



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

**N1070/NRSG7067**

**Fall 2019**

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## **N1070/NRSG7067 Health Promotion and Caring for Self, Colleagues, and Clients I**

### **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 Course Concepts**

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

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

- Professional responsibility and accountability: 1, 2, 3, 4, 5
- Knowledge-based practice:
- Specialized body of knowledge: 30
- Ethical practice: 75, 76, 77, 79

### **Interprofessional Competencies (CIHC, 2010) addressed in the course**

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

### **Nursing Informatics Competencies (CASN, 2012) addressed in the course**

- Uses relevant information and knowledge to support the delivery of evidence-informed patient care: indicators 2, 4, 7
- Uses ICTs in accordance with professional and regulatory standards and workplace policies: indicator 1
- Uses ICTs in the delivery of patient/client care: indicators 4, 5

### **Nursing Safety Competencies (CPSI, 2009-2016)**

- Domain 1: contribute to a culture of patient safety
- Domain 3: communicate effectively for patient safety
- Domain 5: optimize human and environmental factors

### **Nursing Mental Health and Addiction Competencies (CASN)**

- Domain 2: Engages clients in strengths-based care that promotes resilience – indicator 3.3
- Domain 5: Identifies one's own morals, values, attitudes, beliefs, and experiences related to mental health conditions and/or addiction and the effect these may have on care – indicator 6.2

### **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**

- 1.2.8. 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.

### **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 there is “In Reflection”. You will reflect on the week’s topic through various activities. We strongly suggest that you save these completed activities in a portfolio to use them 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

Week	Concept	Class Focus	Course Goals
1 Sept 5	Course Overview Introduction to the concept of health	Introduction to the course and the concept of health and health promotion; evolution of health promotion	1, 2, 3, 4, 5, 6
2 Sept 12	Social Determinants of Health	Explore health promotion and SDOH within context of individuals, families, communities, populations and relationship to strengths-based nursing	1, 2, 3, 4, 5, 6
3 Sept 19	Social Determinants of Health and Indigenous People	Explore health, health promotion and the social determinants of health within an Indigenous community	1, 2, 3, 4, 5, 6
4 Sept 26	Social Justice	Discuss the meaning of social justice and explore how politics, government, economics, all impact social justice within health care  <i>Communities assignment due Friday Sept 27<sup>th</sup> @ 1159 PM Weight: 15%</i>	1, 2, 3, 4, 5, 6
5 Oct 3	Healthy Public Policy	How policies influence health and health care. Public Health Agency of Canada, political ideologies and hegemony	1, 2, 3, 4, 5, 6
6 Oct 10	Health Environments - Environmental Influences on Health	Earth charter, environmental consciousness and sustainability (RNAO, CNA), climate change and health, carbon footprint, and global health	1, 2, 3, 4, 5, 6
7 Oct 17	<b>Midterm Test</b>	<b>In class test Inclusive of weeks 1-6 Weight: 25%</b>	
8 Oct 24	Public Health- Population Health Promotion and Public Health Nursing	Introduction to public health and population health promotion. Explore the role of public health and public health nurses	1, 2, 3, 4, 5, 6
9 Oct 31	Sexual Health Promotion	Self-awareness, gender and sexuality	1, 2, 3, 4, 5, 6
10 Nov 7	FALL READING WEEK	NO CLASSES	
11 Nov 14	Spirituality	Spirituality: describe and explore different meanings, importance in nurse-client relationship, and holistic nursing practice	1, 2, 3, 4, 5
12 Nov 21	Culture, Values, Beliefs, Biases, Assumptions	Explore formation of personal values and beliefs and begin to explore personal assumptions and biases  <i>Scholarly paper due Friday November 22<sup>nd</sup> @ 1159 PM Weight: 25%</i>	1, 2, 3, 4, 5
13 Nov 28	Overflow/review		
	December Exam Period (TBA)	<b>Final Exam Weight: 35%</b>	

## Required Learning Resources

- Learning activities will be posted online, weekly.
- Potter, P., Perry, A., Ross-Kerr, J. C., & Wood, M. J. (Eds.) (2014). *Canadian fundamentals of nursing* (5<sup>th</sup> ed.) Toronto, ON: Elsevier.
- Readings either posted or found online.

## Recommended Learning Resources

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed., revised). Washington, DC: American Psychological Association.

## Opportunities to Demonstrate Learning

### 1. Social Determinants of Health and Communities Assignment

The purpose of this assignment is for students to assess a neighborhood/community to determine strengths and challenges by implementing a community assessment using a windshield survey and researching demographic and statistical information online. Students will apply knowledge of the determinants of health in order to explore how these may impact individuals and families living within a community.

#### Assignment Process

- Working in groups of 4-5, students will be assigned one neighborhood within London.
- Using the outline provided (in OWL), students will gather data on the neighborhood important to the determinants of health.
- After data collection students will submit a written report electronically to FOL/OWL.

#### Criteria for Evaluation

- Scholarly writing and use of APA (6<sup>th</sup> edition) formatting
- Six page maximum, typed, double spaced pages (excluding title page and reference list), 12 point, Times New Roman black font.
- Due: **September 27<sup>th</sup>, 2019 at 1159 PM** electronically to FOL/OWL
- **Weight: 15% - See the marking template for this assignment for further guidance.**

### 2. Scholarly Paper: Determinants of health using a current media story.

The purpose of this assignment is for you to apply two of the social determinants of health to a current event in order to appreciate its relevance to health. In your own words, explain the meaning of the two determinants of health. Describe how each determinant is relevant to this current event.

#### Assignment Process

- You will choose one of the five media stories provided.
- Explain the importance of two social determinants of health to this story and explain how each of these determinants is important in affecting the health of the people in the story.

- Discuss two (2) potential implications for nursing practice. Utilize the literature of four (4) professional nursing sources to inform and support your written reflections.

### **Criteria for Evaluation**

- Scholarly writing and use of APA (6th edition) formatting, referencing, and order of documents
- Word count 1000 words maximum, typed, double-spaced pages (excluding title page, reference list), 12 point, Times New Roman black font.
- Due: **November 22, 2019 at 11:59 PM** electronic copy submitted to FOL/OWL.
- **Weight: 25% - See the marking template for this assignment for further guidance.**

### **3. Midterm test**

**Weight: 25%**

Written: **October 17, 2019 in class**

Format: multiple choice

### **4. Final Exam**

**Weight: 35%**

Written: **December final examination period**, set by registrar.

Format: multiple choice

*Summary of Opportunities to Demonstrate Learning*

<b>OPPORTUNITIES TO DEMONSTRATE LEARNING</b>	<b>COURSE GOALS ADDRESSED</b>	<b>WEIGHT</b>	<b>DUE DATE</b>
Community Assignment		15%	Friday September 27, 2019
Midterm Test (multiple choice)	All	25%	Thursday October 17, 2019
Scholarly Paper	2,3,4,6	25%	Friday November 21, 2019
Final Exam (multiple choice)	All	35%	Set by registrar (December 2019)

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](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](http://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.

### **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](http://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 Westerns 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>

### **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.