GPRC

DEPARTMENT OF NURSING EDUCATION AND HEALTH STUDIES

COURSE OUTLINE – WINTER 2020

NS2060 (BC1, BC3): Community Nursing Practice – 6 (0-0-32c) UT 224 Hours 7 Weeks

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OFFICE HOURS:	Varies. Consult individual instructor.

CALENDAR DESCRIPTION:

Students will have the opportunity to apply concepts of community health nursing. Nursing practice will include health assessment and interventions with child-bearing families. Students will develop competence in both family and community assessments, the use of therapeutic communication skills and the planning, implementation and evaluation of community nursing interventions.

PREREQUISITE(S)/COREQUISITE:

Prerequisites: NS2150, NS2015, NS2025
Co-requisite: NS2055

REQUIRED TEXT/RESOURCE MATERIALS:

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

Drug Guide: Any current drug guide or electronic drug application and the electronic "Compendium of Pharmaceuticals and Specialties (e-CPS) available through the library at https://www.myrxtx.ca/search

Pagana, K. D., Pagana, T. J., & Pike-MacDonald, S. A. (2018). *Mosby's Canadian manual of diagnostic & laboratory tests* (2nd ed.). Toronto, ON: Elsevier Canada.

Perry, A. G., Potter, P. A., Ostendorf, W. R., & Cobbett, S. L. (2020). *Canadian clinical nursing skills & techniques* (1st ed.). Toronto, ON: Elsevier Canada

SafeMedicate software.

DELIVERY MODE(S):

Clinical experiences including some pre- and post- conferences. Resources are posted on Moodle. Zoom meetings, discussion forums, and videos.

COURSE OBJECTIVES:

1. Demonstrate, independently, the ability to practice in accordance with Year 2 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2017 (Rev. 2.0)*
2. Demonstrate application of legal and ethical standards in nursing practice settings.
3. Demonstrate, independently, the ability to use professional and therapeutic communication skills to collaborate with healthy clients, clients experiencing chronic or less acute variances in health across the life span in community based setting, homes, and some acute care centres.
4. Demonstrate, independently, the ability to manage health promotion and primary prevention activities to apply health counselling skills and teaching/learning principles.
5. Demonstrate understanding of selected theories/models related to community (i.e. change theory, McGill model, CFAM/CFIM) and their relevance to community nursing.
6. Demonstrate, independently, the ability to perform selected health assessment skills with healthy individuals across the lifespan in the context of family within a community, and demonstrate the ability to perform assessment of the childbearing family.
7. Apply concepts related to health promotion, primary prevention, support, restoration, and rehabilitation in selected practice settings with clients.

8. Demonstrate knowledge of the organization of health care in Canada (i.e., health care delivery systems, ideologies, primary health care model, health promotion, disease and injury prevention, and health determinants).
9. Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process in learning activities.
10. Demonstrate an understanding of key patient safety concepts including communication, teamwork, environmental and human factors, safety risks and adverse events disclosure.
11. Demonstrate understanding of interdisciplinary/interprofessional collaboration.
12. Apply nursing knowledge and knowledge from other disciplines related to biological, psychological, sociological, developmental, cultural and spiritual factors in nursing practice with clients experiencing chronic and less acute variances in health across the life span.

LEARNING OUTCOMES:
At the end of the course the student will be able to:
1. Practice interprofessional competencies.
2. Apply the principles of primary health care and health promotion with families, aggregates/groups and communities.
3. Demonstrate safe nursing practice.
4. Develop plan of care guided by models and theories relevant to nursing.
5. Apply the nursing process in collaboration with clients in an acute or community settings.
6. Demonstrate nursing practice that exemplifies inclusiveness, social justice and equity.
7. Develop nursing practice that incorporates the principles of teaching and learning.
8. Appraise information to guide nursing practice.
9. Demonstrate advocacy and political action to support health public policy and community development.
10. Integrate local, provincial, national and international health initiatives into nursing practice.
11. Evaluate leadership skills and perspectives needed for practicing in and influencing complex care needs and environments.

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."

*Warning: Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this**

course to Alberta Colleges and Universities. Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page http://www.transferalberta.ca or, if you do not want to navigate through few links, at http://alis.alberta.ca/ps/tsp/ta/tbi/onlinesearch.html?SearchMode=S&step=2

** 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:

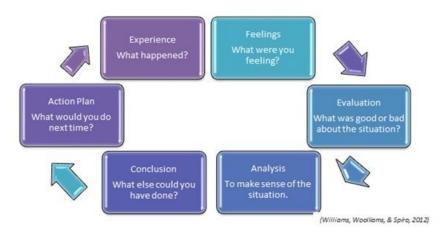~~Evaluation of Nursing Practice (ENP) = 80% (including two Concept Maps).~~

~~2.~~1.   Reflective Thinking Assignment= ~~42~~0%

Due Date: April ~~10th by 1200~~13th 2359hrs

A Nurse who engages in reflective thinking will question their own assumptions and understanding, and think about issues from a variety of perspectives. For the purposes of this assignment, students will be asked to choose an incident/experience that occurred in **any** of the NS2060 experiences. Alternatively you can evaluate the current world wide health situation during a pandemic. How does this relate to you as a nursing student and community member during this time?. You are asked to reflect on how this incident/experience contributed to your own knowledge, experience and clinical practice.

Below is Gibb's Reflective Cycle Framework that covers 6 stages of Reflective Thinking. Using this model may help you organize your thoughts for this assignment.
You may find it helpful to ask yourself these questions as you think about the incident/experience. It may be a case that went particularly well or a situation that was difficult for you. The analysis can help you identify strengths or areas to work on in your practice.

Experience
What happened?

Feelings
What were you feeling?

Evaluation
What was good or bad about the situation?

Analysis
To make sense of the situation.

Conclusion
What else could you have done?

Action Plan
What would you do next time?

(Williams, Woolliams, & Spiro, 2012)

The assignment is to be 5-7 pages in length (excluding title page and reference list), typewritten, and in APA format. Please incorporate a minimum of 3 peer reviewed resources relatable to the incident/experience in some way. Research to be within the last 10 years.

Please maintain patient/staff/peer confidentiality when writing your reflection. Being a reflection, it is appropriate to use first person "I" throughout this assignment.

Please refer to this resources below for further reference on Reflective Thinking.

Burzotta, L., & Noble. H. (2011). The dimension of interprofessional practice. *British Journal of Nursing, 20*(5), 310-315. Retrieved from

https://ezproxy.agpc.talonline.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=10486 4816&site=ehost-live&scope=site

Dunn, L., & Musolino, G. M. (2011). Assessing reflective thinking and approaches to learning. *Journal of Allied Health, 40*(3), 128-136. Retrieved from https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2011-24036-002&site=eds-live&scope=site

Sharp, L.-A. (2018). Reflective practice: Understanding ourselves and our work. *Australian Nursing & Midwifery Journal*, *25*(10), 48. Retrieved from

https://ezproxy.agpc.talonline.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=1 29223659&site=ehost-live&scope=site

2. Case Studies via Zoom classroom 20% (5% for each case study)

    a. Concept maps are required for every case study. Must be submitted via drop box by 11:59pm on the day the case study was presented.

    b. March 23-March 26th (one per day).

3. Teaching days via Zoom 20%

    a. Students must present with their teaching partner for their assigned teaching topic on the date assigned via Zoom, check Moodle for your time and date.

    b. They will present the original presentation guided at the appropriate age group.

    c. Peers are responsible to ask questions, provide feedback, and participate in the teaching sessions via Zoom.

4. Participation 20%

    a. There will be varying discussion forums happening for the remainder of the course. Participation in these forums is mandatory.

    b. See Moodle for specifics.

~~3.~~5.   Medication Calculation

Exam Date: March 2, 2020

Room & Time TBA on Moodle

Modules Tested are:

-Essential Skills: 2018 (Tablets & Capsules, Liquid Medicines, Injections & IV Infusions)

-Advanced Skills: Pediatrics

It is a requirement of NS2060 that you achieve 90% on your SafeMedicate/edose medication calculation exam in order to be allowed to practice in the clinical setting. If 90% is not achieved on the first exam, two re-writes will be granted. The student must pass this exam to continue in this course. Failure to achieve a passing grade on the SafeMedicate medication calculation exam by the end of the 3 attempts [Initial exam and 2 rewrites] will result in the student being asked to withdraw from the course.

GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE GRADING CONVERSION CHART			
Alpha Grade	**4-point Equivalent**	**Percentage Guidelines**	**Descriptor**
A$^+$	4.0	90 – 100	**EXCELLENT**
A	4.0	85 – 89	
A$^-$	3.7	80 – 84	**VERY GOOD**
B$^+$	3.3	77 – 79	**FIRST CLASS STANDING**
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**	**POOR**
D	**1.0**	**50 – 54**	**MINIMAL PASS**
F	**0.0**	**0 – 49**	**FAIL**
WF	**0.0**	**0**	**FAIL, withdrawal after the deadline**

**Students may receive a grade of D or D+ in an assignment, but must have an overall grade of C-
to achieve a passing grade in a nursing course.**

PROGRESSION CRITERIA:

A. Students must participate and complete all course requirements ~~the practice components~~ of nursing courses to receive credit. **Students who have not received a pass in the clinical portion of a nursing course are not given credit for the course and must repeat both the clinical and non-clinical portions of the course. The clinical component must be completed for credit to be granted.**

B. Whenever a student's clinical performance is considered marginal in a nursing course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program.

C. An instructor, in consultation with the Chair, may immediately deny assignment of a student: withdraw a student from; or vary terms, conditions or a site of a practicum/clinical placement if the instructor has reasonable grounds to believe that this is necessary in order to protect the Public Interest.

**Note: Refer to the 2019-2020 Grande Prairie Regional College Calendar for further details regarding the Grading Policy and Progression Criteria in the Bachelor of Science in Nursing program.

COURSE SCHEDULE/TENTATIVE TIMELINE:

March 2 – April 17, 2020

Ongoing discussion Forum – COVID-19 discussion

March 19-20 – "Public Health Appointment of Errors" & PPH activity
March 23-27th – Synchronous online case studies classes.
March 30-April 3 – Evidenced informed practice discussion forum
April 6 -9th – Synchronous Teaching Week via Zoom
April 13-17th – Pandemic how to prevent an outbreak discussion forum

See Moodle for specifics.

Clinical Schedule (32 hours a week for 7 weeks)

STUDENT RESPONSIBILITIES:

Refer to the College Policy on **Student Rights and Responsibilities** at

https://www.gprc.ab.ca/about/administration/policies/

Nursing Program Policies and Dates:

Please refer to the 2019/20 Grande Prairie Regional College Calendar at http://www.gprc.ab.ca/programs/calendar/ and the University of Alberta Collaborative Baccalaureate Nursing Program with Grande Prairie Regional College Student Handbook for specific nursing program policies and dates.

Assignment Policy:

Assignment Submission Policy

- All assignments Reflective Learning Assignment & ENP(s) should be submitted via Drop Box on Moodle.
- Concept Maps will be accepted in paper format or via Drop Box on Moodle

Late Assignment Policy

- All assignments are expected to be passed in at the date, time and place they are due.
- Extensions on assignments may be granted and must be negotiated with the instructor **prior to** the due date and with a date specified for late submissions.
- A penalty of one alpha grade for each calendar day (24 hours) that an assignment is submitted after the due date and time will be deducted from the final mark. Every subsequent 24-hours elapsed will result in the deduction of an additional alpha grade. There is a max of 3 days to submit the overdue assignment. After 3 days, a grade (**0**) will be given.

  For example:
  - A late assignment due on Friday at 0830hrs must be received no later than Saturday at 0830hrs to have only one alpha grade deducted.
  - An assignment graded at (B+) would receive an adjusted grade of (B) if handed in one calendar day late (up to a max of 3 days late).

Labs:

Students are expected to wear scrubs or nursing uniforms to all labs. You will not be permitted to wear scrubs to other classes. A 10-minute allowance will occur at the end of the lab to allow time for changing clothes.

Attendance:

Attendance at orientation, labs, and clinical is expected; absence will jeopardize successful completion of the course and may result in course failure.

A student who is absent more than **two clinical days** in one clinical nursing course may need to make up lost time at the tutor's discretion (time permitting) in order to progress in the program. **More than two clinical absences from the clinical site may result in the instructors' being unable to evaluate the student's clinical performance, resulting in a grade of F.**

Virtual attendance is required for Zoom classes and meetings.

Professional Dress:

Students are expected to abide by the dress code of the particular agency where their clinical experience is taking place.

All students will wear a Grande Prairie Regional College and Alberta Health Services picture ID

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at http://www.gprc.ab.ca/programs/calendar/ or the College Policy on Student Misconduct: Plagiarism and Cheating at http://www.gprc.ab.ca/about/administration/policies/

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

Nursing 2060 Evaluation of Nursing Practice

Student:	Clinical Faculty:
ID:	Section #:
Placement: Public Health/Teaching	Provided student with copy of evaluation: Yes ☐ No ☐
Days Absent:	Final grade:

LEVELS OF INDEPENDENCE (There is an expected progression within a course and between levels)

The following levels of independence will be utilized (unless otherwise indicated):

Levels	Levels of independence (beginning of term → end of term)	Description (beginning of term → end of term)
Level 1, junior 1	With assistance → with minimal assistance	The student requires direction and information → The student requires *occasional* direction and information.
Level 2, junior 2	With minimal assistance → with guidance	The student requires *occasional* direction and information → The student requires clarification, prompting and confirmation
Level 3, senior 1	With guidance → With minimal guidance	The student requires clarification, prompting and confirmation → The student requires *occasional* clarification, prompting and confirmation
Level 4, senior 2	With minimal guidance → independently	The student requires *occasional* clarification, prompting and confirmation → The student works mostly on his or her own and seeks information, clarification and consultation as appropriate

Definition of terms:

Direction: faculty tells student what to do, about steps to take

Information: faculty tells student specifies about a concept, topic

Clarification: faculty, through questioning and feedback assists the student to state their information in a different and clear way, often with more details. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base

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Prompting: ~~faculty provides student with a cue the answer is incomplete and how to resolve the lack of information. Prompting is generally used to add breadth or depth.~~