Health Promotion and Caring: Families and Communities
N2220a/b:NRSG7058

2016-2017

Course Professors: Pat Bethune-Davies RN MScN
Marilyn Evans RN PhD

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HEALTH PROMOTION and CARING: FAMILIES and COMMUNITIES

N2220a/b:NRSG7058

Calendar Description

The Western-Fanshawe Collaborative BScN Program N2220/NRSG7058 Health Promotion & Caring: Families & Communities, 2016-2017
This course provides students with opportunity to deepen their understanding of health, empowering health promotion, and caring in the context of family, community, and populations across the lifespan. Normal growth and development, family health, and community health are addressed.

**Expanded Description**

The process of promoting the health of individuals, families, groups, and communities is an integral component of professional nursing practice. This course provides a philosophical and theoretical foundation for understanding family and community health issues and implementing nursing interventions guided by practice standards to promote family and community health.

In this course you will have the opportunity to develop a basic understanding of community health nursing through exploring sociological, psychological, philosophical, and nursing concepts and theories that support family and community health promotion practice across the lifespan. Focus will be on nursing practice with family and community as “partner”. Primary health care, health education, health promotion, and social determinants of health are critically examined as they relate to family and community health nursing practice in Professional Practice Families and Communities, N2221/NRSG7059. This course enhances your critical thinking skills through course readings and lectures, in class discussions and various learning activities.

**Co-Requisite: N2221/NRSG7059 Professional Practice: Families and Communities**

**Course Goals**

1. To develop an understanding of the foundational pillars of family and community health nursing in Canada.

2. To outline and analyze the implications of societal trends and social determinants of health on the health of individuals, families, groups, and communities.

3. To demonstrate an appreciation of the diversity, trends, and evolving nature of families, groups, and communities.

4. To develop a beginning understanding of supportive and empowering strategies to build individual and community capacity for self-advocacy.

5. To recognize healthy public policies and public health policies and services that promotes and protects the health of individuals, families, and communities in the context of health and social inequities.

6. To understand the research process and evidence informed practice and to use literacy skills as they apply to community and family nursing.

7. To reflect on personal experiences and values and how they may shape personal, professional, and interprofessional beliefs and behaviours and community health nursing practice.

8. To further develop and apply knowledge of normal growth and development across the lifespan in the context of family and community health nursing.

**Major Course Concepts**
- Client centered care
- Client – in this course the term client refers to individuals, families, groups, communities, and/or aggregates
- Health/wellness
- Health promotion
- Harm reduction
- Primary health care
- Social determinants of health
- Health care system
- Health and health care policy
- Advocacy
- Ways of knowing
- Evidence informed practice
- Context/culture
- Time/transition
- Social justice
- Diversity
- Interprofessional collaborative practice (ICP)
- Critical reflection
- Relational practice
- Professionalism
- Caring
- Teaching and learning
- Health Literacy
- Ethical practice
- Strengths-based nursing care

Competencies for entry-level Registered Nurse practice (CNO, 2014) addressed in the course:


Professional responsibility and accountability –1,4,6,8,10,18, 21
- Knowledge based practice –24,25,27,29,30,31,32, 34,35
- Competent Application of Knowledge – 41, 54,74
- Ethical Practice – 75, 76,77,78, 80, 84,85,86
- Service to the Public – 87, 88, 90, 93
- Self-regulation 94, 97-100

National Interprofessional Competencies (CIHC, 2010) addressed in the course:

http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf

- Interprofessional communication
- Patient/client/family/community-centred-care
- Role clarification
• Team functioning

Canadian Association of Schools of Nursing (CASN, 2012) Nursing Informatics Entry-to-Practice Competencies addressed in the course:

http://www.casn.ca/vm/newvisual/attachments/856/Media/NursingInformaticsEntryToPracticeCompetenciesFINALENG.pdf

• Information and knowledge management
• Professional and regulatory accountability

How will this course contribute to your development as a professional nurse?

The professional nurse needs to establish, build, and nurture professional relationships that promote maximum participation and self-determination of individuals, families, groups, and communities (CHNC, 2011). Using a variety of creative activities, this course will assist students to develop knowledge, appreciation, and abilities to collaboratively and effectively work with diverse clients to address determinants of health.

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

Working with other professions, community partners, and systems is an essential element of nursing in the community. In this course students will increase their knowledge and appreciation of the skills required to establish a relationship and collaborate with others to address health-related issues confronting individuals, families, groups, and communities.

How will we work together?

In this course teaching and learning are considered a shared responsibility. The professor’s role is to guide, facilitate and support your learning; your responsibility is to use the resources, and to actively engage in dialogue and reflective, critical thought on the topics being covered. The course is designed to foster discussion, debate, and critical examination of concepts relevant to the promotion of family and community health. To facilitate an interactive classroom environment the professor will seek individual and collective student input.

The various learning activities, readings, and lectures will help you to develop insights, see patterns, and critically reflect on real life experiences as you learn about the nurse’s role in working with families and communities. Your commitment and active participation in these activities are critical to your own learning as well as to the learning of your colleagues. Attendance at class and participation in learning activities is therefore expected and will promote your success not only in this course but also in clinical nursing practice in the community. Suggestions to help you be successful in this course include: 1) Check course website daily for messages and announcements; 2) Ask questions of the professor, TA and your classmates; 3) Allow time every week (2-3 hours) for readings, preparation for lectures, assignment preparation and Western Sakai/Fanshawe OnLine postings; 4) Read the syllabus and make note of assignment requirements; and 5) Participate in class on an ongoing basis.
Required Textbooks and Resources


N2220b/NRSG7058 course syllabus found on the course Sakai site at Western and Fanshawe OnLine at Fanshawe College
## Weekly Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Concept</th>
<th>Course Goals</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept 12</td>
<td>Introduction to Health Promotion and Caring of Families and Communities, Populations and Aggregates</td>
<td>Client; health promotion; primary health care; harm reduction; health/wellness; caring; time/transition</td>
<td>1, 2, 3</td>
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</table>
| 2    | Sept 19| Introduction to Health Promotion and Caring of Family and Community Health  
*Maternal Child Aggregate  
*Mental Health Aggregate* | Client; health promotion; primary health care; health/wellness; caring; professionalism; social determinants of health; global health | 1, 4, 7      |
| 3    | Sept 26| Nurses’ Ways of Knowing: Use of Health Assessment Tools  
*Rural Health Aggregate* | Social determinants of health; ways of knowing; client; diversity; relational practice; strengths-based nursing care | 2, 3,        |
| 4    | Oct 3  | Health Promotion and Caring: Empowerment and Capacity-building with Families and Communities  
*Elders Aggregate  
*Gender and Health Aggregate* | Health promotion; social justice; primary health care; ways of knowing; ICP; Growth and Development | 2, 3,        |
<p>|      | Oct 10 | Thanksgiving                                                           |                                                                        |              |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Title</th>
<th>Content</th>
<th>Notes</th>
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<tbody>
<tr>
<td>5</td>
<td>Oct 17</td>
<td>Health Promotion and Caring: Program Planning for Families and Communi-</td>
<td>Health promotion; client; ways of knowing; ICP; teaching and learning;</td>
<td>2, 4,</td>
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<td>ties and Communities</td>
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<td>Poverty and Homelessness</td>
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<td>Oct 21</td>
<td>Midterm 1800-2000</td>
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<td>6</td>
<td>Oct 24</td>
<td>Caring and Social Justice with Clients in Diverse Contexts</td>
<td>Client; client centered care; health/wellness; social determinants of</td>
<td>3, 5,</td>
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<td></td>
<td></td>
<td>Domestic Violence: Guest Speaker Joint Class Room TBA</td>
<td>health; context/culture; ICP; ethical practice</td>
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<td>Oct 27/28</td>
<td>Fall Study Days</td>
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<td>7</td>
<td>Oct 31</td>
<td>Culture and Diversity: Clients, Contexts and Caring</td>
<td>Social justice; diversity; context/culture; advocacy; caring; ethical</td>
<td>2, 3,</td>
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<td></td>
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<td>Aboriginal Aggregate</td>
<td>practice</td>
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<td>LGBT Aggregate</td>
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<td>8</td>
<td>Nov 7</td>
<td>Health Promotion and Caring in a Context of Emergencies and Disasters</td>
<td>ALL</td>
<td>4, 6,</td>
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<td></td>
<td>Guest Speaker Joint Class Monday, November 7 Room TBA</td>
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Opportunities to Demonstrate Learning

1. **Scholarly Paper: Choose Option A or B**

**Option A: Analysis of a Health-related Issue Impacting an Aggregate Population**

The purposes of this assignment are for you to:

- Identify a current health-related issue within a Canadian aggregate population (e.g., include rural, aboriginal, maternal/child, elderly or LGTB etc. populations).

- Describe the population’s experience with the health-related issue and explain its significance to the population and community health nursing.

- Explore solutions for the health-related issue using a strengths and asset-based perspective.
Discuss implications for nursing practice with the aggregate population; apply the Canadian Community Health Nurses’ standards; incorporate appropriate RNAO best practice guidelines, and CNO standards.

Conclude by summarizing the main points of your paper.

**Option B: Analysis of a Family Health Issue**

The purposes of this assignment are for you to:

- Identify a current issue related to the health of Canadian families.
- Describe the family health issue and explain its significance to families and community health nursing.
- Explore solutions for the family health issue using a strengths and asset-based perspective.
- Discuss implications for family nursing practice; apply the Canadian Community Health Nurses’ standards; incorporate appropriate RNAO best practice guidelines, and CNO standards.
- Conclude by summarizing the main points of your paper.

**Criteria for Evaluation:**

- Scholarly writing and use APA (6th ed.) formatting and referencing.
- **Word count of minimum 2000 – maximum 2500** (not including title page and references). Include word count on title page.
- Use 12 point Times New Roman font, double spaced, 2.5cm (1”) margins.
- Plain white paper, stapled, no cover or binder.
- Research literature related to the identified community issue. A minimum of 10 references required which include a minimum of 5 current scholarly nursing sources (within last 5 years), excluding course texts and assigned readings.
- See the marking template for this assignment for further guidance.

1. **Scholarly Paper (30%)**
   Due: Submit electronic copy to turnitin.com by 23:55 hrs on November 3, 2016 and copy to dropbox

2. **Mid term exam (30%):** Friday October 21, 2016, 18:00-20:00, location TBA
3. Final exam (40%): December 2015 exam period

<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>Scholarly paper</td>
<td>1, 2, 3, 4, 5</td>
<td>30%</td>
<td>November 3, 2016 23:55 hrs to turnitin.com and copy to dropbox</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>30%</td>
<td>Friday, Oct 21 18:00-20:00</td>
</tr>
<tr>
<td>Final exam</td>
<td>All</td>
<td>40%</td>
<td>December exam period TBA</td>
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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), and for Fanshawe students OnLine in the Collaborative Program virtual homeroom at 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 expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging the work to belong 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. You are self-plagiarizing when you reuse all or part of an assignment that you previously submitted. Students cannot 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#](http://www.westerncalendar.uwo.ca/2013/print_pg113.html#)

Fanshawe site students [www.fanshawec.ca/assets/policies/pdf/2g04.pdf](http://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 Western’s academic guidelines [owl.uwo.ca](http://owl.uwo.ca) or Fanshawe College Policy Manual for Academic Policies and Procedures [http://www.fanshawec.ca/assets/policies/pdf/2c02.pdf](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 compe-

*The Western-Fanshawe Collaborative BScN Program N2220/NRSG7058 Health Promotion & Caring: Families & Communities, 2016-2017*
tence, 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

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 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