



UNIVERSITY OF ALBERTA
COLLABORATIVE BScN PROGRAM
 Grande Prairie Regional College
 Keyano College
 Red Deer College
 University of Alberta
 BScN Bilingual Program
 BScN After-Degree Program,
 and RPN to BScN Program

DEPARTMENT OF NURSING EDUCATION AND HEALTH STUDIES
COURSE OUTLINE - WINTER 2020
NS2055 COMMUNITY NURSING THEORY
SECTIONS: A3, B3
JANUARY 6 – FEBRUARY 28, 2020
6(4-8-4) in 7 weeks

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OFFICE HOURS: Individual course Instructor office hours vary. Please contact your instructor directly or email for appointment.			

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NS2055
Course Outline

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

PREREQUISITE(S)/COREQUISITE:

Prerequisites: NS2150, NS2015, NS2025

Co-requisite: NS2060

REQUIRED TEXTBOOKS:

Ackley, B, Ladwig, G, & Makic, M, (2017). *Nursing Diagnosis Handbook: An Evidence-based guide to planning care* (11th ed.). St. Louis, MO: Elsevier Inc.

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. (2018). *Mosby's Canadian manual of diagnostic and laboratory tests* (2nd Canadian ed.). Toronto, ON: Elsevier Canada

Perry, A. G., Potter, P. A., & Ostendorf, W. (2018). *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.

DELIVERY MODE(S):

Lecture, Seminar and Lab.

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.

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

TRANSFERABILITY:

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.**

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 class or the scheduled session.** Unexplained absences demonstrate unprofessional behavior and will be documented. Students experiencing difficulty in performing at a satisfactory level at any time in the course should meet with the tutor to develop an action plan to move towards successful completion of the course.

Assignment and Exams:	Value:	Due Date or Writing Date:
Exam 1	35%	(See NS2055 Course Calendar posted on Moodle for specific details)
Clinical Judgement Exercise (CJE)	30%	
Lab OSCE	Pass/Fail	
Exam 2	35%	
Participation Rubric	Pass/Fail	Determined and completed by the course Instructor

1. Exam 1 – 35%

The mid-term exam is derived from the exemplar focus goals associated with the We're Expecting, Epidemiology, and Toddler Safety learning packages, as well as content from the labs.

2. Clinical Judgement Exercise (CJE) - 30%

In this exercise, you will be given a nursing situation and asked to provide a nursing care plan for the health care issue/problem. The CJE assignment description/guidelines are attached as part of the NS2055 Course Outline.

3. Exam 2 – 35%

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

4. Participation Rubric -Pass/Fail

Students are **expected to be present and contribute during all course sessions/activities**. In keeping with professional behavior students are asked to report **any absence in tutorial or lab to the tutor prior to the scheduled session**. Participation and contribution to group learning must be at the level of independence expected for this course. Unexplained absences without informing the instructor prior to class, not contributing to brainstorming and group discussion for each learning package, or not posting research by agreed upon date/time will result in a failure on the participation rubric. Students must pass the Participation Rubric to obtain credit in the course. Participation Rubric is posted on the NS2055 Moodle Page under Core Course Documents and attached as part of the NS2055 Course Outline.

5. Objective Structured Clinical Examination (OSCE) - (Pass/Fail)

The OSCE is the evaluation of the Foley Catheter lab skill learnt in the current course. The OSCE is designed to apply clinical and theoretical knowledge. Each student is examined on a one-to-one basis with one examiner and a simulated patient. The OSCE is graded as either pass or fail. Students must pass the OSCE to obtain credit in the course. If students are unsuccessful on the first test, opportunity for two retests within the next 5-10 days can be given. Students may be given remedial work as identified by instructor and student, based on learning needs. Before booking for a retest, students may be required to complete remedial work as assigned. OSCE Checklist is posted on the NS2055 Moodle Page.

GRADING CRITERIA / POLICIES:

Assignment of Final Grade

The marks on course assignments will contribute to the overall letter grade according to the percentage that each assignment is weighted in the course. At the end of the course, all assignment scores are totaled for a term summary mark in the course based on the grading scale below. The FINAL COURSE GRADE is based on the cumulative total of individual student's weighted assignment marks.

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

Grade Descriptions:

Excellent	A+, A, A-
Good	B+, B, B-
Satisfactory	C+, C, C-
Poor	D+
Minimal Pass	D
Fail	F

COURSE SCHEDULE/TENTATIVE TIMELINE:

NS2055 is a combination of lecture, seminar, and laboratory experiences over 7 weeks. Refer to the NS2055 Course Calendar posted on Moodle for further details regarding seminars, Clinical Judgement Exercise (CJE) assignment and exam schedule.

WEEK 1	Course orientation. Brainstorm and present: "Toddler Safety" Lab: IM/SC/ID Injections
WEEK 2	Brainstorm and present: "We're Expecting" Lab: IV and IV Medications
WEEK 3	Brainstorm and present: "Epidemiology" Lab: Health Promotion and Epidemiology
WEEK 4	Brainstorm and present: "Lacey, Evan & Baby Joshua Part A" Lab: Foley Catheter
WEEK 5	Brainstorm and present: "Lacey, Evan & Baby Joshua Part B" Lab: OSCE Practice
WEEK 6	Brainstorm and present: "Parson's Family" Lab: OSCE Testing and OSCE RE-Testing
WEEK 7	Reading Week – No Classes
WEEK 8	Bonus class (if needed) Lab: OSCE Re-Testing

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/

REQUIRED LEARNING EXPERIENCES:

Lectures and Seminars: Attendance is expected for all scheduled seminars. Any absence must be communicated to the tutor prior to the scheduled seminar in a manner identified by the tutor. Performance in lectures and seminars will be assessed using the Participation Rubric attached as part of the NS2055 Course Outline and posted on the NS2055 Moodle site.

Students will work through the following Exemplars:

Toddler Safety

We're Expecting

Epidemiology

Lacey, Evan, & Baby Joshua Part A

Lacey, Evan, & Baby Joshua Part B

Parson's Family

Laboratory Experiences:

GPRC provides nursing students opportunities to learn and practice nursing skills in a highly realistic health care environment. With the use of high, medium, and low fidelity simulation technologies, lab experiences provide opportunities to integrate theoretical knowledge and evidence from a variety of sources in the practice of psychomotor skills, critical thinking, and teamwork in a supportive learning environment.

The following labs will be completed:

- IM, SC, and ID Injections
- IV and IV Medications
- Health Promotion/Epidemiology
- Foley Catheter

Students are required to prepare for labs by doing the required readings, viewing assigned videos, and completing worksheets on the NS2055 Moodle site. At the end of each lab, students are responsible to

demonstrate beginning proficiency and competence with each of the skills in the lab guide. Students are reminded that additional practice in addition to scheduled labs is necessary for skill development - this practice may occur at home or during regularly scheduled practice labs. Attendance at all labs is required and students are responsible to consult with their Lab Tutor to make up for missed labs. It is an expectation that students report any absence to the lab tutor prior to the scheduled session.

Lab Examinations:

Questions related to lab content will be incorporated into Exam 1 and Exam 2.

SPECIALIZED SUPPORT and DISABILITY SERVICES:

Students who require accommodations in this course due to disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Student Services.

ABSENCE FROM EXAMS:

Deferred exams occur only when there are compelling reasons. Students are required to follow the process outlined in Section 23.5.6 should they wish to apply for a deferred exam. Please refer to the following link:

[https://calendar.ualberta.ca/content.php?catoid=29&navoid=7238#Examinations_\(Exams\)](https://calendar.ualberta.ca/content.php?catoid=29&navoid=7238#Examinations_(Exams))

COMMUNICATION:

Students must use their Grande Prairie Regional College e-mail address and include a subject line when communicating with faculty members. The content messages of both e-mail and voice mail must be delivered in a professional manner. Inappropriate messages may be considered "harassment."

The use of social networking services such as, but not limited to, Facebook, MySpace, internet messaging, blogs and wikis, are subject to the professional and ethical responsibilities outlined in the Canadian Nurses Association (2008) Code of ethics for registered nurses, and the University of Alberta Code of Student Behaviour, Section 30.3.3 Inappropriate Behaviour in Professional Programs.

COURSE MATERIAL AND ANNOUNCEMENTS:

The Faculty of Nursing creates a Moodle site for all undergraduate courses. Students are expected to access and become familiar with their Moodle site at the beginning of each term and to access their Moodle site on a regular basis throughout the term. Failure to do so may result in students missing important course-related information, resources, instructor feedback, and announcements. General Faculty of Nursing (FON) and Course announcements will be made on: NS2055 Moodle site.

CALENDAR IMPORTANT DATES:

Please refer to the 2019-2020 GPRC Calendar for important dates and deadlines.

NS2055 Clinical Judgment Exercise (CJE) In-Class Assignment Guidelines

In this exercise, students will be provided a nursing situation and asked to provide a nursing care plan for the health care problem. This is an individual assignment which students will complete in class and within an allotted time limit.

Students will be permitted to bring pencils, erasers and highlighters to class. No textbooks or notes will be permitted.

Students will be expected to complete the assignment by:

1. Identifying the relevant data and the clinical significance of that data from the provided patient history and nursing assessment.
2. Determining three (3) key Nursing Diagnoses for the client in the scenario and use 'related to' and "as evidenced by" wording.
3. Identifying which of the nursing diagnoses would be the priority concern. Provide rationale for choosing this one concern as the priority.
4. Determining the expected outcome(s) for the client and relate the outcome(s) to the priority nursing diagnosis.
5. Determining nursing intervention(s) for the client to address the problem identified as the priority. Provide evidence (rationale) to support these interventions.
6. Explaining how you would evaluate the expected outcome(s) or goal(s).