication

2. Patient/client/family/community-centered care

3. Role clarification

4. Team functioning

5. Collaborative leadership

6. Interprofessional conflict resolution.

National Competency Framework [http://www.cihc.ca](http://www.cihc.ca)
How this course will contribute to your development as a professional nurse:

The nursing literature supports the notion that an individual needs to come to know the self through reflection and introspection before that person can be open to knowing and relating to others. This course will assist you in developing self-awareness through many creative activities. As well, after each learning activity is the section called “In Reflection”. In this section you are asked to reflect on the week’s topic through various activities. We strongly suggest that you save these completed activities in a portfolio in order to use your reflections for future assignments.

In order to relate to your clients and colleagues, developing skill using therapeutic communication techniques is necessary. Many beginning students believe that they already possess these attributes; however, there is a difference between ease of chatting with friends and family, and engaging in conversation that is therapeutic to your client.

How this course will contribute to your development as an interprofessional team member

You will begin to develop skill and comfort in the interaction with clients and colleagues. In order to work together for the benefit of the client, you will develop an appreciation of the variety of health professionals at the interface of care in supporting health promotion in the client.

How we will work together

We believe in the creation of a caring community within the classroom setting which will positively affect your interactions outside of the classroom as well. Professors will serve in the role of facilitator to assist you to reach your goals. Group activities are a common approach to provoke discussion of course concepts and assist you in self-reflection and in developing skill in knowing the other. You are encouraged to bring electronic devices that will facilitate access to resources for group work done in class.
## Weekly Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Concept</th>
<th>Class Focus</th>
<th>Course Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sept 8</td>
<td>Course Overview Introduction to the Concept of Health</td>
<td>Understanding the personal meaning of health</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>2 Sept 15</td>
<td>Evolution of Health Promotion</td>
<td>Health Promotion: Models and evolution of health promotion. Introduction to the social determinants of health (SDOH) and to health literacy</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>3 Sept 22</td>
<td>Social Determinants of Health I – Individuals, Families, Communities and Populations</td>
<td>Explore health promotion and SDOH within context of individuals, families, communities, populations and relationship to strengths-based nursing</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>4 Sept 29</td>
<td>Social Determinants of Health II – Social Justice</td>
<td>Explore other factors that influence SDOH: politics, government, economics, inequity versus inequality, barriers, social justice</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>5 Oct 6</td>
<td>Healthy Public Policy</td>
<td>How policies influence health and health care. Public Health Agency of Canada, political ideologies and policy, hegemony versus counter-hegemony</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>6 Oct 13</td>
<td>Environmental Influences on Health</td>
<td>Earth charter, environmental consciousness and sustainability (RNAO, CNA), climate change and health, carbon footprint, global health</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>7 Oct 20</td>
<td>Midterm Test</td>
<td>[30%] Covers all content from the previous 6 weeks</td>
<td></td>
</tr>
<tr>
<td>8 Oct 27</td>
<td>FALL BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Nov 3</td>
<td>Self-Awareness, Gender and Sexuality</td>
<td>Self-awareness, gender and sexuality Scholarly paper due November 3, 2016 (30%) by 11:59 PM.</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>10 Nov 10</td>
<td>Self-Concept, Self-Esteem and Body Image</td>
<td>Self-awareness, self-concept, body image, self-esteem, including professional self-esteem</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>11 Nov 17</td>
<td>Values, Beliefs and Culture</td>
<td>Explore personal values and beliefs, roles, culture</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>12 Nov 24</td>
<td>Spirituality</td>
<td>Spirituality: describe and explore different meanings, importance in nurse-client relationship, holistic nursing practice</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>13 Dec 1</td>
<td>Contemplative Practices</td>
<td>Contemplative practice, self-care</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td>December Exam Period TBA</td>
<td>Final Exam [40%] Inclusive of all course content</td>
<td></td>
</tr>
</tbody>
</table>
Required Learning Resources

1. Weekly learning activities will be posted online.
3. Readings either posted or found online.

Opportunities to Demonstrate Learning


The purpose of this assignment is for you to apply three of the social determinants of health to a current event in order to appreciate its relevance to health. You will explain the role of the determinants of health and how each determinant is relevant to this current event.

Assignment Process

1. Choose the event in Canada from an electronic or hard copy of a daily or weekly newspaper or news magazine (such as CBC, Globe and Mail, Macleans, Times, or Newsweek).
2. Explain the importance of three social determinants of health to this event and explain how each of these determinants are important in affecting the health of the people in the event.
3. Research the nursing academic literature regarding the relevance of the determinant and/or media event. Utilize the literature of three (3) professional nursing sources to inform and support your written reflections.
4. Discuss three (3) potential implications for nursing practice.
5. Include a copy of the current media event as an appendix to this assignment.

Criteria for Evaluation

- scholarly writing and use of APA (6th edition) formatting, referencing, and order of documents
- word count 2000 words, typed, double-spaced pages (excluding title page, reference list, and appendix); 12 point, Times New Roman black font
- due November 3, 2016 at 11:59 PM electronic copy submitted to the course dropbox in FOL (Fanshawe students) or OWL/assignments (Western students) by 1159 PM
- weight 30% - See the marking rubric for this assignment for further guidance.
2. **Midterm Test:**
   In class on October 20, 2016 and is worth 30%. The format will be multiple choice.

3. **Final Exam:**
   It is written in the December final exam period and is worth 40%. The format will be multiple choice.

**Summary of Opportunities to Demonstrate Learning**

<table>
<thead>
<tr>
<th>OPPORTUNITIES TO DEMONSTRATE LEARNING</th>
<th>COURSE GOAL(S) Addressed</th>
<th>VALUE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Midterm test (multiple choice format)</td>
<td>All</td>
<td>30%</td>
<td>October 20, 2016</td>
</tr>
<tr>
<td>2. Scholarly paper on the determinants of health using a current media story.</td>
<td>2,3,4,6</td>
<td>30%</td>
<td>November 3, 2016</td>
</tr>
<tr>
<td>3. Final exam (multiple choice format)</td>
<td>All</td>
<td>40%</td>
<td>December Exam Period</td>
</tr>
</tbody>
</table>

Students and faculty are required to read the Undergraduate BScN Programs Manual and be familiar with its contents. The Program Manual is available for Western students on Sakai in the Undergraduate Student Information [https://owl.uwo.ca](https://owl.uwo.ca), and for Fanshawe students Online in the Collaborative Program virtual homeroom at [www.fanshaweonline.ca](http://www.fanshaweonline.ca)

**Policies**

All policies related to assignments are in the Undergraduate BScN Programs Manual on the Western web site at [owl.uwo.ca](https://owl.uwo.ca) and on the Fanshawe College web site in the Program manual located in the Virtual Home Room at [www.fanshaweonline.ca](http://www.fanshaweonline.ca) Please read the policies on Accommodation for Medical Illness-Undergraduate Students and Student Medical Certificate.

**Scholarly Requirements**

In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the sixth edition of the Publication manual of the American Psychological Association (2010), which includes guidelines for both content and format. In addition, all other writing will follow APA (6th ed.) format when citing or referring to an author’s work or ideas. Failure to do so is unethical and is plagiarism.

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Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging to whom the work belongs. Similarly, you are plagiarizing if you paraphrase or summarize another author’s ideas without acknowledging that the ideas belong to someone else. You are self-plagiarizing when you reuse all or part of an assignment that you previously submitted. Students can not present their credited work as new scholarship. You may be asked to submit your work, at the discretion of the course instructor, to turnitin.com to verify originality (see Scholastic Offence Policy in the Western Academic Calendar or Fanshawe College Policy Manual).

Western site students: http://www.westerncalendar.uwo.ca/2013/print_pg113.html#
Fanshawe site students www.fanshawec.ca/assets/policies/pdf/2g04.pdf

Assignments and Exams

Please refer to the following site specific links for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. Undergraduate BScN Programs Manual for Westerns academic guidelines owl.uwo.ca or Fanshawe College Policy Manual for Academic Policies and Procedures http://www.fanshawec.ca/assets/policies/pdf/2c02.pdf

Electronic Devices

Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself.

Attendance

Due to the significance of theoretical and practice knowledge in developing professional competence, students are expected to demonstrate professional responsibility through regular attendance at, and, participation in all scheduled learning activities. Much of the learning that takes place is a result of preparation and engagement with the material and active dialogue with colleagues and faculty.

Mental Health

Students who are in emotional/mental distress should refer to the following links for a complete list of options about how to obtain help.

MentalHealth@Western http://www.uwo.ca/uwocom/mentalhealth/
Fanshawe College Counseling Services http://www.fanshawec.ca/counselling/ and
iCopeU http://icopeu.com/fanshawe/home.html

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Student Safety

Please refer to the Undergraduate BScN Programs Manual section on Student Safety Concerns: Guidelines for Responding in the Practice Setting Environment and the Student Safety Flow Chart found on the Undergraduate Programs site at owl.uwo.ca, or Fanshawe, Safe College Campus, 2008 www.fanshawec.ca/assets/policies/pdf/1d05.pdf

Learning Skills Services

The Fanshawe College Learning Centre provides various services to help students succeed. Learning Centre services include FREE tutoring in study skills, math, English as a second language, writing and communications. The Learning Centre is for students who want to boost a mark or enhance their academic skills.

Learning Centre - Room F2001
Phone: 519.452.4265; Fax: 519.452.4249

The Student Development Centre at Western provides free support for all students to strengthen their skills and improve or maintain their academic performance. The focus is on helping students learn and study more effectively so that they can achieve their academic goals. You can find out more about this service at www.sdc.uwo.ca/learning