



**Western**  
Arthur Labatt Family  
School of Nursing



**FANSHAWE**  
School of Nursing

# **Professional Practice: Families and Communities N2221a/b**

**2023-2024**

**Course Coordinators:**

**Simulation Component:**

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## **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 four virtual professional practice sessions, allowing them to develop an understanding of the social determinants of health, as well as the role of a community health nurse working with families in their home. Following the professional practice sessions, students will complete a self-directed health promotion project designed to foster learning about community health under the guidance of a clinical instructor. Students will also have the opportunity to participate in the interview of an experienced Community Health Nurse.

### **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

**Competencies for entry-level Registered Nurse practice (CNO, 2018) addressed in the course:** <https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>

Clinician: 1.1-1.8, 1.13, 1.16, 1.19, 1.21-1.27

Professional: 2.1- 2.7, 2.9

Communicator: 3.1-3.8

Collaborator: 4.1, 4.3

Coordinator: 5.1, 5.3, 5.6

Leader: 6.3, 6.4, 6.6-6.8, 6.11

Advocate: 7.1, 7.3, 7.4, 7.6-7.12, 7.14

Educator: 8.1-8.5

Scholar: 9.1-9.8

**National Interprofessional Competencies (CIHC, 2010) addressed in the course:**  
[http://www.cihc.ca/files/CIHC\\_IPCompetencies\\_Feb1210.pdf](http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf)

Role clarification and 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

**The Safety Competencies (CPSI, 2009)**  
<http://www.patientsafetyinstitute.ca/en/toolsResources/safetyCompetencies/Documents/Safety%20Competencies.pdf>

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

## **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 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. All professional practice sessions will take place virtually via Zoom.

In the second six weeks of the term, students will work independently to complete a self-directed community health-promotion project. Students will participate in a weekly 2-hour praxis session via Zoom, 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 a 1-hour interview of an experienced Community Health Nurse via Zoom.

## **Required Textbooks and Resources**

American Psychological Association (2018). *Publication manual of the American Psychological Association* (7<sup>th</sup> 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>

Gottlieb, L. N. (2013). *Strengths-based nursing care: Health and healing for person and family*. New York: Springer Publishing

Stamler L. L. Yiu L. Dosani A. Etowa J. B. & Van Daalen-Smith C. (2020). *Community health nursing: A canadian perspective* (5<sup>th</sup> ed.). Toronto, ON: Pearson Canada.

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 family in a simulated home environment. The professional practice sessions will be conducted via Zoom.

**Praxis** - Praxis meetings are where theory (knowledge and thinking) intersects with practice (action and doing). Praxis groups will include approximately 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.

## **Opportunities to Demonstrate Learning**

### **1. Reflective Practice Review**

Using the framework based on Tanner's (2006) work posted on the course site, students will complete one (1) reflective practice review (RPR) and submit it electronically as directed by the Clinical Instructor. Students are directed to the resource "Reflective Practice Reviews" posted on the course site.

**Due:** 48 hours after you play the role of the nurse for the second time.

### **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. In their simulation groups, 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 their 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**

### **2. Community Development Project/Presentation**

This health promotion project will be completed individually over the course of six weeks. Students will demonstrate a comprehensive understanding of their chosen 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 8; 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. Instructions for how to fill out the PPCE document are available on the front page of the PPCE template.

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: Within 48 hours of your shift on the weeks you are assigned as the nurse in simulation (weeks 2 or 3 and weeks 4 or 5), and Week 10 and Week 12 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

Professional Practice Simulations (first 6 weeks of term)		
Opportunities To Demonstrate Learning	Course Goal(S) Addressed	Due Date
Closure to the Nurse-Client Relationship Summary	1, 2, 4, 6, 8	Week 6
Reflective Practice Review	1, 2, 3, 4, 8	Weeks 4 or 5
Community Health Development Project (second 6 weeks of term)		
Situational Assessment Assignment	1, 2, 3, 4, 6	Week 8
Final Presentations	1-8	Week 12

## Other Course Activities that contribute to student evaluation

ACTIVITY	DUE DATE
Weekly preparation (including completion of <b>all assigned learning activities</b> as outlined on OWL) and participation in <b>ALL</b> professional practice and praxis sessions.  <b>Attendance is mandatory.</b>	Ongoing throughout the term
Participation in the interview of a Community Health Nurse. Attendance is mandatory.  Date and time will be organized by each Clinical Instructor. Dates and times of the interview are subject to change.	As scheduled in the second six weeks of the term
Professional Practice Evaluation forms. See resource posted in the Professional Practice evaluation folder on the course site.	Weeks 2 or 3, 4 or 5 Weeks 10, 12
Midterm and End of term evaluation meeting between student and Clinical Instructor	Weeks 6, 12

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](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 seventh edition of the Publication manual of the American Psychological Association (2020), which includes guidelines for both content and format. In addition, all other writing will follow APA (7th ed.) format when citing or referring to an author's work or ideas. Failure to do so is unethical and is plagiarism.

### 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>

## **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 which 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. 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)

## **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](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](http://owl.uwo.ca), or Fanshawe, Safe College Campus, 2008 [www.fanshawec.ca/assets/policies/pdf/1d05.pdf](http://www.fanshawec.ca/assets/policies/pdf/1d05.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.

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, and refraining from personal communications when participating in course activities.



## **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](http://www.sdc.uwo.ca/learning)