Professional Practice:
Families and Communities N2221a/b

2019-2020

Course Coordinators:
Amy Horton, MN, NP-PHC

Simulation Component:
Barbara Sinclair, RN, MScN
N2221a/b: PROFESSIONAL PRACTICE: FAMILIES AND COMMUNITIES

Course Description:

This course will provide students with the opportunity to apply and integrate theory related to family and community health into nursing practice. Students will have the opportunity to participate in an orientation session and five on-campus (simulated) professional practice sessions, allowing students to develop an understanding of the social determinants of health, as well as the role of a community health nurse working with a family in their home. Following the professional practice sessions, students will complete a self-directed health promotion project under the guidance of a clinical instructor, and will have the opportunity to participate in a real-life community experience.

Course Goals: Students will:

1. Recognize the meaning of experiences of health and health promotion over time for people within a family and community
2. Develop caring relationships with families, groups and communities with an emphasis on health promotion and empowerment
3. Identify health priorities using a strengths-based approach within the context of family and community and based on principles of social justice
4. Utilize an understanding of the principles of team dynamics and group processes to enable effective interprofessional team collaboration
5. Develop and implement collaborative health promotion strategies within family and community contexts
6. Utilize a community development capacity building approach for health promotion in a community
7. Develop literacy skills to discern sources of data and literature that will support community health nursing practice
8. Develop professional competencies through reflective practice and active engagement in learning opportunities provided

Major Concepts in the Course:

- Clients: Individuals, families, groups, communities
- Context/culture
- Growth and development
- Wellness
- Health promotion
- Health literacy
- Primary health care
- Harm Reduction
- Interprofessional collaborative practice
- Caring
- Client-centered care
- Social justice
- Professionalism: Accountability, self-regulation
• Communication
• Relational practice
• Critical reflection
• Strengths-based nursing care
• Health information literacy
• Social determinants of health
• Political influences


• Professional Responsibility and Accountability 1-21, 23
• Knowledge-Based Practice 24-35
• Competent Application of Knowledge 36-44, 45-53, 54, 55, 59, 64 -68, 70 -74
• Ethical Practice 75-86
• Service to the Public 87-94
• Self-regulation 95, 97-100


• Role clarification
• Patient/Client/Family/Community-centered care

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
• Information and Communication Technologies


Domain 1: Contribute to a culture of patient safety
Domain 2: Work in teams for patient safety
Domain 3: Communicate effectively for patient safety
Domain 4: Manage safety risks
Domain 5: Optimize human and environmental factors
Domain 6: Recognize, respond to disclose adverse events
National Entry-To-Practice Mental Health and Addiction Competencies (CASN, 2015)


Competency 1: The nurse provides care in accordance with professional and regulatory standards when promoting mental health and preventing or managing mental health conditions and/or addiction.

Competency 2: The nurse uses relational practice to conduct a person-focused mental health assessment, and develops a plan of care in collaboration with the person, family, and health team to promote recovery.

Competency 3: Provides and evaluates person-centered nursing care in partnership with persons experiencing a mental health condition and/or addiction, along the continuum of care and across the lifespan.

Competency 4: Acts in accordance with the CNA Code of Ethics when working with persons experiencing a mental health condition and/or addiction.

Competency 5: The nurse works collaboratively with partners to promote mental health and advocate for improvements in health services for persons experiencing a mental health condition and/or addiction.

Competency 6: Develops and maintains competencies through self-reflection and new opportunities working with persons experiencing a mental health condition and/or addiction.

How we will work together:

Attendance at all professional practice and praxis sessions is mandatory. A tone of respect and support between and among students and faculty members, diligent preparation, and active participation will be expected. This will lead to an environment where student learning can flourish. Students may be asked to develop their own leadership skills by facilitating team meetings or praxis discussions. Students will be required to complete all the preparation activities for each professional practice and praxis session, and to use their knowledge from their preparation to participate fully in course activities. All students are expected to share ideas to advance their own and others’ learning, ask questions, and listen attentively.

Course Process

For the first six weeks of the term, students will be assigned to one, 2-hour professional practice session per week. The sessions will run on either a Wednesday or Thursday depending on the clinical group assignment. Professional practice sessions will be accompanied by weekly learning activities that can be located on the OWL course site.

In the second six weeks of the term, students will work in groups of four students to complete a self-directed community health-promotion project. Groups will be developed within the larger
assigned clinical group. Students will participate in a weekly 2-hour praxis session, and will be expected to complete all preparatory materials before attending. Over the course of this six weeks, students will also be expected to participate in an 8-hour community experience at an pre-assigned community agency. Community experiences will also take place on either a Wednesday or a Thursday.

**Required Textbooks and Resources**


N2221 course syllabus found on the course OWL site at Western.

**Description of Terms**

**Professional Practice** - Refers to a block of time each week in which students will be in their assigned clinical groups providing care to a client and his/her family in a simulated home environment setting on campus.

**Praxis** - Praxis meetings are where theory (knowledge and thinking) intersects with practice (action and doing). Praxis groups will include 8 students and a Clinical Instructor and will be held weekly on either Wednesday or Thursday (in the second six weeks of the term) during the same time period assigned for simulation (unless re-negotiated and agreed upon as a group). Praxis provides students with the opportunity to engage in dialogue about the week-to-week challenges and successes encountered while completing their community health-promotion project, to ask questions and share knowledge and ideas. Each week, praxis meetings will include pre-determined learning activities/assignments.
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (September 5&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Family simulation orientation and praxis</td>
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<tr>
<td>Week 2 (September 11&lt;sup&gt;th&lt;/sup&gt; or 12&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Family Simulation #1</td>
<td>2320 FNB second floor</td>
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<tr>
<td>Week 3 (September 18&lt;sup&gt;th&lt;/sup&gt; or 19&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Family Simulation #2</td>
<td>2320 FNB second floor</td>
</tr>
<tr>
<td>Week 4 (September 25&lt;sup&gt;th&lt;/sup&gt; or 26&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Family Simulation #3</td>
<td>2320 FNB second floor</td>
</tr>
<tr>
<td>Week 5 (October 2&lt;sup&gt;nd&lt;/sup&gt; or 3&lt;sup&gt;rd&lt;/sup&gt;)</td>
<td>Family Simulation #4</td>
<td>2320 FNB second floor</td>
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<tr>
<td>Week 6 (October 9&lt;sup&gt;th&lt;/sup&gt; or 10&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Family – Online Violence Webinar</td>
<td>At home online</td>
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<tr>
<td>Week of October 16&lt;sup&gt;th&lt;/sup&gt; or 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>No Simulation or Praxis</td>
<td></td>
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<tr>
<td>Week 7 (October 23&lt;sup&gt;rd&lt;/sup&gt; or 24&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Community #1</td>
<td>Praxis time to be determined by Clinical Instructor</td>
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<tr>
<td>Week 8 (October 30&lt;sup&gt;th&lt;/sup&gt; or 31&lt;sup&gt;st&lt;/sup&gt;)</td>
<td>Community #2</td>
<td>Praxis time to be determined by Clinical Instructor</td>
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<tr>
<td>Week of November 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>READING WEEK - No Class</td>
<td></td>
</tr>
<tr>
<td>Week 9 (November 13&lt;sup&gt;th&lt;/sup&gt; or 14&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Community #3</td>
<td>Praxis time to be determined by Clinical Instructor</td>
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<tr>
<td>Week 10 (November 20&lt;sup&gt;th&lt;/sup&gt; or 21&lt;sup&gt;st&lt;/sup&gt;)</td>
<td>Community #4</td>
<td>Praxis time to be determined by Clinical Instructor</td>
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<tr>
<td>Week 11 (November 27&lt;sup&gt;th&lt;/sup&gt; or 28&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Community #5</td>
<td>Praxis time to be determined by Clinical Instructor</td>
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<tr>
<td>Week 12 (December 4&lt;sup&gt;th&lt;/sup&gt; 8-10 am)</td>
<td>Poster Presentation</td>
<td>FNB Atrium</td>
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Opportunities to Demonstrate Learning

1. **Fostering Reflective Practice Module of the Preceptor Education Program**
   (www.preceptor.ca)

   After completing the reflective note at the end of the ‘Fostering Reflective Practice’ Module, students will download and submit a copy of the Certificate of Completion to their Clinical Instructor no later than Praxis on week 3. **Due: Week 2 - September 12th by 5 pm**

2. **Reflective Practice Reviews**

   Using the framework based on Tanner’s (2006) work posted on the course site, students will complete three (3) reflective practice reviews (RPRs) and submit each review electronically as directed by the Clinical Instructor. Students are directed to the resource Reflective Practice Reviews posted on the course site.  
   **Due: Weeks 2 or 3 and weeks 4 or 5 (depending on the days you are assigned as the nurse in simulation), Week 10 for all students.**

3. **The Nurse-Client Relationship Summary Report**

   This learning activity prepares students to understand the purpose and meaning of the nurse-client relationship, and helps them to understand how and when to terminate the relationship in a professional manner. Students will be asked to draft a one-page summary, summarizing the nature of the nurse-client relationship and the health work that was completed during their time working with the client and his/her family. The letter will also include a plan of action for the client(s) to follow after the home visits are complete. Students are directed to the ‘example summary’ posted on OWL to help them with development of the assignment. **Due: Week 6**

4. **Community Development Project/Presentation**

   This health promotion project will be completed in groups of four (4) over the course of six weeks. Students will demonstrate a comprehensive understanding of their assigned community’s strengths, vulnerabilities and opportunities through this health promotion work. Weekly preparation, assignments and activities can be found on the OWL course site.  
   **Due: Situational Assessment Assignment Week 9; Final Presentation Week 12**

5. **Professional Practice Collaborative Evaluation (PPCE)**

   Evaluation is an on-going process intended to provide feedback to improve one’s performance. Students are active partners in the evaluation process. Reflection on practice is to be completed electronically using the Professional Practice Collaborative Evaluation (PPCE) form. This form is available on OWL. The process will be interactive and collaborative between Clinical Instructor and student, involving honest, open, and clear communication. As the Clinical Instructor provides feedback, the student reflects on her/his experience, and incorporates feedback into practice so that course goals can be met.
Entries into the PPCE for the student and the Clinical Instructor will be completed on four separate occasions throughout the term.

Students must receive a satisfactory final evaluation in order to pass N2221a/b. Details about the process of evaluation and level of achievement necessary to pass the course are on the Professional Practice Collaborative Evaluation form.

Due: Weeks 2 or 3 and weeks 4 or 5 (depending on the days you are assigned as the nurse in simulation), Week 8 and Week 11 for all students.

The grade for this professional practice course is “P” or “F”
“P” pass (satisfactory)
“F” fail (unsatisfactory)

Summary of Opportunities to Demonstrate Learning

<table>
<thead>
<tr>
<th>Professional Practice Simulations (first 6 weeks of term)</th>
<th>Opportunities To Demonstrate Learning</th>
<th>Course Goal(S) Addressed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP Module: Reflective Practice</td>
<td></td>
<td></td>
<td>Week 2</td>
</tr>
<tr>
<td>Reflective Practice Review #1</td>
<td>1, 2, 3, 4, 8</td>
<td></td>
<td>Weeks 2 or 3</td>
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<tr>
<td>Professional Practice Collaborative Evaluation (PPCE) #1</td>
<td></td>
<td></td>
<td>Weeks 2 or 3</td>
</tr>
<tr>
<td>Closure to the Nurse-Client Relationship Summary</td>
<td>1, 2, 4, 6, 8</td>
<td></td>
<td>Week 6</td>
</tr>
<tr>
<td>Reflective Practice Review #2</td>
<td></td>
<td></td>
<td>Weeks 4 or 5</td>
</tr>
<tr>
<td>Professional Practice Collaborative Evaluation (PPCE) #2</td>
<td></td>
<td></td>
<td>Weeks 4 or 5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Health Development Project (second 6 weeks of term)</th>
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<tbody>
<tr>
<td>Professional Practice Collaborative Evaluation (PPCE) #3</td>
<td></td>
<td>Week 8</td>
</tr>
<tr>
<td>Situational Assessment Assignment</td>
<td>1, 2, 3, 4, 6</td>
<td>Week 9</td>
</tr>
</tbody>
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Reflective Practice Review #3 1, 2, 3, 4, 8  Week 10

Professional Practice Collaborative Evaluation (PPCE) #4  Week 11

Final Presentations  Week 12

**Other Course Activities that contribute to student evaluation**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Weekly preparation (including completion of all assigned learning activities as outlined on OWL) and participation in ALL professional practice and praxis sessions.</td>
<td>Ongoing throughout the term</td>
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<tr>
<td>Attendance is mandatory.</td>
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<tr>
<td>Completion of 8 hours at pre-assigned community organization for the “community experience.” Completion of the full 8-hour community experience is <strong>absolutely</strong> mandatory. Failure to complete this course component will result in an unsuccessful grade in this course. The <strong>Community Experience Sign-off sheet</strong>, with the community advisors signature validating all 8 hours have been completed is to be handed in via paper copy to your clinical instructor by the end of the term.</td>
<td>As scheduled in the second six weeks of the term</td>
</tr>
<tr>
<td>Professional Practice Evaluation forms. See resource posted in the Professional Practice evaluation folder on the course site.</td>
<td>Weeks 2 or 3, 4 or 5 Weeks 8, 11</td>
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<tr>
<td>Midterm and End of term evaluation meeting between student and Clinical Instructor</td>
<td>Weeks 6, 12</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 OWL under Undergraduate Student Information (https://owl.uwo.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 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# Fanshawe site students 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 or Fanshawe College Policy Manual for Academic Policies and Procedures http://www.fanshawec.ca/assets/policies/pdf/2c02.pdf

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.

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://www.uwo.ca/health/mental_wellbeing/index.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

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.
In professional practice placement settings, please abide by the policies set by the agency in regards to use of social media, internet, and handheld devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smart phone).
It is essential that client privacy and confidentiality be maintained when using electronic devices. When students and CIs are communicating via electronic devices, client information must not be included. Students and CIs are accountable for responsible use of electronic communication, this includes; using professional language, setting device to silent/vibrate mode in the practice setting, and refraining from personal communications when at their practice placement.