



**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: C3, D3**

**MARCH 5 – APRIL 23, 2018**

**6(4-8-4) in 7 weeks**

**INSTRUCTOR:** Bonny Townsend

Asha Parmar

**PHONE:** 780-539-2213

780-539-2892

**OFFICE:** Bonny Townsend – J223

Asha Parmar – L223

**E-MAIL:** [btownsend@gprc.ab.ca](mailto:btownsend@gprc.ab.ca)

[aparmar@gprc.ab.ca](mailto:aparmar@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:**

Textbooks from previous nursing courses will be used along with:

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

Perry, A., Potter, P., Ostendorf, W. (2018). *Clinical nursing skills and techniques* (9<sup>th</sup> ed.). Toronto, ON: Elsevier Mosby.

Van Leeuwen, A.M., Poelhuis-Leth, D.J., & Bladh, M.L. (2013). *Davis's comprehensive handbook of laboratory diagnostic tests with nursing implications* (5th ed.). Philadelphia, PA: F.A. Davis Company.

Vollman, A., Anderson, E., & McFarlane, J. (2017). *Canadian community as partner* (4<sup>th</sup> ed.). Philadelphia: Lippincott, Williams, & Wilkins.

**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.

<b>WEEK 1</b>	Learning Package Mon/Wed  Friday Lab	Toddler Safety Brainstorm & Present, Guest Speaker – Brock's Initiative Dr. de Villier's Presentation Health Promotion / Epidemiology
<b>WEEK 2</b>	Learning Package Mon/Wed  Friday Lab	Epidemiology Brainstorm & Present, Case Studies (Childhood Illness) CJE Instructions and Test Taking Strategies Injections: IM/SC/ID

<b>WEEK 3</b>	Learning Package Mon/Wed Friday Lab	We're Expecting Brainstorm and Present, Guest Speaker - Midwifery <b>Clinical Judgement Exercise Part One in class</b> IV / IV Medications
<b>WEEK 4</b>	Learning Package Mon/Wed  Friday Lab	Lacey, Evan, & Baby Joshua Part A <b>CJE Due at 1000h on Monday</b> Brainstorm and Present, Medicalization of Birth Good Friday – College Closed Foley Catheter
<b>WEEK 5</b>	Learning Package Mon/Wed Friday Lab	Lacey, Evan and Baby Josh Part B Brainstorm and Present & Content Mapping <b>Midterm Exam</b> OSCE Practice
<b>WEEK 6</b>	Learning Package Mon/Wed Friday Lab	Parson's Family Brainstorm and Present & Skin to Skin Care Post Partum Depression - Asha <b>OSCE Testing</b>
<b>WEEK 7</b>	Learning Package Mon/Wed Friday Lab	Parson's Cont'd & Review Finish Parson's / Final Exam Review NCLEX Review Questions Simulation / Skills Blitz Review
<b>WEEK 8</b>	<b>Final Exam</b>	<b>Monday April 23 1130h to 1430h in B208.</b>

## 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
Clinical Judgement Exercise	25%	Part 1 Friday, March 23 1000-1250 Part 2 Due Monday March 26th, at 1000h
Midterm Examination	25%	Friday, April 6 1000-1250

Final Examination	35%	April 23 1130h to 1430h in B208
Participation Mark	15%	As per Instructor
Study / Content Map done in class on April 4 <sup>th</sup> on selected topics.	Complete / Incomplete (Incorporated into participation mark)	Post completed content map in the forum on Moodle no later than 0800h Friday April 6th (Class time is allotted to complete map).
Total	100%	
OSCE	Pass/Fail	April 10 or 12

**1. Mid-Term Exam – 25%**

The mid-term exam will be a computer based exam composed of multiple choice, multiple answer, matching, and ranking questions. The mid-term exam is derived from the learning goals associated with the Epidemiology, We're Expecting 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.

**6. Study / Content Map – Complete / Incomplete – incorporated into participation mark**

A study / content map will be completed for a selected client care situation. The map will include symptoms of current illness, the expected path of care, relevant lab values associated with the condition, nutritional focus, medications, client teaching, and relevant nursing interventions for treatment of disease or a nursing intervention related to the concept. The content map will be created during class time, if you are not able to complete

the map during class you are expected to complete it by Friday at 0800h and post to the appropriate forum on Moodle. The purpose of the content map is to enhance critical thinking and clinical decision making ability, and is also to be used as a study tool in preparation for the NCLEX RN examination.

## GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A <sup>+</sup>	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A <sup>-</sup>	3.7	80 – 84	FIRST CLASS STANDING
B <sup>+</sup>	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B <sup>-</sup>	2.7	70 – 72	
C <sup>+</sup>	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C <sup>-</sup>	1.7	60 – 62	
D <sup>+</sup>	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](http://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/d/STUDENTMISCONDUCT](http://www.gprc.ab.ca/d/STUDENTMISCONDUCT)

**\*\*Note:** all Academic and Administrative policies are available at [www.gprc.ab.ca/about/administration/policies/](http://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](http://www.transferralberta.ca)