

# **Community Models of Care**

## **N1120B – NRSG-7107**

Course Professors:

Stephanie Narayanan (Western)

Pat Bethune-Davies (Fanshawe)

Elizabeth Cowie Hayes (Fanshawe)

**2024- 2025**

**Copyright © 2024 The University of Western Ontario 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, 1001 Fanshawe Blvd., P.O. Box 7005, London, Ontario N5Y 5R6.

**Nursing 1120B – NRG 7107****COMMUNITY MODELS OF CARE****Calendar Description:**

Students critically examine models of care and sources of knowledge in community nursing practice settings including public health, community home health and primary healthcare. Applying principles of primary healthcare, social justice, and equity, students critique how policy, practice, culture and societal norms impact health of the individual, family, community, and population-and gain an understanding of the role of the nurse as a change agent and populations.

**Expanded Description:**

With a rise in health disparities, chronic health conditions, and ageing, there is an increasing need for better access to healthcare services outside of acute-care settings. In response to this changing healthcare climate, nurses are beginning to focus more of their efforts on promoting health and preventing disease in individuals, families, communities, and populations across various community settings. This course offers students the opportunity to explore and examine the importance of community nursing and the different roles and responsibilities of nurses working in community settings. Students will also be introduced to the Canadian Community Health Nursing Standards of Practice and will explore topics such as health promotion and protection, capacity building, health equity health policy, and professional responsibility, including how they relate to community health and community health nursing practice.

***Antirequisite:*** *Nursing 2220A/B*

***Prerequisite(s):*** *Registration in Year 1 of the Western-Fanshawe Collaborative BScN Program or the Compressed Time Frame BScN Program*

***Extra Information:*** *3 lecture hours*

***Course Weight:*** *0.50*

**Course Learning Outcomes:**

**By the end of this course, students will be able to:**

1. Demonstrate knowledge of community health care services and the role of the nurse working across various community settings.
2. Define the principles of primary healthcare that impact of health priorities of individuals, families, communities and/or populations.
3. Apply literacy skills to determine sources of data and information that will support community health nursing practice.
4. Explain how advocacy and change management, particularly for vulnerable and/or diverse clients and populations, is used in community nursing practice.
5. Analyze the implications of societal trends and social determinants of health on the health of individuals, families, groups, and communities.
6. Recognize healthy public policies and services that promote and protect the health of individuals, families, and communities in the context of health and social inequity.

### Major Concepts in the Course:

- Clients
- Environment
- Health and Healthcare Policy
- Social Justice
- Health Equity
- Professionalism: Accountability, Self-regulation
- Ethical Practice
- Communication
- Collaboration
- Relational Practice
- Critical Reflection
- Advocacy
- Social Determinants of Health
- Health Promotion
- Capacity Building
- Safety

### Entry-to-Practice Competencies for Registered Nurses (CNO, 2019) addressed in the course:

1. Clinician: 1.1, 1.3, 1.4, 1.7, 1.13, 1.15, 1.16, 1.17, 1.19, 1.22, 1.23, 1.25, 1.26
2. Professional: 2.2, 2.4, 2.5, 2.7
3. Communicator: 3.2, 3.3
4. Collaborator: 4.1, 4.3
5. Coordinator: 5.3, 5.6, 5.9
6. Leader: 6.1, 6.2, 6.3, 6.4, 6.6, 6.10, 6.11
7. Advocate: 7.3, 7.4, 7.6, 7.7, 7.8, 7.9, 7.20, 7.11, 7.14
8. Educator: 8.1, 8.2, 8.3
9. Scholar: 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8

### Course Materials:

#### Textbook and Other Learning Materials

- **Required textbook:** [Stamler, Yiu, L., Dosani, A., Etowa, J. B., & Van Daalen-Smith, C. (Eds.). (2020). *Community health nursing: A Canadian perspective* (Fifth edition.). Pearson Canada Inc.].
- **Link to access instructions to get etext book:**  
<https://mycourses.pearson.com/api/courses/handout/narayanan23391>
- **The textbook costs [79.99\$]**

**Students are welcome to purchase second-hand or earlier editions of this textbook.**

Recommended: American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7th ed.). Washington, DC: American Psychological Association.

### Methods of Evaluation

Please consult the course website for assignment instructions and grading rubrics.

Percentage of Course Grade	Assignment Name	Due
15%	<b>Online Quiz</b> Multiple-choice questions.  <b>Quiz Open Date : Monday, January 27th @ 8 AM to Thursday, January 30th @ 11 :55 PM</b>	Week 4
30% Part A: 10% Part B: 20%	<b>Community Assessment Project</b> Group Assignment.  Students are to complete a windshield survey of a community in or around London. Students will provide objective data to back up their findings. Using the data they gather, students will utilize Public Health Ontario's 6-step process to develop a health promotion project that is geared to their selected community.  <b>Part A Due: February 4<sup>th</sup> @ 11:59 PM</b>  <b>Part B Due: March 25<sup>th</sup> @ 11:59 PM</b>	Part A: Week 5 Part B: Week 12

10% (5 worksheets x 2%)	<p><b>Community Assessment Project Worksheets</b> Group Participation Assignment.</p> <p>Students will complete worksheets during allotted time during scheduled lecture based on Public Health Ontario's 6-step process to develop a health promotion project to support their completion of the Community Assessment Project Part B.</p> <p>Worksheet #1 Due: Week 5 Worksheet #2 Due: Week 6 Worksheet #3 Due: Week 8 Worksheet #4 Due: Week 10 Worksheet #5 Due: Week 11</p> <p><b>All worksheets are to be submitted by the end of scheduled lecture.</b></p>	Weeks 5, 6, 8, 10 & 11
10%	<p><b>Community Nursing Role Presentation - Online</b> Group Assignment.</p> <p>Students are to pick one nursing specialty within community health nursing and explain that role. Students will find two recent employment postings in that specialty within Canada and explain how the positions fills the scope of practice of a community health nurse. Students will present their findings in a 5-minute presentation to their peers via Zoom.</p> <p><b>Due: March 4<sup>th</sup> during online class</b></p>	Week 9
35%	<p><b>Final Exam</b> Multiple-choice questions.</p> <p>Do not book personal/travel plans until the final exam schedule is posted for April.</p>	During the April Exam Period as determined by the registrar

### Class Schedule

Week	Topic	Course Learning Outcome	Assessment and Evaluation
<b>1</b> Jan 7	<b>Introduction to Community Health Nursing</b>	1, 2, 4, 5, 6	
<b>2</b> Jan 14	<b>Community Assessment</b>	1-6	
<b>3</b> Jan 21	<b>Primary Care Nursing</b>	1, 2, 5	
<b>4</b> Jan 28	<b>COMPLETE WINDSHIELD SURVEY OF YOUR CHOSEN COMMUNITY FOR THE GROUP ASSIGNMENT</b>		<b>Online Quiz</b> % of course grade: 15% <b>Quiz Open Date : Monday, January 27th @ 8 AM to Thursday, January 30th @ 11 :55 PM</b>
<b>5</b> Feb 4	<b>Public Health Nursing: Health Promotion Programs 1</b>	1, 2, 4, 5	<b>Community Assessment Project: Part A</b> % of course grade: 10% <b>Part A Due: February 4<sup>th</sup> @ 11:59 PM</b> <b>Worksheet #1 Due: at the end of scheduled lecture</b>
<b>6</b> Feb 11	<b>Public Health Nursing: Health Promotion Programs 2</b>	1, 2, 6	<b>Worksheet #2 Due: at the end of scheduled lecture</b>

<b>7</b> Feb 18	<b>READING WEEK</b>		
<b>8</b> Feb 25	<b>Home Health Care Nursing</b>	1,2,4,5	<b>Worksheet #3 Due: at the end of scheduled lecture</b>
<b>9</b> March 4	<b>Community Nursing Role Presentation – Online</b> Online Class via Zoom.		<b>Community Nursing Role Presentation – Online</b>  <b>% of course grade: 10%</b>  <b>Due: March 4<sup>th</sup> during online class</b>
<b>10</b> March 11	<b>Public Health Nursing: Prevention and Health Protection 1</b>	1,3,4,5,6	<b>Worksheet #4 Due: at the end of scheduled lecture</b>
<b>11</b> March 18	<b>Public Health Nursing: Prevention and Health Protection 2</b>	1,3,4,5,6	<b>Worksheet #5 Due: at the end of scheduled lecture</b>
<b>12</b> March 25	<b>Community Mental Health and Harm Reduction Services</b>	1,2,4,5,6	<b>Community Assessment Project: Part B</b>  <b>% of course grade: 20%</b>  <b>Due: March 25<sup>th</sup> @ 11:59PM</b>
<b>13</b> April 1	<b>Indigenous Health in the Community</b>  Online Class via Zoom with Fanshawe-Western Sites.	1,2,4,5,6	

### Undergraduate Program Site

All students are required to visit the Undergraduate Program Site and be familiar with its contents. The Undergraduate Program Manual and full list of School of Nursing Policies can be accessed:

#### Fanshawe:

Under content on the Collaborative Nursing Program Homeroom site (NSG3-HR) on

Fanshaweonline/FOL here (requires login to FOL):

Program Manual:

<https://www.fanshaweonline.ca/d2l/le/content/101482/viewContent/12227152/View>

School of Nursing Policies:

<https://www.fanshaweonline.ca/d2l/le/content/101482/viewContent/13885634/View>

Western:

Requires login with UWO username and password:

<https://uwoca.sharepoint.com/sites/NursingUndergraduateInformation?e=1%3A9bcb11eb675d42f1867e859267a302ae&CT=1690304572539&OR=OWA-NT&CID=d6022dc4-883c-f129-18eb-4f2f5576da36>

### **Attendance**

Students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all course learning activities. Much of the learning that takes place is a result of preparation and engagement with the material, as well as active dialogue with colleagues and faculty. Students are expected to organize their schedules such that weekly preparation for class is completed, and classes are attended, with consistency.

### **Scholarly Requirements**

All scholarly writing will follow the 7<sup>th</sup> edition of the *Publication manual of the American Psychological Association* (2020). All other types of writing will follow APA (7<sup>th</sup> ed.) format when citing or referencing another author's work or ideas. Failure to do so is unethical and is plagiarism.

### **Assignments and Exams**

Please refer to the Undergraduate Academic Policy Manual for information on academic considerations, penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams.

### **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 and appropriately citing the author to whom the work belongs. You are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to them. You are plagiarizing if you present your own work, otherwise used for other course(s)/purposes, as original material in current course work. At the discretion of the instructor, you may be required to submit your work through **Turnitin.com** to verify originality and **are responsible for acting on the report generated**. For further information, please see the BScN Program Manual for the academic policy on plagiarism.

### **Artificial Intelligence (AI)**

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments and/or lab reports should reflect the student's own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and



ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

### **Academic Accommodations vs. Academic Consideration**

Academic accommodation consists of formal arrangements made through Western's Accessible Education department that allow a student with a disability a fair opportunity to engage in academic activities, fulfill essential course, and program requirements. Students request academic consideration through their academic advisor, for relief such as extensions, make-up dates, etc. and are required to provide their academic advisor with The Western-Fanshawe Collaborative BScN Program with documentation to support their request. Students should not contact their course instructors to request academic consideration, nor should they send personal and/or health information/documentation to their instructors.

### **Review of Graded Assignments**

After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment.

Students who need assistance with their writing skills should contact on-campus resources for support:

- Fanshawe (select Fanshawe Library Learning Commons):  
<https://www.fanshawec.ca/students/support/academic-support>
- Western: (<http://writing.uwo.ca/>)

If, after the assignment review, a student still believes they have grounds with supporting documentation that their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals (<https://www.uwo.ca/ombuds/> or <http://www.fanshawec.ca/appeals>).

### **Use of Statistical Pattern Recognition on Multiple Choice Exams**

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.

### **Course Communication and Process**

Both faculty members and students will contribute to the learning in the course. All course participants have a responsibility to engage in discussion, share understandings, and collaborate with colleagues. This means that all preparatory activities must be completed, as classes will focus on application of information, rather than simply a review of theoretical information. Lectures will be held weekly and attendance is strongly encouraged, as the in-class interaction between students and instructors is vital to support learning. Students must visit the course site on a daily basis, as messages and updates are posted by the course instructor and/or Teaching Assistant(s) regularly. Every attempt will be made by faculty members to respond to emails within 48 hours during weekdays. Faculty members will be available for individual and/or group consultation at mutually agreed upon times. Respectful participation is expected of everyone when communicating electronically or in person

### **Use of Electronic Devices**

**During Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

**During Lectures:** You are welcome to use a laptop or mobile device during lecture periods, you are expected to use your devices for scholastic purposes only and refrain from engaging in any activities that may distract other students from learning. Please turn off all sound notifications before you enter the classroom. From time to time, your instructor may ask the class to put away all devices, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

If you have concerns or comments about how the use of laptops or mobile devices is affecting your learning during the course, please make an appointment to talk with the instructor.

### **Social Media**

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about topics such as, but not limited to:

- Peers
- Class activities/discussion
- Clients
- Agencies
- Laboratories
- Simulations
- Communications with professors

Students who post content on social media that is cause for concern will be reported to the Associate Director (Western) or Associate Dean (Fanshawe). Such behavior may compromise a student's standing in the program.

### **Inclusivity, Diversity, and Respect**

We are dedicated to making space for diverse perspectives and content during shared learning experiences within this course. Together with you, we aim to co-create a learning atmosphere for generative discussion and respectful engagement with multiple worldviews, ways of knowing and being, and perspectives. As future healthcare providers, it is expected of you to create welcoming and inclusive classroom environments much like you would in practice. Your peer group comes from a myriad of experiences and worldviews, all who deserve to be listened to and heard in a respectful and open-minded manner. Hateful messages have no place in this classroom community and will not be tolerated. Engaging in respectful dialogue requires deep, active listening and we need to be mindful of positionality (what may be easy to debate for one person, may be emotionally laborious for another). This course requires you to engage in critical reflection as you embark on your career as health professionals; at times this may be uncomfortable or even painful. We ask that you practice humility, work through defensiveness, and embrace vulnerability as you embark on this journey of personal development.

As your instructors, we are committed to supporting you in navigating this course content. We are not perfect and may falter but will do our best to learn and grow when that happens. Together, throughout this course, we will create a space that may challenge our prior understandings but supports inclusivity and respect for all participants. If you require support in navigating a challenging discussion, please reach out.

### **Accessibility, Accommodation and Support Services at Western**

*Technical Support:* For OWL support contact the WTS HelpDesk at <https://wts.uwo.ca/helpdesk/index.html>

*New to Online Learning?* Check out the following link for a variety of to support online learning from Western Student Experience: <https://www.uwo.ca/se/digital/>

*Academic Support and Accommodation Services:* Check out these services that support academic success. We encourage all students to engage in the writing supports available to them at Western. [http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)

*Physical Health, Wellness Education and Mental Health:* Connect with Student Health Services at Western here: <https://www.uwo.ca/health/shs/>

*Indigenous Student Center* staff and Elders are available to support you personally, academically and culturally. Reach out at: <https://indigenous.uwo.ca/students/>

For services related to inclusion, equity and diversity visit *Equity and Human Rights Services*: <https://www.uwo.ca/hro/>

Services related to *Gender-Based Violence and Survivor Support*: [https://www.uwo.ca/health/student\\_support/survivor\\_support/index.html](https://www.uwo.ca/health/student_support/survivor_support/index.html)

View Westerns *Anti-Racism Working Group Report* here: <https://www.edi.uwo.ca/resources/reports/arwg-final-report-to-president-shepard-fnl.pdf>

## **Mental Health**

Students who are in emotional/mental distress should refer to MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/> or Fanshawe Health and Wellness <https://www.fanshawec.ca/students/support/health-wellness/counselling> for a complete list of options for obtaining help.

## **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](http://www.sdc.uwo.ca/learning)

## **Student Safety**

Please refer to the Undergraduate BScN Programs Manual section on Student Safety Concerns available on the [Nursing Undergraduate Information SharePoint](#) site.

## **Land Acknowledgement**

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada. We accept that as Registered Nurses and employees of a public institution, we have the responsibility to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

