NORTHWESTERN POLYTECHNIC

Department of Nursing Education & Health Studies

COURSE OUTLINE – Fall 2023

NS3230 (A2, L1, AC1, AC2): Community Nursing Through the Lifespan
6 (3-0-3) 180 Hours for 6 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

Instructors:	**Michelle Turick** MN, RN, (CCNE) (Course Leader)	**Miranda Retzler** BScN, RN
Classes:	Lecture: Mondays 08:30-11:20 Lab: Mondays 13:00-15:50 Clinical: Community/Rural Tue/Wed/Thu (08:30-16:45)	Clinical- Obstetrics Unit 31- GPRH Wednesday/Thursday (07:00-18:50)
Phone:	(780) 539-2715	(780) 539-2729
Office Hours	*Please Email for Appointment*	
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CALENDAR DESCRIPTION:
The course covers theories, ethics and evidence-informed approaches to community health nursing including primary health care, population health, health maintenance and promotion, and disease and injury prevention. It includes exploration of concepts of community- based assessment, planning, intervention and evaluation with community-as-client. The practicum portion of the course includes a variety of community settings. Nursing practice will include health assessment and interventions for clients throughout the lifespan and care continuum. Note: Available only to Nursing students.

PREREQUISITE(S)/COREQUISITE: NS2160, NS2240 and NS2250

REQUIRED TEXT/RESOURCE MATERIALS:

Keenan-Lindsay, L., Sams, C. A., O'Connor, C., Perry, S. E., Lowdermilk, D. L., Cashion, M. C., & Alden, C. R. (2022). *Perry's maternal child nursing care in Canada* (3rd ed.). Elsevier.

Stamler, L. L., Yiu, Dosani, A., Etowa, J., Van Daalen- Smith, C. (2020). *Community health nursing: A Canadian perspective* (5th ed.). Pearson Canada

All previously required textbooks and resources will be used as reference throughout the program. Please retain your copies as they may be required in future courses.

DELIVERY MODE(S): Attend oOn Campus, In-person (Lecture, Lab, & Clinical)

LEARNING OUTCOMES:
Focused learning for working with childbearing families:

1. Demonstrate safe, ethical, and collaborative practice with childbearing families in diverse settings.
2. Demonstrate performance of selected health assessment skills with;

   a. Women during pre-conception, pregnancy, birth, and post-partum

   b. Newborns/infants

3. Demonstrate integration of evidence-informed knowledge from previous and concurrent nursing courses in the clinical/lab/ simulation setting.
4. Demonstrate clinical reasoning, application of the nursing process and implementation of a plan of care for:
a. Childbearing family experiencing the holistic process of pregnancy, birth, and post-partum
b. Childbearing families experiencing complications during pregnancy, birth, and early infancy
5. Demonstrate documentation and communication of assessments and nursing care in accordance with nursing practice standards.

Focused Learning in the community:
1. Explore, apply, and integrate theory, ethics, and evidence informed approaches for community health nursing.
2. Identify, integrate, and practice primary health care, population health, health promotion and maintenance, and illness and injury prevention approaches with the community as the client.
3. Explore and practice the nursing process in a community context and setting.

4.   Practice and integrate health assessment and nursing interventions for clients throughout the lifespan and care continuum within a community context.

5.   Articulate and perform, as appropriate, the role of the community health nurse in promoting the health of individuals, families, groups, communities, and populations.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page http://www.transferalberta.ca.

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. **Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

Students must receive an overall minimum of C- *in the Graded components,* **as well** *as a* PASS *in the clinical portion to receive credit for NS 3230*

All evaluation components of the course must be completed PRIOR TO being permitted to write the final exam

Assignments/Course Components	Due dates	Weight
1) Safe Medicate Exam	Sept 5, 2023 (1400-1600 for **AC1 students**) September 6, 2023 (1500-1700 -**BC2 students**) (Tests taken via ZOOM)	PASS/FAIL *Must achieve 90% or greater within 3 attempts*
2) Knowledge Checks on myClass	**Due by 23:59** #1 September 10, 2023 #2 September 17, 2023 #3 September 24, 2023 #4 October 1, 2023	40% (4 X 10 % each)
3) Assignment-Community Assessment	October 8th, 2023 @ 23:59	25%
4) Final	October 16, 2023 (during Lecture Class)	35%
5) Clinical Assessment Tool (CAT)	**Midterm CAT** September 27 @ 23:59 **Final CAT** October 18 @ 23:59	PASS/FAIL *Must receive a PASS in all sections of the CAT*

   1.   **SafeMedicate Exam**

Students must pass all modules of SafeMedicate with a minimum of 90% in order to continue in clinical. This will be done during the first week of classes. Students will have a total of 3 attempts to complete this exam. The Modules tested include: FNS Essential skills, FNS Advanced Skills: Bodyweight-Based Calculations & FNS Advanced Skills: Injectable Medicines Therapy

2. Weekly Knowledge Checks: To be completed on myClass. Includes content from Lecture, Lab & Posted Content

3. **Assignment**: Community Assessment (*Appendix A*).

4. Final

5. Clinical Assessment Tool- CAT (Pass/Fail)

A formative assessment of nursing practice will be completed by the student and instructor midway through the course. This will be accomplished through observation, assessment, and evaluation of the student in various activities. Feedback may be supplemented with input from peers, the staff of the agency, and the clients. The instructor will provide the student with a formative verbal or written evaluation at the midpoint of the course and a summative written final evaluation at the end of the course.

At "midterm" students who receive an "At Risk" in any of the indicators on the Clinical Assessment Tool will develop a Learning Support Plan in collaboration with their Clinical Instructor. Students must successfully meet the requirements of the Learning Support Plan by the agreed upon date. Under the '*Professionalism*' category, students must meet these objectives at a level of '*Independence*' to be receive a "PASS" in the course. Failure of this objective may result in being unsuccessful at any time during the rotation.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100		C+	2.3	67-69
A	4.0	85-94		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week	Lecture/Lab
Week 0 **September 5-9**	• No Lecture/Lab this week • Course Orientation & Safe Medicate Exam (see myClass for complete details) • Tuesday, Wednesday, Thursday Clinical Orientation/Training
Week 1 **September 10-16**	• Maternal & fetal adaptations, assessment, and complications prenatal to birth • Health promotion strategies/Education practices
Week 2 **September 17-23**	• Postpartum & Newborn periods & complications- 2hrs to 6 weeks postpartum • Breastfeeding/Nutrition • Discharge Teaching & Education
Week 3 **September 24-30**	• Nursing families from Infant to adolescent Ages and Stages • Community Health Nursing practice • Immunization and Screening • Health promotion & education within the community settings
Week 4 **October 1-7**	• Epidemiology & Contact Tracing • At-risk populations
Week 5 **October 8-14**	• **No Lecture or Lab due to Stat Holiday**
Week 6 **October 15-20**	• Final and Final Lab Class. • Last Week of Clinical

STUDENT RESPONSIBILITIES:

As a student at NWP, you have rights and responsibilities. It is your responsibility to be familiar with the information contained in this Course Outline and the BScN student handbook and to clarify any areas of concern with the instructor. It is also your responsibility to be familiar with NWP Policies. Please take the time to familiarize yourself with the policies that might impact you while you are here:

- NWP Department of Nursing Education & Health Studies Handbook: doc.php (nwpolytech.ca)
- NWP Policies: Northwestern Polytechnic administrative/academic policies
- Refer to the Northwestern Polytechnic Policy on Student Rights and Responsibilities at: https://www.nwpolytech.ca/about/administration/policies/

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at https://www.nwpolytech.ca/about/administration/policies/index.html.

**Note: all Academic and Administrative policies are available on the same page.

Academic Misconduct: Academic misconduct in all its forms is a serious offence. Academic misconduct is the giving, taking, or presenting of information or material that unethically or dishonestly aids oneself or another on any work which, under normal circumstances, is to be considered in the determination of a grade or the compilation of academic requirements or the enhancement of that student's record or academic career. The two key areas of academic misconduct are plagiarism and cheating. Please read the definitions that follow.

Plagiarism: The use of close imitation of language, paintings, films, prototypes and ideas of another author and representation of them as one's own original work. The most common forms of plagiarism are: copying or paraphrasing another author's work without proper acknowledgement, using the ideas or lines of reasoning of another author's work without proper acknowledgement, submitting work to which someone else has made substantial improvements to the content, and submitting the same work for multiple courses without approval. Plagiarism can be judged to have occurred if the instructor has both the submitted material and original source that was copied, or if the student is unable to explain the terminology or ideas of a submission.

Late Assignments

To obtain credit in the course ALL assignments, examinations, and quizzes must be completed. Students are expected to make every effort to complete assignments on time. Assignment submissions are expected on the date determined by faculty. If extensions are necessary, they may be requested up to 48 hours prior to the assignment due date, and should be submitted in writing to the faculty member involved for review. Not all extensions will be granted. In exceptional situations, extension requests within the 48-hour period may be considered.

 Late assignments will have 5% of total marks (or one letter grade) for the assignment deducted for each day/partial day (including weekend days) beyond the due time. For example, a paper marked at B+ would receive an adjusted grade of B if handed in one day late. After 5 days, a grade of 0 will be awarded to the assignment.

Papers/assignments may not be rewritten for a higher grade. When submitting assignments electronically, it is the student's responsibility to ensure the assignment has been received. Concerns regarding grading are to be discussed with the faculty member involved.

ADDITIONAL INFORMATION:

The Clinical Component of the course is PASS/FAIL. Students will be placed within a *Community placement* (Tues/Wed/Thurs, 8 hr shifts), or on the *Obstetrical Unit 31* at GPRH Wednesday/Thurs (0700-18:50) for the 6-week rotation. Students will also have the opportunity for an off-unit experience on Pediatrics or NICU Unit(s). If the student misses their scheduled day, there will be no rescheduling of this shift. The clinical instructor reserves the right to pull the student from an off-unit experience as they see fit.

The community placements are within Grande Prairie and Rural area within 60 min from the City. As per the NWP Nursing Website, as well as the Student Handbook:

"All the courses in the Bachelor of Science, Nursing program can be completed at Northwestern Polytechnic, but students will be required to attend at least one clinical placement outside of Grande Prairie. Practica may involve evening and night hours and weekends. Students are responsible for obtaining transportation to practica placements and for the costs of necessary travel and accommodation. Required practica placements may be 150 kilometers or more from Grande Prairie."

Appendix A:

Community Assessment Assignment Rubric:

Part A: Assessment Worksheet

Indicator	Grade				Possible Points
	Excellent	**Satisfactory**	**Unsatisfactory**	**Incomplete**	
Description of the community core (elements)	Description of the community core is *complete* and in detail. (Score = 3)	Description of the community core is *mostly* complete and in detail. (Score = 2)	Description of the community core is *partly* complete and in detail. (Score = 1)	Description of the community core is *incomplete* and not in detail (Score = 0)	3
Subsystems in the community	All eight subsystem elements in the community completed and in detail. (Score = 5)	Less than eight subsystem elements in the community *mostly* complete and in detail (Score = 3)	Less than eight subsystem elements in the community *partly* completed and in detail (Score = 1)	Less than eight subsystem elements in the community are *incomplete* and *not in detail* (Score = 0)	5
Perceptions and Observations about the community	Own perception of the community provided. Observations about the community relate *specifically* to the health of the community and relevant or potential problems *are well identified with recommendations.* *There are a Minimum of three potential problems identified with recommendations.*	Own perception of the community provided. Observations about the community *generally* relate to the health of the community and relevant or potential problems are *identified* *There are a Minimum of three potential problems identified with recommendations.*	Own perception of the community provided . Observations about the community *loosely* relate to the health of the community and relevant or potential problems are *not* identified. *There are less than three potential problems identified with recommendations.*	Two or more elements are *not provided* *There are less than three potential problems identified with recommendations.*	5

	(Score = 5)	(Score = 3)	(Score = 1)	(Score = 0)	
Use of secondary sources of information and references provided.	Demographic data is obtained from (at least three or more) sources including internet, library and local community agencies and government **and** References provided and **ALL in correct APA format** (Score = 3)	Demographic data is obtained from (at least three or more) sources including internet, library and local community agencies and government. References provided (Score = 2)	Demographic data is obtained from (less than three) sources including internet, library and local community agencies and government. References provided (Score = 1)	No demographic data was obtained from any other sources. (Score = 0)	3
				Part A Total	**16**

Part B: Presentation

Indicator	Grade				Possible Points
	Excellent	**Satisfactory**	**Unsatisfactory**	**Incomplete**	
Identification of Needs	Able to identify areas for improvement in the community with *clear and concise* recommendations. (Minimum of Three) Free of spelling or grammatical errors within the entire assignment (Score = 6)	Able to identify areas for improvement in the community with recommendations (Minimum of Three) 1-2 spelling or grammatical errors Within the entire assignment (Score = 4)	*Somewhat* able to identify strengths and areas for improvement in the community with recommendations Some spelling or grammatical errors (Score = 2)	Presentation not submitted or missing components (Score = 0)	6
Visual/Creativity	Great effort put in for presentation to be visually appealing and engaging with graphics and/or pictures from students' own camera. The presentation is focused on the identified needs and recommendations (Score = 5)	*Somewhat* visually appealing with graphics and/or pictures of the community.	*Basic* graphics and/or pictures of the community.	No graphics or pictures provided of the community in presentation	5

					9
		(Score = 3)	(Score = 1)	(Score = 0)	
				Part B Total:	**11**