



Family and Community Health

N2400

2019

Course Professor:

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Family and Community Health N2400

Calendar Description

This course provides students with opportunity to deepen their understanding of health, empowering health promotion, and caring in the context of family, community, and populations across the lifespan. Normal growth and development, family health, and community health are addressed.

Expanded Description

The process of promoting the health of individuals, families, groups, and communities is an integral component of professional nursing practice. This course provides a philosophical and theoretical foundation for understanding family and community health issues and implementing nursing interventions guided by practice standards to promote family and community health.

In this course you will have the opportunity to develop a basic understanding of community health nursing through exploring sociological, psychological, philosophical, and nursing concepts and theories that support family and community health promotion practice across the lifespan. Focus will be on nursing practice with family and community as “partner”. Primary health care, health education, health promotion, and social determinants of health are critically examined as they relate to family and community health nursing practice. This course enhances your critical thinking skills through course readings and lectures, in class discussions and various learning activities.

Course Goals

1. To develop an understanding of the foundational pillars of family and community health nursing in Canada.
2. To outline and analyze the implications of societal trends and social determinants of health on the health of individuals, families, groups, and communities.
3. To demonstrate an appreciation of the diversity, trends, and evolving nature of families, groups, and communities.
4. To develop a beginning understanding of supportive and empowering strategies to build individual and community capacity for self-advocacy.
5. To recognize healthy public policies and public health policies and services that promotes and protects the health of individuals, families, and communities in the context of health and social inequities.
6. To understand the research process and evidence informed practice and to use literacy skills as they apply to community and family nursing.

7. To reflect on personal experiences and values and how they may shape personal, professional, and interprofessional beliefs and behaviours and community health nursing practice.

8. To further develop and apply knowledge of normal growth and development across the lifespan in the context of family and community health nursing.

Major Course Concepts

- Client centred care
- Client – in this course the term client refers to individuals, families, groups, communities, and/or aggregates
- Health/wellness
- Health promotion
- Harm reduction
- Primary health care
- Social determinants of health
- Health care system
- Health and health care policy
- Advocacy
- Ways of knowing
- Evidence informed practice
- Context/culture
- Time/transition
- Social justice
- Diversity
- Interprofessional collaborative practice (ICP)
- Critical reflection
- Relational practice
- Professionalism
- Caring
- Teaching and learning
- Health Literacy
- Ethical practice
- Strengths-based nursing care

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

- https://www.cno.org/globalassets/docs/reg/41037_entrytopracitic_final.pdf
- Professional responsibility and accountability –1,4,6,8,10,18, 21
- Knowledge based practice –24,25,27,29,30,31,32, 34,35
- Competent Application of Knowledge – 41, 54,74
- Ethical Practice - 75, 76,77,78, 80, 84,85,86
- Service to the Public – 87, 88, 90, 93

- Self-regulation 94, 97-100

National Interprofessional Competencies (CIHC, 2010) addressed in the course:

http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf

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

Canadian Association of Schools of Nursing (CASN, 2012) Nursing Informatics Entry-to-Practice Competencies addressed in the course:

<https://www.casn.ca/wp-content/uploads/2014/12/Infoway-ETP-comp-FINAL-APPROVED-fixed-SB-copyright-year-added.pdf>

- Information and knowledge management
- Professional and regulatory accountability

How will this course contribute to your development as a professional nurse?

The professional nurse needs to establish, build, and nurture professional relationships that promote maximum participation and self-determination of individuals, families, groups, and communities (CHNC, 2011). Using a variety of creative activities, this course will assist students to develop knowledge, appreciation, and abilities to collaboratively and effectively work with diverse clients to address determinants of health.

How will this course contribute to your development as an interprofessional team member?

Working with other professions, community partners, and systems is an essential element of nursing in the community. In this course students will increase their knowledge and appreciation of the skills required to establish a relationship and collaborate with others to address health related issues confronting individuals, families, groups, and communities.

How will we work together?

In this course teaching and learning are considered a **shared** responsibility. The professor's role is to guide, facilitate and support your learning; your responsibility is to use the resources, and to actively engage in dialogue and reflective, critical thought on the topics being covered. The course is designed to foster discussion, debate, and critical examination of concepts relevant to the promotion of family and community health. To facilitate an interactive classroom environment the professor will seek individual and collective student input.

The various learning activities, readings, and lectures will help you to develop insights, see patterns, and critically reflect on real life experiences as you learn about the nurse's role in working with families and communities. Your commitment and active participation in these activities are critical to your own learning as well as to the learning of your colleagues. Attendance at class and participation in learning activities is therefore expected and will promote your success not only in this course but also in clinical nursing practice in the community. Suggestions to help you be successful in this course include: **1) Check course website daily for messages and announcements;** 2) Ask questions of the professor, TA and your classmates; 3) Allow time every week (2-3 hours) for readings, preparation for lectures, assignment preparation and Western OWL postings; 4) Read the syllabus and make note of assignment requirements; and 5) Participate in class on an ongoing basis.

Required Textbooks and Resources

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

Community Health Nurses of Canada (2011). *The Canadian Community Health Nursing Standards of Practice*. Retrieved from:
<https://www.chnc.ca/en/standards-of-practice>
<http://www.chnig.org/wp-content/uploads/2016/02/chnc-standards.pdf>

Stamler, L. L., Yiu, L. & Dosani, A.(Eds.) (2016). *Community health nursing: A Canadian perspective* (4th ed.). Toronto, ON: Pearson Canada.

Weekly Schedule

Week	Date	Topic	Concept	Course Goals
1	Jan 9	Introduction to Health Promotion and Caring of Families and Communities, Populations and Aggregates	Client; health promotion; primary health care; harm reduction; health/wellness; caring; time/transition	1, 2, 3
2	Jan 16	Introduction to Health Promotion and Caring of Family and Community Health <i>Maternal Child Aggregate</i>	Client; health promotion; primary health care; health/wellness; caring; professionalism; social determinants of health; global health	1, 4, 7
3	Jan 23	Nurses' Ways of Knowing: Use of Health Assessment Tools <i>Rural Health Aggregate</i>	Social determinants of health; ways of knowing; client; diversity; relational practice; strengths-based nursing care	2, 3, 8
4	Jan 30	Health Promotion and Caring: Empowerment and Capacity-building with Families and Communities <i>Gerontological Aggregate</i>	Health promotion; social justice; primary health care; ways of knowing; ICP; Growth and Development	2, 3, 4, 5, 7
5	Feb 6	Health Promotion and Caring: Program Planning for Families and Communities <i>Poverty and Homelessness</i>	Health promotion; client; ways of knowing; ICP; teaching and learning;	2, 4, 8
6	Feb 13	Midterm Exam 1330-1500 Weeks 1-5 Caring and Social Justice with Clients in Diverse Contexts	Social justice; diversity; context/culture; advocacy; caring; ethical practice	2, 3, 4, 5, 7

		<i>Domestic Violence</i>		
Reading Week February 18-22				
7	Feb 27	Culture and Diversity: Clients, Contexts and Caring <i>Aboriginal: LGBT Aggregates</i>	Client; client centered care; health/wellness; social determinants of health; context/culture; ICP; ethical practice	3, 5, 7
8	March 6	Health Promotion and Caring: Client Education <i>Environmental Health: Occupational Health</i>	ALL	4, 6, 8
9	March 13	Health Promotion and Caring in a Context of Emergencies and Disasters	ICP; client; time/transition; health care system; health and health care policy;	4, 5
10	March 20	Nurses' and Clients' Ways of Knowing in Community and Family Health Promotion and Caring	Ways of knowing; evidence informed practice; critical reflection; health care system	2, 6
11	March 27	Health promotion and Caring: Health Policy and Political Action for Families and Communities	Advocacy; social justice; health care system; health and health care policy; caring; harm reduction	2, 4, 5, 6
12	April 3	Time and Transition in Health Promotion and Caring for Families and Communities: Current Trends and Future Issues	ICP; health promotion; harm reduction; health care system; professionalism; critical reflection; strengths-based nursing care	1, 2, 3, 6, 8

Opportunities to Demonstrate Learning

1. **Mid-term exam (30%): Wednesday Feb 13, 1330-1500, in class**

2. **Scholarly Paper: Assessment of a Community (30%)**

Students will self-select into groups of 4 through the N2400 OWL site. Through this signup you will also select a community in London or the surrounding area. The process of the assignment includes conducting a thorough assessment of the community, describing the assessment, highlighting strengths and weaknesses, and recommending possibilities for community health intervention. You are expected to access recent, reliable data, subjective and objective, to understand your community. The table in Chapter 13 from Stamler and Yiu (2016) provides a framework for your assessment. **You should anticipate taking at least two trips to your community, for a windshield survey and to talk to any key informants, so start early to avoid delays due to bad weather.**

The purposes of this assignment are for you to:

- Conduct a thorough community health assessment of a community within London or the surrounding area.
- Assess the population's health and well-being, and access and resources related to the social determinants of health.
- Explore strengths and weaknesses of the community.
- Discuss implications for nursing practice in this community.
- Apply the Canadian Community Health Nurses' standards

Criteria for Evaluation:

- Scholarly writing and use APA (6th ed.) formatting and referencing.
- **Word count of minimum 2000 – maximum 2500** (not including title page and references).
- Use 12 point Times New Roman font, double spaced, 1" margins.
- See the marking rubric for this assignment for further guidance.

Due: Submit electronic copy to OWL by 0830 on March 4th

- This assignment must be submitted in electronic, MS Word format
- An honour pledge must be signed as part of the process of submitting this assignment through Turnitin.
- The file extension for an uploaded assignment must include all group members' names alphabetically by surname, initial, followed by the course number.
i.e. ChretienJ_ClarkJ_KingM_PearsonL_N2400

3. Final exam (40%): April 2019 exam period

Summary of Opportunities to Demonstrate Learning

OPPORTUNITIES TO DEMONSTRATE LEARNING	COURSE GOAL(S) ADDRESSED	VALUE	DUE DATE
Mid-term exam	1, 2, 3, 4, 5,6,7	30%	February 13, 2019 1330-1500
Scholarly paper	1, 2, 3, 4, 5,	30%	0830 March 4, 2019
Final exam	All	40%	April exam period TBA

Students and faculty are required to read the Undergraduate 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>).

Policies

All policies related to assignments are in the Undergraduate Programs Manual on the Western web site at owl.uwo.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 cannot 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).

Western site students: http://www.westerncalendar.uwo.ca/2013/print_pg113.html#

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

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.

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/

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

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