Health Promotion and Caring for Self, Colleagues and Clients I

N1070/NRSG7067

Fall 2018

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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

<table>
<thead>
<tr>
<th>Week</th>
<th>Concept</th>
<th>Class Focus</th>
<th>Course Goals</th>
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</table>
| 1    | Sept 6  | 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 13 | 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 20 | 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 27 | Social Justice | Discuss the meaning of social justice and explore how politics, government, economics, all impact social justice within health care | 1, 2, 3, 4, 5, 6 |
| 5    | Oct 4   | Midterm Examination | In Class exam  
Inclusive of content from weeks 1-4  
Worth 30%  | 1, 2, 3, 4, 5, 6 |
<p>| 6    | Oct 11  | FALL BREAK | | |
| 7    | Oct 18  | 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 |
| 8    | Oct 25  | 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 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Description</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Nov 1</td>
<td>Public health-population health promotion and public health nursing</td>
<td>Introduction to public health and population health promotion. Explore the role of public health and public health nurses.</td>
<td>1,2,3,4,5,6</td>
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| Nov 8 | Sexual Health Promotion | Self-awareness, gender and sexuality  
*Scholarly paper due Friday, November 9th @ 11:59 PM - Worth 30%* | 1, 2, 3, 4, 5, 6 |
| Nov 15 | Spirituality | Spirituality: describe and explore different meanings, importance in nurse-client relationship, and holistic nursing practice | 1, 2, 3, 4, 5 |
| Nov 22 | Culture, Values, Beliefs, Biases, Assumptions | Explore formation of personal values and beliefs and begin to explore personal assumptions and biases | 1, 2, 3, 4, 5 |
| Nov 29 | Exam Review |  | 1, 2, 3, 4, 5 |
| Dec  | December Exam Period TBA | Final Exam Worth 40% | |

**Required Learning Resources**

- Learning activities will be posted online, weekly.
- Readings either posted or found online.

**Recommended Learning Resources**

Opportunities to Demonstrate Learning

- **Scholarly Paper: Determinants of health using a current media story.**

The purpose of this assignment is for you to apply three 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 three determinants of health. Describe how each determinant is relevant to this current event.

Assignment Process

- You will be assigned a media story.

- Explain the importance of three 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.

- Research the academic literature regarding the relevance of the determinant and/or media event.

- Discuss three (3) potential implications for nursing practice. Utilize the literature of three (3) 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 2 000 words maximum, typed, double-spaced pages (excluding title page, reference list, 12 point, Times New Roman black font). Please note that your course teacher will stop reading at 2 000 words.

- Due: **November 9, 2018 at 11:59 PM** electronic copy submitted to the course dropbox.

- **Weight: 30%** - See the marking template for this assignment for further guidance.

Midterm test

Worth: 30%
Written: **October 4, 2018 in class**
Format: multiple choice

Final Exam

Worth: 40%
Written: **December final examination period**, set by registrar.
Format: multiple choice
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>DUE DATE</th>
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<tbody>
<tr>
<td>1. Midterm Test</td>
<td>All</td>
<td>30%</td>
<td>October 4, 2018</td>
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<tr>
<td>2. Scholarly paper on the determinants of health using a current media story.</td>
<td>2,3,4,6</td>
<td>30%</td>
<td>November 9, 2018</td>
</tr>
<tr>
<td>3. Final exam (multiple choice)</td>
<td>All</td>
<td>40%</td>
<td>December Exam Period</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 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 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)


**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.