



Western
Arthur Labatt Family
School of Nursing



FANSHAWE
School of Nursing

Community Models of Care

Nursing 1120A

Course Professor:

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N1120 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 understand of the role of the nurse as a change agent and populations.

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

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.

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:

Required: 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.

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

Weekly Class Schedule

| Week | Topic | Course Learning Outcome | Assessment and Evaluation |
|--------------------------------------|---|--------------------------------|----------------------------------|
| 1 September 7 | Course Introduction | 1, 2, 4, 5, 6 | |
| 2 September 14 | Community Assessment | 1-6 | |
| 3 September 21 | Primary Care Nursing | 1, 2, 5 | |
| 4 September 28 | Public Health Nursing: Health Promotion Programs | 1, 2, 4, 5 | In Class Quiz 15% |
| 5 October 5 | Public Health Nursing: Health Promotion continued | 1, 2, 6 | |
| 6 October 12 th | COMPLETE WINDSHIELD SURVEY OF YOUR CHOSEN COMMUNITY FOR THE GROUP ASSIGNMENT | | |
| 7 October 19 | Public Health Nursing: Prevention and Health Protection | 1,3,4,5,6 | |

| | | | |
|--------------------------|---|---------------|---|
| 8 October 26 | Public Health Nursing: Prevention and Health Protection cont'd | 1,3,4,5,6 | |
| Nov 2 | FALL READING WEEK | | |
| 9 November 9 | Home Health Care Nursing | 1,2,4,5 | |
| 10 November 16 | Home Health Care Nursing | 1,2,4,5 | |
| 11 November 23 | Community Mental Health and Harm Reduction Services | 1,2,4,5,6 | Community Assessment/ Health Promotion Planning Assignment 30% Due: Wednesday November 23rd 11:59PM |
| 12 November 30 | Indigenous Health in the Community | 1, 2, 4, 5, 6 | |
| 13 December 7 | Course Review | | FINAL EXAM- During the December Exam Period as determined by the registrar 35% |

Opportunities to Demonstrate Learning

| Percentage of Course Grade* | Assignment Name | Due |
|-----------------------------|--|-------------------|
| 15% | Quiz Quiz will take place in class. Multiple Choice Questions | Week 4 |
| 30% | Community Assessment Project/Presentation 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. Due: Wednesday November 23rd @11:59PM | Week 11 |
| 10% | Guest Lecture Review Provide a summary and reflection on the guest lecture content. Two guest lectures will be incorporated throughout the term. Students may select which lecture they choose to summarize and reflect on. Guest lectures: VON – Home Health Nursing / Indigenous Care SOAHAC Due: December 7th @11:59PM | Week 13 |
| 10% | Health Promotion Module Students are to complete either the Breastfeeding e-learning course, or the Smoking Cessation with Youth e-learning course through RNAO. Students can work through these modules at their own pace, however, must upload the certificate of completion to your dropbox in OWL by the final week of the term. Due: December 7th @ 11:59PM | Week 13 |
| 35% | Final Exam (case scenario) | Final Exam Period |

Policies

All policies related to assignments are in the Undergraduate Programs Manual on the Western web site at [Nursing Undergraduate Information SharePoint site](#) Please read the policies on Accommodation for Medical Illness-Undergraduate Students and Student Medical Certificate.

Assignments and Exams

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

Scholarly Requirements

In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the seventh edition of the Publication manual of the American Psychological Association (2019), which includes guidelines for both content and format. In addition, all other writing will follow APA (7th 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 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 Offense Policy in the Western Academic Calendar)

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading_189

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.

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 https://uwo.ca/health/mental_wellbeing

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

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 in the syllabus, 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.

Western Site: <http://writing.uwo.ca>

If, after the assignment review, a student still believes they have grounds with supporting documentation their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals.

Western Site: Undergraduate Student Academic Appeal

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading_178

Western Site: <https://www.uwo.ca/ombuds>

Please see decision tree below.

