Calendar description:
This course addresses health promotion and caring with clients experiencing barriers to health and requiring support to maintain and improve health.

Expanded description:
Participation in this course enables the student to continue his/her development of clinical judgment skills, and his/her understanding of the professional role of the nurse in caring for clients. Building on year one courses, the student learns to identify challenges, barriers, and facilitators to optimal health in individuals. Engagement in this learning includes active participation in class discussion, presentations, group work and case studies. Students will continue to develop competency in fundamental nursing concepts and skills.

Course Goals:
Students will:
1. identify and analyze appropriate evidence-informed resources to plan for the provision of client centred care that optimizes client capacity.
2. develop an understanding of the client’s lived experience of health and illness.
3. use a health promotion framework to analyze situations of health and social inequities, and identify barriers and facilitators to health across the lifespan.
4. be self-directed and accept responsibility for own learning.
5. identify ways nurses collaborate with clients and their interprofessional teams to identify priorities and interventions related to the client’s health goals.
6. develop nursing interventions based on standards, competencies, best practice and ethical guidelines of professional nursing organizations.

Major Concepts in the course:
- adverse events
- chronicity
- clinical judgment
- comfort
- context/culture
- determinants of health
- ethical practice
- evidence informed practice
- health assessment
- health promotion/disease prevention
- homeostasis
- illness
- interprofessional collaborative practice
- personal meaning
- professionalism
- quality of life
- relational practice
- safety
- social determinants of health
- teaching-learning
- technology/informatics
- time/transitions
- ways of knowing
- wellness
Competencies for entry-level Registered Nurse practice (CNO, 2014) addressed in the course:
Professional Accountability and Responsibility: 3, 4, 6, 9, 10, 11, 14, 15, 18, 21
Knowledge-Based Practice:
   1) Specialized Body of Knowledge: 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35
   2) Competent Application of Knowledge:
      i) Ongoing Comprehensive Assessment: 37, 38, 39, 40, 41, 42, 43
      ii) Collaborating with Clients to Develop Health Care Plans: 45, 47, 48, 49, 50, 51, 52, 53
      iii) Providing Registered Nursing Care: 54
      iv) On-Going Evaluation of Client Care: 70, 72
Ongoing Evaluation: 81
Ethical Practice: 75, 76, 78, 81
Self-Regulation: 100

Interprofessional Competencies (CIHC, 2010) addressed in the course:
- Role Clarification
- Interprofessional Communication
- Patient/Client/Family/Community-centered Care

Nursing Informatics Competencies (CASN, 2012) addressed in the course:
Uses Relevant Information and Knowledge to Support the Delivery of Evidence-Informed Patient Care: 1, 5, 7
Uses ICTs in Accordance with Professional and Regulatory Standards and Workplace Policies: 1
Uses Information and Communication Technologies in the Delivery of Patient/Client Care: 1, 2, 5

The Safety Competencies, First Edition (Canadian Patient Safety Institute, 2008, Revised 2009) addressed in the course:
Domain 1: Contribute to a Culture of Patient Safety – Key Competencies: 2, 3, 4
Domain 2: Work in Teams for Patient Safety – Key Competencies: 3, 4
Domain 3: Communicate Effectively for Patient Safety – Key Competencies 1, 2, 3
Domain 4: Manage Safety Risks – Key Competencies – 1
Domain 5: Optimize Human and Environmental Factors - Key Competencies – 1, 2, 3
Domain 6: Recognize, Respond to and Disclose Adverse Events - Key Competencies 1

How this course will contribute to your development as a professional nurse:
Building on previous knowledge of relational practice, health promotion, caring, and clinical judgment, this course will provide students with opportunities to increase understanding of clients’ experience of health and illness across the lifespan to enable clients’ in meeting their health goals. Interprofessional competencies continue to be an important aspect of ongoing development of knowledge of client-centered care and relational practice, and how the team collaborates to support the client in achieving health. Using the lenses of health promotion and caring, the student will continue to develop understanding of how health and social inequities influence the challenges, barriers, and facilitators to health. Through the implementation of evidence-informed resources and
professional guidelines and standards, the student will continue their development in providing competent client-centered care that optimizes client capacity.

**How we will work together:**
Through the co-creation of a respectful and supportive environment, faculty and students as co-learners enable the continued development of knowledge and skills by asking questions and participating in discussions, therefore facilitating learning and providing feedback. Students are expected to complete all preparation in course learning activities and to use this knowledge to fully engage in classroom activities. In order to advance learning and knowledge development including clinical judgment abilities, all students are asked to share their experiences and expected to engage in reflection-on-action of their learning. Attendance at all classes is expected.

**Textbooks and other resources:**
Required:


Recommended:

**Weekly Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Concepts</th>
<th>Course Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction Supporting Health with Clients Experiencing Barriers, Promoting Quality of Life</td>
<td>Comfort, chronicity, context/culture, determinants of health, health promotion/disease prevention, personal meaning, illness, quality of life, safety, wellness</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>2</td>
<td>Supporting Health in the Experience of Illness</td>
<td>Chronicity, comfort, context/culture, determinants of health, illness, time/transitions, wellness, quality of life</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>3</td>
<td>Supporting Health: Promoting Mobility</td>
<td>Health assessment, health promotion/disease prevention, interprofessional collaborative practice, time/transitions, safety, quality of life, personal meaning</td>
<td>2, 3, 4, 5, 6</td>
</tr>
<tr>
<td></td>
<td>Topic</td>
<td>Learning Outcomes</td>
<td>References</td>
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<tr>
<td>4</td>
<td>Supporting Health: Promoting Oxygenation</td>
<td>Chronicity, clinical judgment, determinants of health, evidence informed practice, health promotion/disease prevention, homeostasis, time/transitions, context/culture, quality of life</td>
<td>2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>5</td>
<td>Supporting Health: Inflammation, Infection and Healing Part I</td>
<td>Clinical judgment, context/culture, determinants of health, evidence informed practice, homeostasis, safety, technology/informatics, illness, wellness, health assessment</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>6</td>
<td>Supporting Health: Promoting a Culture of Safety</td>
<td>Adverse events, clinical judgment, evidence informed practice, health assessment, homeostasis, interprofessional collaborative practice, professionalism, safety</td>
<td>1, 3, 5</td>
</tr>
<tr>
<td>7</td>
<td>Supporting Health: Experience of Pain</td>
<td>Chronicity, clinical judgment comfort, context/culture, evidence informed practice health assessment, illness, interprofessional collaborative practice, quality of life, teaching-learning, wellness</td>
<td>1, 3, 5</td>
</tr>
<tr>
<td>8</td>
<td>Supporting Health: Fluid and Electrolyte Balance</td>
<td>Adverse events, clinical judgment, determinants of health, evidence informed practice, health promotion/disease prevention, homeostasis, illness, interprofessional collaborative practice, safety, teaching-learning</td>
<td>5, 6</td>
</tr>
<tr>
<td>9</td>
<td>Health Promotion and Caring: Supporting Client’s Nutritional Needs</td>
<td>Clinical judgment, determinants of health, ethical practice, health assessment, health promotion/disease prevention, homeostasis, interprofessional collaborative practice, illness, technology/informatics, wellness</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>10</td>
<td>Health Promotion and Caring: Teaching &amp; Learning</td>
<td>Clinical judgment, ethical practice, health assessment, health promotion/disease prevention, personal meaning, professionalism, relational practice, teaching-learning, ways of knowing</td>
<td>3, 5</td>
</tr>
</tbody>
</table>
11 | Supporting Health: Inflammation, Infection and Healing Part II | Clinical judgment, context/culture, determinants of health, evidence informed practice, homeostasis, safety, technology/informatics, illness, wellness, health assessment | 2, 3, 4, 5 |

12 | Health Promotion and Caring: Supporting Elimination | Clinical judgment, context/culture, determinants of health, health assessment, health promotion/disease prevention, interprofessional collaborative practice, teaching-learning | 2, 3, 4, 5, 6 |

Opportunities to Demonstrate Learning

1. **Short Answer Test – 15% of course mark**
   **Due:** week 3 during regularly scheduled class.

2. **Multiple Choice Quiz – 15% of course mark**
   **Due:** week 5 during regularly scheduled class. Readings and course content from weeks 1 to 4 will be included.

3. **Short Answer Test – 15% of course mark**
   **Due:** week 8 during regularly scheduled class.

4. **Concept Map Assignment – 15% of course mark**
   **Due:** week 11 at 2355h – day of class

The purpose of this assignment is for the student to:
- demonstrate understanding of a course concept
- expand personal understanding of a course concept
- explore the application of this learning to nursing practice

This assignment allows you to:
- explore a course concept of your own choosing
- demonstrate an understanding of class concepts, and how this relates to nursing practice and holistic care
- develop clinical judgment

Building on year 1 theory regarding concept maps, you will visually represent the interplay of a client’s experience to barriers and facilitators in a concept map. Choose a medical condition that interests you as a nurse (e.g. diabetes, anxiety, eating disorder). Connect this to your central concept. The concept map should show an understanding of class concepts, barriers and facilitators, clinical judgment, and clearly and logically represent connections between them. Maps should be visually appealing, and use a metaphor or image to simplify or explain the concept map.
The concept map must be uploaded as a document to the OWL/FOL course site, not sent as a url or hyperlink. Concept maps must be completed in electronic format, handwritten will not be accepted. Students can choose to complete the assignment individually or as a pair. Include a reference list, using APA 6th ed., of the sources and images used to research, understand and create your concept map (e.g. journals, web sites, textbook). Nursing sources should be well represented.

5. **Final Examination – 40% of course mark**  
**Due:** Scheduled during examination period. Readings, class discussion, guest speakers and course content from weeks 3 to 12 will be included. 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>
</tr>
</thead>
<tbody>
<tr>
<td>Short answer #1</td>
<td>1, 2, 5</td>
<td>15%</td>
<td>Wk 3 in class</td>
</tr>
<tr>
<td>Quiz – multiple choice</td>
<td>1, 4, 5</td>
<td>15%</td>
<td>Wk 5 in class</td>
</tr>
<tr>
<td>Short answer #2</td>
<td>1, 2, 5</td>
<td>15%</td>
<td>Wk 8 in class</td>
</tr>
<tr>
<td>Concept Map</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>15%</td>
<td>Wk 11</td>
</tr>
<tr>
<td>Final Exam – multiple choice</td>
<td>2, 4, 5</td>
<td>40%</td>
<td>Exam period</td>
</tr>
</tbody>
</table>

### Assignments and Exams

All policies related to assignments are in the Undergraduate BScN Programs Manual on the Western OWL site at owl.uwo.ca and at Fanshawe College in the Virtual Home Room at www.fanshawecollege.ca. Please refer to the Undergraduate Programs Manual for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. Marks will be deducted from late assignments according to the policy in the Programs Manual. **PLEASE NOTE:** Attendance is mandatory for all in-class evaluation assignments. There will be no make-up assignments. 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. 

**Do not book personal/travel plans until the FINAL exam schedule is posted.** Students who fail to appear for the final examination at the time set need to obtain permission to write the missed exam. Permission may be granted only on the basis of compassionate or medical grounds with appropriate supporting documents. 

### 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.
Attendance
Due to the significance of theoretical and practice knowledge in developing professional competence, students are expected to demonstrate professional responsibility through regular attendance 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. Therefore, students are expected to attend all professional practice days, including labs and praxis.

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 that the work belongs 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. All papers must be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University and the College for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University, Fanshawe College, and Turnitin.com ™ (www.turnitin.com). For further information, please see the BScN Program Manual for the policy on plagiarism. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following websites:
http://www.westerncalendar.uwo.ca
http://www.fanshawelibrary.com/academic-integrity/

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 smartphone). It is essential that client privacy and confidentiality be maintained when using electronic devices. When students and Clinical Instructors (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.

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 http://uwo.ca/health/mental_wellbeing
Students 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 the Virtual Home Room on Fanshawe OnLine www.fanshaweonline.ca

SDC’s Learning Skills Services, Rm 4100 WSS

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