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

N1170/NRSG7068
Winter 2017

Western Site Course Professors
K. Jackson
M.A. Davies

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

Copyright © 2016 Western University and Fanshawe College All rights reserved. This book is protected by copyright. No part of it may be reproduced, stored in a retrieval system, or transmitted in any form or by any means - electronic, mechanical, photocopying, recording, or otherwise without written permission from The University of Western Ontario, London, Ontario N6A 3K7 or Fanshawe College, Health Sciences Division, 1001 Fanshawe College Blvd, P.O. Box 7005, London, Ontario N5Y 5R6.
N1170/NRSG7068 Health Promotion and Caring for Self, Colleagues, and Clients II

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

Students will have the opportunity to develop an understanding of caring and relational practice as the basis for health promotion in nursing. A variety of theories, concepts, and conceptual frameworks will be used to acquire enhanced perspectives of how individual values, beliefs, perceptions, and experiences influence relationships with self, colleagues and clients.

Course Goals

1. Understand caring as a way of being with self, colleagues, and clients, including the establishment of client-centred, caring, therapeutic relationships with 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. Understand dynamics within interpersonal relationships such as power and conflicts as well as assertive communication skills.
6. Recognize strengths and challenges in colleagues and clients and the importance of leadership, partnerships and collaboration in achieving health/wellness.

Major Concepts in the Course

<table>
<thead>
<tr>
<th>Caring</th>
<th>Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-reflection</td>
<td>Foundational concepts</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Communication</td>
</tr>
<tr>
<td>Leadership</td>
<td>Health promotion</td>
</tr>
<tr>
<td>Relational practice</td>
<td>Therapeutic relationships</td>
</tr>
<tr>
<td>Client-centred care</td>
<td>Empowerment</td>
</tr>
<tr>
<td>Theoretical Perspectives/Concepts</td>
<td>Theoretical Perspectives/Concepts</td>
</tr>
</tbody>
</table>
National Nursing Competencies Addressed in the Course

Professional responsibility and accountability: 1, 4, 6, 21
Knowledge-based practice: 24, 27, 29, 30, 31, 32, 34, 35
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

1.1.3. Recognize personal limitations and ask for assistance when required
1.2.4. The risks posed by personal and professional limitations
1.2.7. The emotional impact of adverse events on patients, families and health care professionals
2. 1.10. Practice effective listening techniques to contribute to optimal teamwork and patient care
2. 2.1. Ensure that patients are at the centre of care

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 are

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

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 being open to knowing and relating to others. This course will assist in developing self-awareness through many creative activities. After each learning activity there is the section called “In Reflection”. You are asked to reflect on the week’s topic. It is strongly suggested that you save completed reflections in a portfolio to use the reflections for future assignments.
The development of therapeutic communication techniques is essential to relate to clients and colleagues. Many beginning students believe they already possess these attributes. However, there is a difference between chatting with friends and family and engaging in conversation that is therapeutic to the client.

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

You will begin to develop skill and comfort when interacting with clients and colleagues. As an interprofessional team member you will develop an appreciation of the variety of health professionals who support health promotion for the client.

**How we will work together**

We believe in the creation of a caring community in the classroom setting that will also positively affect your interactions outside the classroom. 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>Class Title</th>
<th>Class Focus</th>
<th>Course Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan 5</td>
<td>Therapeutic Relationships I Elements of a Helping Relationship</td>
<td>What does helping others really mean? Strengths-based nursing Best Practice Guidelines (RNAO; CNO). Theory as a basis for practice</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>2 Jan 12</td>
<td>Interpersonal Communication: Attending Behaviours</td>
<td>Non-verbal behaviour; listening, touch, silence, barriers to communication and attending behaviours.</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>3 Jan 19</td>
<td>Therapeutic Relationships II Core Dimensions of Helping</td>
<td>Difference between a social and helping relationship. Phases of the therapeutic relationship, components of the nurse-client relationship, client strengths, dimensions of caring</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>4 Jan 26</td>
<td>Relational Practice Interpersonal Nursing Theory</td>
<td>Ida Jean Orlando</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>5 Feb 2</td>
<td>Theory of Interpersonal Relations</td>
<td>Dr Cheryl Forchuck guest lecture: Hildegard Peplau’s Theory ALL students, Western &amp; Fanshawe, will attend this lecture together</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>6 Feb 9</td>
<td>Anxiety and Pattern Integration</td>
<td>Peplau: Anxiety &amp; Pattern Integration;</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>7 Midterm Examination</td>
<td>Midterm Examination worth 30%. The format will be multiple choice.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Details</td>
<td>References</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Reading Week---Week of February 20-24, 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 23</td>
<td>Transpersonal Caring</td>
<td>Jean Watson – Transpersonal Caring, Nurse as Healer</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Mar 2</td>
<td>Ethics and Morals</td>
<td>Morals and values, nursing code of ethics, moral distress, ethical principles, ethical dilemmas (CNO and CNA)</td>
<td>1, 2, 3, 4, 6</td>
</tr>
<tr>
<td>Mar 9</td>
<td>Boundaries</td>
<td>Boundaries in the therapeutic nurse-client relationship</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Mar 16</td>
<td>Healthy Workplaces Leadership</td>
<td>Interprofessional practice, healthy workplaces, violence in the workplace, leadership</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Mar 23</td>
<td>Narrative and Advocacy Power and Caring</td>
<td>Narrative and self-awareness, advocacy</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Mar 30</td>
<td><strong>Final Exam [40%]</strong></td>
<td>April Exam Period</td>
<td></td>
</tr>
</tbody>
</table>

**Required Learning Resources**

1. Learning activities will be posted online.
3. Readings posted on OWL-Sakai and Fanshawonline.

**Recommended Learning Resources**


**Opportunities to Demonstrate Learning**

1. **Mid-term Examination 30% of course mark**
   February 16, 2017 Exam will be in multiple choice format.

2. **Scholarly Paper: Concept Paper**
   30% of course mark due March 2, 2017 at 11:59 PM.
The purpose of this assignment is for you to explore a concept provided in a list that is of particular interest to you from either term I or term II of HP&C.

Criteria for evaluation
- Scholarly writing and use of APA (6th ed.) format, referencing, and order of documents.
- Should the paper exceed the 2000 words the rest will not be graded.
- Minimum number of words 1800 (excluding title page, reference list, and appendix).
- A minimum of 6 current references (2011 to 2017) published in peer reviewed journals. Four of the six must be research papers from a peer reviewed nursing journal. Five must be from nursing journals and 1 may be from another source.
- Due date: March 2, 2017 OWL Assignment folder using Turnitin.com or course dropbox on FOL using Turnitin.com
- Grade: 30% - See the marking template for this assignment for further guidance.

Acceptable Topics for the Concept Paper
- Advocacy
- Ethical Practice
- Culture
- Conflict
- Empathy
- Power and empowerment
- Collaborative Practice
- Leadership
- Narrative
- Contemplative practice
- Spirituality
- Environmental health
- Social Justice

Please note your chosen concept paper cannot be the same as your Foundations concept paper.

3. Final Exam: 40% of course mark
   During the April final exam period
   Examination will be in multiple choice
   
   To be scheduled during the April examination period. This examination will test all course material.
   The purposes of the final examination are for you to:
   - synthesize your knowledge of health promotion and caring
   - gain insight of the examination format of the NCLEX
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>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. midterm test</td>
<td>All course goals</td>
<td>30%</td>
<td>Feb 16, 2017</td>
</tr>
<tr>
<td>2. Scholarly paper</td>
<td>All course goals</td>
<td>30%</td>
<td>March 2, 2017</td>
</tr>
<tr>
<td>3. Final exam</td>
<td>All course goals</td>
<td>40%</td>
<td>April exam period</td>
</tr>
</tbody>
</table>

Marks will be deducted from late assignments according to the policy in the Western-Fanshawe Collaborative BScN Program Manual.

All policies related to assignments are in the BScN Program Manual accessed from Western SAKAI at [https://owl.uwo.ca/portal](https://owl.uwo.ca/portal) or the Fanshawe Collaborative Program Virtual Home Room site at [http://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 and on the Fanshawe College web site in the Program manual located in the Virtual Home Room at 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.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to your expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author’s ideas without acknowledging that the ideas belong to someone else. All papers must be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University and the College for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University, Fanshawe College, and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)). For further information, please see the BScN Program Manual.

The Western-Fanshawe Collaborative BScN Program N1170/NRSG7068 Health Promotion and Caring for Self, Colleagues, and Clients II 2017
for the policy on plagiarism. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site(s):
http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf
http://www.fanshawec.ca/sites/default/files/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

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

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.

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, including journals 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.

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 iCopeU http://icopeu.com/fanshawe/home.html
and Counseling Services http://www.fanshawec.ca/counselling/

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
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