



Nursing and Family Health

Nursing 3500

Course Professor:

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**Nursing and Family Health
N3500**

**Class time: Asynchronous Format
Course Location: Online**

A: Calendar Description

Nurses support individuals and families from conception through adolescence. In this course, the nursing role in improving immediate and longer-term health outcomes through health promotion, protection, and prevention of illness in the context of individual and family development is presented.

Prerequisite(s): Registration in Year 2 of the Western-Fanshawe Collaborative BScN program, or the Compressed Time Frame BScN program

Extra Information: 3 lecture hours

Course weight: 0.50

B: Expanded Description

In this course, we will explore wellness and health challenges that influence individuals and families from conception through adolescence. The determinants of health, health inequity, ethics, advocacy, empowerment and trauma and violence-informed care, are explored from the perspectives of people from conception through adulthood.

E: Weekly Schedule

Week (Lecture Dates)	Topic of Focus	Suggested Evaluation Progression
<p align="center">Week 1 (May 6th to 12th)</p>	<p align="center">Enacting Reproductive and Youth Justice & Culturally Safe Trauma-Informed Family- Focused Care</p>	<p align="center">Proctortrack Onboarding Quiz (5%)</p>

I: Methods of Evaluation

Assignment	Percentage of Course Grade	Due Date
1. Nurse Achieve	10%	See Chart Below
2. Continuing Education (UBC CPDs)	15% (5% each)	

Further instructions available on the *Nurse Achieve* will be shared in the Announcements in Brightspace.

2. Continuing Education: UBC CPD (10% of Course Mark)

DUE: June 17th at 8:00 am AND July 26th at 8:00 am

This assignment is for completion. Upon completing the UBC-CPD e-learning modules, download the certificates of completion and submit them to the *Assignments* tab in Brightspace. Submit the certificates and receive 5% per certificate (15% total) on your course grade.

Completion of these modules is a time commitment. You do not need to complete the e-learning

modules in <https://ubccpd.ca/> Once you have created an account, use the link <https://ubccpd.ca/> to complete by June 17th at 8:00 am AND July 26th at 8:00 am

By June y

process will ensure Proctortrack is compatible with your computer and provide an opportunity for you to become familiar with the testing environment. Once the onboarding quiz has been uploaded and processed, your profile is created. This profile is used to verify your identity for each assessment. Students who have previously completed the onboarding process for evaluations in other course(s) must also complete the onboarding process and quiz for this course to receive credit. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at:

<https://remoteproctoring.uwo.ca>

Knowledge Checkpoints:

There are six (6) knowledge checkpoint quizzes to be completed individually online in the Brightspace site. Each quiz will be made available as designated in the weekly schedule and will remain open until the end of Week 12. All quiz submissions will close on July 26th at 8:00 am. Each quiz is

You are also given a choice of *when* you want your assignment to be due. If you select Option A, your due date is June 17th at 8:00 am and you are NOT required to submit an Option B assignment. If you select Option B, your due date is July 8th at 8:00 am and you are NOT required to submit an Option A assignment.

Option A and Option B use the same assignment options to choose from (i.e., Virtual Visit OR TVIC Reflection); however, the subject matter will differ in alignment with course content (i.e., Option A case studies will align with the first portion of the course and Option B case studies will align with the latter portion of the course).

You can choose Option A or Option B based on your content preferences or your personal schedule.

Assignment Choices:

- a. Virtual Visit with a Public Health Nurse (recorded video of a role-play) and follow-up email (1-page written)
- b. Critical Reflection on Implementing Trauma and Violence Informed Care (4-page written)

a. Virtual Visit with a Public Health Nurse

Facilitating client-centered learning is a foundational competency for Registered Nurses. The goal of this assignment is to provide you with client-centered teaching experience based on a case study. NOTE: you will have options to choose from (For both Option A and Option B, there are case studies that you can choose your topic of focus. These case studies align with course content).

The purpose of this assignment is for you to:

- Identify topics related to client teaching from conception to adolescence.
- ~~Determine~~ Determine case-specific priority teaching areas for the client.
- Practice client-centered health teaching.

generative discussion and respectful engagement with multiple worldviews, ways of knowing and being, and perspectives. As future healthcare providers, it is expected of you to create welcoming and inclusive classroom environments much like you would in practice.

Your peer group comes from a myriad of experiences and worldviews, all of whom deserve to be listened to and heard in a respectful and open-minded manner. Hateful messages have no place in this classroom community and will not be tolerated. Engaging in respectful dialogue requires deep, active listening and we need to be mindful of positionality (what may be easy to debate for one person, may be emotionally laborious for another). **This course requires you to engage in critical reflection as you embark on your career as health professionals; at times this may be uncomfortable or even painful. I ask that you practice humility, work through defensiveness, and embrace vulnerability as you embark on this journey of personal development.**

As your instructor, I am committed to supporting you in navigating this course content. I am not perfect and may falter myself but will do my best to learn and grow when that happens. Together, throughout this course, we will create a space that may challenge our prior understandings but supports inclusivity and respect for all participants. If you require support in navigating a challenging discussion, please reach out to me.

All students are required to visit the Undergraduate Program Site and be familiar with its contents. The Undergraduate Program Manual and full list

your

The Western-Fans Collaborative BScN Program N3-Perinatal Health Summer 2024

General Guidelines

Be respectful of other's opinions. Being open to new perspectives is one of the objectives

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; you are responsible for acting on the report

Q: Accessibility, Accommodation, Mental Health, and Support Services at Western

Brightspace Onboarding: For learning about Brightspace:

