



**Western**  
Arthur Labatt Family  
School of Nursing



**FANSHAWE**  
School of Nursing

# **N2230/NRSG7060**

## **Health Promotion & Caring: Supporting Health**

**2023 – 2024**

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## **N2230/NRSG7060 Health Promotion & Caring: Supporting Health**

### **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 their development of clinical judgment skills, and their 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, 2019) addressed in the course:**

1. Clinician – 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 1.16, 1.17, 1.19, 1.21, 1.22, 1.23, 1.25, 1.26, 1.27
2. Professional – 2.2, 2.4, 2.5, 2.6, 2.11, 2.13, 2.14
3. Communicator – 3.2, 3.5
4. Collaborator – 4.1, 4.2, 4.3, 4.5
5. Coordinator – 5.1, 5.2, 5.6, 5.8
6. Leader – 6.2, 6.4, 6.5, 6.7, 6.9, 6.10
7. Advocate – 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 7.10, 7.11, 7.14
8. Educator – 8.1, 8.2, 8.3, 8.4
9. Scholar – 9.1, 9.2, 9.5, 9.6, 9.8

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

- Role Clarification
- Interprofessional Communication
- Patient/Client/Family/Community-centered Care

**Nursing Informatics Competencies (CASN, 2015) 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, Second Edition (Canadian Patient Safety Institute, 2020) addressed in the course:**

Domain 1: Contribute to a Culture of Patient Safety Culture – Key Competencies: 2, 3, 4

Domain 2: Work in Teams for Patient Safety Teamwork – Key Competencies: 3, 4, 5

Domain 3: Communicate Effectively for Patient Safety Communication – Key Competencies 1, 2, 3

Domain 4: Manage Safety Risks Safety, Risk, and Quality Improvement – Key Competencies – 1

Domain 5: Optimize Human and Environmental System Factors - Key Competencies – 1, 2, 3, 4

Domain 6: Recognize, Respond to and Disclose Adverse Events Patient Safety Incidents - Key Competencies 1, 4

**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:**

Both faculty members and students will contribute to the learning in the course. All course participants have a responsibility to engage in discussion, share understandings, and collaborate with colleagues. At the Fanshawe site **three** classes will be presented asynchronously online [as indicated in the class schedule] and the material for these three classes will be posted on the course site. Completion of assigned activities is expected and will contribute to success. Regular presence and visits to the course site are expected, as messages and updates are posted by the course instructor regularly. The faculty member will be available for individual and/or group consultation electronically. Respectful participation is expected of everyone. This means that all participants are responsible for completing readings, participating in the online learning environment [three asynchronous classes at the Fanshawe site], giving full attention to class activities, and refraining from actions that are distracting to others.

### **Textbooks and other resources:**

Required:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Astle, B. J., & Duggleby, W. (Eds). (2019). *Canadian fundamentals of nursing* (6<sup>th</sup> ed.). Elsevier Canada.

Gottlieb, L. N. (2013). *Strengths-based nursing care*. Springer Publishing Company.

Also available through the library [https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL\\_UWO/r0c2m8/alma991044407766605163](https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044407766605163)

Western-Fanshawe Collaborative BScN Program Manual (posted owl.uwo.ca & fanshaweonline.ca)

### **Weekly Schedule**

<b>Week</b>	<b>Topic</b>	<b>Concepts</b>	<b>Course Goals</b>
1	Course Introduction Supporting Health with Clients Experiencing Barriers, Promoting Quality of Life	Comfort, chronicity, context/culture, determinants of health, health promotion/disease prevention, personal meaning, illness, quality of life, safety, wellness	1, 2, 3, 4, 5
2	Supporting Health: Experiences with the Health Care System	Chronicity, comfort, context/culture, determinants of health, illness, time/transitions, wellness, quality of life	1, 2, 3
3	Supporting Health: Promoting	Health assessment, health	2, 3, 4, 5, 6

	Mobility	promotion/disease prevention, interprofessional collaborative practice, time/transitions, safety, quality of life, personal meaning	
4	Supporting Health: Promoting Oxygenation	Chronicity, clinical judgment, determinants of health, evidence informed practice, health promotion/disease prevention, homeostasis, time/transitions, context/culture, quality of life	2, 3, 4, 5, 6
5	Supporting Health: Inflammation, Infection and Healing Part I	Clinical judgment, context/culture, determinants of health, evidence informed practice, homeostasis, safety, technology/informatics, illness, wellness, health assessment	1, 2, 4, 5
6	Supporting Health: Promoting a Culture of Safety	Adverse events, clinical judgment, evidence informed practice, health assessment, homeostasis, interprofessional collaborative practice, professionalism, safety	1, 3, 5
7	Supporting Health: Experience of Pain	Chronicity, clinical judgment comfort, context/culture, evidence informed practice health assessment, illness, interprofessional collaborative practice, quality of life, teaching-learning, wellness	1, 3, 5,
8	Supporting Health: Fluid and Electrolyte Balance	Adverse events, clinical judgment, determinants of health, evidence informed practice, health promotion/disease prevention, homeostasis, illness, interprofessional collaborative practice, safety, teaching-learning	5, 6
9	Health Promotion and Caring: Teaching & Learning	Clinical judgment, ethical practice, health assessment, health promotion/disease prevention, personal meaning, professionalism, relational practice, teaching-learning, ways of knowing	3, 5

10	Health Promotion and Caring: Supporting Client's Nutritional Needs	Clinical judgment, determinants of health, ethical practice, health assessment, health promotion/disease prevention, homeostasis, interprofessional collaborative practice, illness, technology/informatics, wellness	2, 3, 4, 5
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

- Test #1 – Short Answer Test – 20% of course mark**  
**Due:** Week 5 during regularly scheduled class time.  
This test will include material from weeks 1 – 4. Questions will be written short answer format, for example, based on scenarios, definitions, or nursing actions. Details on the test format will be provided in class.  
If a student is absent for this test, they are to contact the academic advisor and course professor as soon as possible and before the test begins. If an accommodation is warranted and granted, a make-up assignment will be arranged. Please see section (below) on “Tests and Assignments” for more information.
- Test #2 – Mixed Format – 20% of course mark**  
**Due:** Week 9 during regularly scheduled class time.  
This test will include material from weeks 5 – 8 and will include different question types, for example, multiple choice questions, fill in the blank, select all that apply or rationale questions. The majority of questions will be multiple choice. Details on the test format will be provided in class.  
If a student is absent for this test, they are to contact the academic advisor and course professor as soon as possible and before the test begins. If an accommodation is warranted and granted, a make-up assignment will be arranged. Please see section (below) on “Tests and Assignments” for more information.

### 3. Concept Map Assignment – 20% of course mark Due: December 4<sup>th</sup> @ 2355

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

“A concept map is a visual organization and representation of knowledge. It shows concepts and ideas and the relationships among them” (Brigham Young University, para 4). Working as an individual or pair you will visually represent the interplay of a client’s experience to barriers and facilitators in a concept map. For this assignment you will select a medical diagnosis that interests you as a nurse (e.g. diabetes, anxiety, eating disorder). You will then choose a relevant weekly concept from the class schedule and explore the relationship between the main concept and medical diagnosis. A client profile and context will be developed to guide your map; client **profile** will include the client’s age, gender they identify as, and the stage of their medical challenge e.g. recently diagnosed, exacerbation of illness, palliation. For **context** – state the location of the encounter on the map e.g. client’s home, acute or long-term care setting and incorporate your nursing role into the map based on the main concept and medical diagnosis. The concept map should show an understanding of the main concept and medical diagnosis by incorporating:

- a **metaphor** to capture the relationship between the main concept and the medical diagnosis to simplify or explain the concept map
- **diagnosis/interpreting: represent** medical pathology, medical testing, risk factors, signs and symptoms and medical interventions
- **nursing practice** considering relevant weekly course concepts, barriers and facilitators, and clinical judgment – include at least 4 priority areas of concern with relevant nursing interventions considering the client’s profile and context
- an overall **visual representation** that is appealing, clearly presented and explored in an organized manner with representation of connections/linkages on the map
- utilization of **references/images** that are relevant, current and nursing focussed that have been used to research, understand and create your concept map (e.g. journals, web sites, textbook) cited on a reference page as per APA 7<sup>th</sup> edition

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.

Brigham Young University. *Concept mapping*. <https://ctl.byu.edu/tip/concept-mapping>

#### 4. Final Examination – 40% of course mark

**Due:** Scheduled during examination period. Readings, online discussions, and course content from weeks 3 to 12 will be included. Multiple choice.

#### *Summary of Opportunities to Demonstrate Learning*

OPPORTUNITIES TO DEMONSTRATE LEARNING	COURSE GOAL(S) ADDRESSED	VALUE	DUE DATE
Test #1 - Short Answer	1, 2, 5	20%	Week 5
Test #2 - Mixed Format Test	1, 4, 5	20%	Week 9
Concept Map Assignment	1, 2, 3, 4, 5, 6	20%	December 4 <sup>th</sup> at 2355
Final Exam – Multiple Choice	2, 4, 5	40%	Exam period

#### **Assignments and Exams**

All policies related to assignments are in the Undergraduate BScN Program Manual on the Western OWL site at owl.uwo.ca and at Fanshawe College in the Virtual Home Room at www.fanshaweonline.ca

Please refer to the Undergraduate Program 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 Program Manual. **PLEASE NOTE:** Attendance is mandatory for all evaluation 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.

#### **Academic Accommodation**

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodations at the Fanshawe site:

Accommodations: <https://www.fanshawec.ca/students/support/accessibility#>, as well as the link to Policy A101 quick reference guide: <https://www.fanshawec.ca/students/support/accessibility/accommodations#>, and policy A101: [A101: Accommodation of Applicants and Students with Disabilities \(myfanshawe.ca\)](#).



### **Religious Accommodation**

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic advisors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

### **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.

### **Review of Graded Assignments**

After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment.

Students who need assistance with their writing skills should contact on-campus resources for support.

Western Site: <http://writing.uwo.ca/>

Fanshawe Site: <https://www.fanshawec.ca/student-life/student-services/learning-centre/english-services>

If, after the assignment review, a student still believes they have grounds with supporting documentation their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals.

Western Site: Undergraduate Student Academic Appeal

[https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading\\_178](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading_178)

Fanshawe Site: Policy A128: Student Appeals

<https://www.fanshawec.ca/sites/default/files/legacy/oldfanshawe/sites/default/files/assets/policies/pdf/a128.pdf>

Fanshawe Student Union Advocacy and Communications Coordinator

<https://www.fsu.ca/president-coordinators>

Western Site: <https://www.uwo.ca/ombuds>

Fanshawe Site: <https://www.fanshawec.ca/student-life/student-services/welcome-office-ombuds>

**Please refer to the decision tree in the Program Manual (p. 16) on the following page to understand how your request for regrading would be handled.**

### **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.

### **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](http://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>

<https://www.fanshawec.ca/sites/default/files/legacy/oldfanshawe/sites/default/files/assets/policies/pdf/a136.pdf>

<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 regarding 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 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.

**During Tests and Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

**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/](http://uwo.ca/health/mental_wellbeing/)

Fanshawe College iCopeU <https://mindyourmind.ca/about/media/icopeu>  
Counseling Services <http://www.fanshawec.ca/counselling/>

**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 the Virtual Home Room on Fanshawe OnLine [www.fanshaweonline.ca](http://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](http://www.sdc.uwo.ca/learning)