



University of Alberta Collaborative BScN Program

Grande Prairie Regional College

Keyano College

Red Deer College

University of Alberta

DEPARTMENT OF NURSING EDUCATION AND HEALTH STUDIES

NS2055 COMMUNITY NURSING THEORY

COURSE OUTLINE

WINTER 2018

SECTIONS: A3, B3

JANUARY 4 – MARCH 2, 2018

6(4-8-4) in 7 weeks

INSTRUCTOR:	Susan Moodie	PHONE:	780-539-2877
OFFICE:	C409	E-MAIL:	smoodie@gprc.ab.ca
OFFICE HOURS:	Varies – consult individual instructor		
		PHONE:	780-539-2715
INSTRUCTOR:	Michelle Turick		
OFFICE:	H217	E-MAIL:	mturick@gprc.ab.ca
OFFICE HOURS:	Varies – consult individual instructor.		

DELIVERY MODE(S):

Lecture, Seminar and Lab.

PREREQUISITE(S)/COREQUISITE:

Prerequisites: NS2150, NS2015, NS2025

Co-requisite: NS2060

REQUIRED TEXT/RESOURCE MATERIALS:

Ackley, B. J., Ladwig, G. B., & Makic, M. (2017). *Nursing diagnosis handbook: An evidence-based guide to planning care* (11th ed.). Maryland Heights, MO: Mosby Elsevier

American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed., 3rd printing). Washington, DC: Author.

Chow, J., Ateah, C.A., Scott, S.D., Scott-Ricci, S., & Kyle, T. (2013). *Canadian maternity and pediatric nursing*. Philadelphia, PA: Lippincott, Williams, & Wilkins.

Pagana, K. D., Pagana, T. J., & Pike-MacDonald, S. A. (2013). *Mosby's Canadian manual of diagnostic and laboratory tests* (1st Canadian ed.). Toronto, ON: Elsevier Canada

Perry, A. G., Potter, P. A., & Ostendorf, W. (2017). *Clinical nursing skills and techniques* (9th ed.). St. Louis, MO: Elsevier Inc.

Vollman, A. R., Anderson, E. T., & McFarlane, J. (2017). *Canadian community as partner: Theory & multidisciplinary practice* (4th ed.). Philadelphia, PA: Wolters Kluwer.

CALENDAR DESCRIPTION:**NS2055 Community Nursing Theory (4-8-4 in 7 weeks) UT**

Focus is on the philosophical and theoretical domains of nursing individuals, families and groups in the community across the lifespan. Students will also specifically explore theory related to the nursing care of the child-bearing family. Community nursing management and intervention consistent with the principles of primary health care will be explored and fostered.

Note: Available only to Nursing Students.

LEARNING OUTCOMES:

At the end of the course the student will be able to:

1. Analyze principles of Primary Health Care in the context of families, aggregates/groups and communities
2. Select family and community focused models and theories
3. Plan community nursing care with emphasis on family assessment, health education, and community assessment
4. Plan nursing care incorporating growth and development of individuals across the lifespan
5. Plan nursing care that incorporates the principles of teaching and learning
6. Evaluate the varied roles of the Registered Nurse in community settings
7. Examine local, provincial, national and international health initiatives

8. Appraise information used by the nursing profession and families, aggregates/groups and communities
9. Analyze the relationships between nursing leadership and healthy practice environments, client safety, and quality patient care outcomes

COURSE OBJECTIVES:

Students in the BScN Program are responsible to familiarize themselves with *Graduate Competencies and Year-End Outcomes (with Cross Reference to Courses)*. Attention must be given to the competencies that are identified as being relevant to NS2055.

1. Demonstrate understanding of health promotion within a focus on family, aggregate/groups, and the community as client.
2. Demonstrate knowledge of primary health care, and of the determinants of health (with emphasis on social determinants) in the context of families, aggregates/groups and communities.
3. Demonstrate understanding of selected theories/models related to the community (for example: social change and community development models) and their relevance to community nursing.
4. Demonstrate understanding of selected family-focused nursing models (for example: McGill and CFAM) and of their application/relevance to nursing child-bearing and child-rearing.
5. Demonstrate understanding of community nursing skills with emphasis on family assessment (structural tools – genogram, Eco map, and attachment diagrams), health education and community assessment.
6. Demonstrate knowledge of growth and development of individuals across the lifespan, including the newborn/infant/childbearing family.
7. Identify populations at-risk in the community and demonstrate understanding of the determinants that impacts their lives and their real or potential challenges to health.
8. Demonstrate an understanding of key patient safety concepts including communication, teamwork, environmental and human factors, safety risks and adverse events disclosure.
9. Demonstrate an understanding of interdisciplinary/interprofessional collaboration
10. Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process skills in utilizing context-based learning, in all learning activities.
11. Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.
12. Demonstrate, with minimal guidance, awareness about global health issues.

COURSE SCHEDULE:

NS2055 is a combination of lecture, seminar, and laboratory experiences over 7 weeks.

WEEK 1 <i>Jan 1-5</i>	Thursday Friday	Jan 4- Orientation Brainstorm “We’re Expecting”
WEEK 2 <i>Jan 8-12</i>	Mon Wed Friday Lab	Present “We’re Expecting” Brainstorm “Epidemiology” Guest Speaker: Dr. de Villiers Health Promotion / Epidemiology
WEEK 3 <i>Jan 15-19</i>	Mon Wed Friday Lab	Present “Epidemiology” Brainstorm “Toddler Safety” Seminar: CJE Instructions/Test Taking Strategies IM / SC / ID Injections
WEEK 4 <i>Jan 22-26</i>	Mon Wed Friday Lab	Toddler Safety Brainstorm “Lacey, Evan & Baby Joshua Part A” Midterm Exam Jan 26 @ 1000-1250 in your classroom IV / IV Medications
WEEK 4 <i>Jan 29-Feb 2</i>	Mon Wed Friday Lab	Present “Lacey, Evan, & Baby Joshua Part A” Brainstorm “Lacey, Evan & Baby Joshua Part B” Clinical Judgement Exercise (CJE) Part One Foley Catheter
WEEK 5 <i>Feb 5-9</i>	Mon Wed Friday Lab	Present “Lacey, Evan and Baby Josh Part B” CJE Due Feb 5 @ 1000h Brainstorm “Parson’s Family” Guest Speaker: TBA OSCE Practice
WEEK 6 <i>Feb 12-16</i>	Mon Tues Wed Friday	Present “Parson’s Family” OSCE Testing (Feb 13-Both Groups) Finish up Parsons/Summative Evals/ Exam Review Seminar: NCLEX Review Questions
WEEK 7	READING WEEK	NO CLASSES
WEEK 8 <i>Feb 26-Mar 2</i>	Mon Wed Lab	Logic Model/Simulation Prep Final Exam Feb 28 @ 1130-1430 in your classroom Simulation/Skills Review

EVALUATIONS:

To **PASS** NS2055 students must complete all assignments and evaluation strategies listed below.

Students must **demonstrate consistent satisfactory performance** in lectures, seminars and laboratory sessions.

Students are expected to be present and contribute during both small and large group seminar sessions. Any absence in any component of NS2055 must be reported to the tutor prior to the scheduled session. Unexplained absences demonstrates unprofessional behavior and will be documented.

Assignment and Exams	Value	Due Date or Writing Date
Midterm Examination	25%	Friday, Jan 26 from 1000-1250 in your classroom
Clinical Judgement Exercise	25%	Part 1 Friday, Feb 2 from 1000-1250 Part 2 Due Monday Feb 5 by 1000
OSCE	Pass/Fail	Tues, Feb 13 (Sign up on Moodle)
Final Examination	35%	Wed, Feb 28 from 0900 to 1200 in your classroom
Participation Mark	15%	As per instructor
Total	100%	Course Ends March 2

1. Mid-Term Exam – 25%

The mid-term exam will be composed of multiple choice, matching, and short answer question(s). The mid-term exam is derived from the learning goals associated with the We're Expecting, Epidemiology, and Toddler Safety learning packages, as well as content from the labs.

2. Clinical Judgement Exercise 25%

In this exercise, you will be given a nursing situation and be asked to provide a nursing care plan for the health care problem.

3. Final Exam – 35%

The final exam is derived from the learning goals associated with the Lacey, Evan and Baby Josh Parts A & B and the Parson's Family learning packages as well as content from the labs occurring after the Midterm Exam.

4. Participation Mark -15%

NS2055 is facilitated to foster and develop the student's skills in critical inquiry. It is imperative that students come prepared to class to share/present, discuss, question, and apply their research to nursing practice. Students will be marked according to a Participation Rubric.

5. Foley Catheter OSCE – Pass/Fail

Laboratory performance will be evaluated with an Observed Structured Clinical Exam (OSCE) of a learned lab skill. OSCEs will be granted as pass/fail. Students must pass OSCEs to obtain credit in the course. If unsuccessful on the first test, opportunity for two retests within the next 5 days will be given. If the student is unsuccessful in passing the OSCE after 3 attempts the student will receive a course failure.

GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A ⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A ⁻	3.7	80 – 84	FIRST CLASS STANDING
B ⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B ⁻	2.7	70 – 72	
C ⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C ⁻	1.7	60 – 62	
D ⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

STUDENT RESPONSIBILITIES:

Refer to the College Policy on Student Rights and Responsibilities at
www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES

STATEMENT ON PLAGIARISM AND CHEATING:

The College expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be acknowledged. To do less is to cheat. Intellectual dishonesty undermines the quality of academic activity and accordingly, the College has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating. Penalties are levied according to the degree of the infraction. Students who are unsure whether a particular course of action might constitute plagiarism are advised to consult with the instructor.

Refer to the College Student Misconduct: Academic and Non-Academic Policy at
www.gprc.ab.ca/about/administration/policies/

****Note:** all Academic and Administrative policies are available at
www.gprc.ab.ca/about/administration/policies/

UNIVERSITY TRANSFER:

This course is part of the block transfer agreement with the University of Alberta in the Collaborative BScN Program. Admission to the fourth year of the Program and registration at the U of A will be contingent upon confirmation by the Faculty of Nursing that the first three years of the Program have been completed with satisfactory academic standing. For promotion to Year 4 at the U of A, a student is required to pass all previous courses and obtain a minimum cumulative GPA of 2.0 on a 4.0-point scale in the first three years of the program. If these conditions are met, the student will be granted a block transfer of work completed at GPRC to the U of A record.

**** 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.**

Please refer to the Alberta Transfer guide for current transfer agreements:
www.transferralberta.ca