



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 2017

SECTIONS: A3, B3

JANUARY 5 – MARCH 5, 2017

6(4-8-4) in 7 weeks

INSTRUCTOR: Wendy McMillan (W 1)

Karen Oostra (W 1)

Bonny Townsend (W 2)

Asha Parmar (W 2)

OFFICE: Wendy M. – H229

Karen O. – H205

Bonny T. – J223

Asha P. – L223

PHONE: 780-539-2784

780-539-2449

780-539-2213

780-539-2892

E-MAIL: wmcmillan@gprc.ab.ca

koostra@gprc.ab.ca

btownsend@gprc.ab.ca

aparmar@gprc.ab.ca

OFFICE HOURS: To be determined by instructors

DELIVERY MODE(S):

Lecture, Seminar and Lab.

PREREQUISITE(S)/COREQUISITE:

Prerequisites: NS2150, NS2015, NS2025

Co-requisite: NS2060

REQUIRED TEXT/RESOURCE MATERIALS:

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

Balzer-Riley, J. (2013). *Communications in nursing* (7th ed.). Toronto, ON: Mosby.

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

Doenges, M. E., & Moorhouse, M. F. (2013). *Application of nursing process and nursing diagnosis, An interactive text for diagnostic reasoning* (6th ed.). Philadelphia, P.A.: F. A. Davis.

SafeMedicate software.

Hazard Vallerand, A., Sanoski, C.A., & Hopfer Deglin, J. (2013). *Davis's drug guide for nurses* (4th ed.). Philadelphia, PA: F.A. Davis Company. **AND supplemented with** Credible website i.e. e-CPS or app. **Med decks are not acceptable.**

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., & Wood, M. J., Astle, B. J., & Duggleby, W. (2014). *Canadian fundamentals of nursing* (5th ed.). Toronto, ON: Elsevier Mosby.

Stephen, T.C., Skillen, D.L., Day, R.A., & Jenson, S. (2012). *Canadian Jensen's nursing health assessment: A best practice approach*. Philadelphia: Lippincott, Williams & Wilkins.

Stephen, T.C., Skillen, D.L., Day, R.A., & Jenson, S. (2012). *Laboratory manual for Canadian Jensen's nursing health assessment: A best practice approach*. Philadelphia: Lippincott, Williams & Wilkins

Sylvestri, L. A., (2014). *Saunders comprehensive review for the NCLEX-RN examination* (6th ed.). St. Louis, MO: Elsevier Saunders

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.

Venes, D. (2013). *Taber's cyclopedic medical dictionary* (22nd ed.). Philadelphia, PA: F.A. Davis Company.

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	Learning Package Mon/Wed Friday Lab	None None Course Orientation None
WEEK 2	Learning Package Mon/Wed Friday Lab	Epidemiology Brainstorm and Present Dr. De Villiers (Medical Officer of Health) Health Promotion
WEEK 3	Learning Package Mon/Wed Friday Lab	We're Expecting Brainstorm and Present Midterm Review/CJE Instructions IM/SC/ID Medications
WEEK 4	Learning Package Mon/Wed Friday Lab	Toddler Safety Brainstorm and Present Midterm Exam IV Medications
WEEK 5	Learning Package Mon/Wed Friday Lab	Lacey, Evan and Baby Josh Part A Brainstorm and Present Clinical Judgment Exercise Home Visits
WEEK 6	Learning Package Mon/Wed Friday Lab	Lacey, Evan and Baby Josh Part B Brainstorm and Present OSCE Practice Foley Catheter
WEEK 7	Learning Package Mon/Wed Friday Lab	Parson's Family Brainstorm and Present Fetal Monitoring/High Risk delivery OSCE Testing
WEEK 8	Mon/Wed Friday Lab	Finish Parson's/Final Exam Review Final Exam Simulation

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. 27 1000-1250
Clinical Judgement Exercise	25%	Part 1 Friday, Feb. 3 rd 1000-1250 Part 2 Due Monday, Feb 6th at 1000
Final Examination	35%	Friday March 3 1000-1250
Participation Mark	15%	As per Instructor
Total	100%	
OSCE	Pass/Fail	Feb 14 or 16

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. Student Performance in class -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

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

****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