

I. COURSE DESCRIPTION:

A community, defined by its population, its boundaries, its health determinants or a combination thereof, requires nurses to have different skills, attitudes and knowledge. This nursing practice course focuses on the nature of community health nursing practice from the perspective of health promotion and health protection. A case study approach, group work, class discussions, LMS discourse and presentations support learners' understanding and transfer of knowledge to the practice setting. The practice settings that learning experiences take place in are hospital and community settings with an emphasis on the nurse as a leader and a proficient provider of client care.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**Ends-in-view**

- Demonstrate a developed knowledge and critical understanding of community health nursing practices from the perspective of health protection and health promotion.
- Demonstrate a critical understanding of the relationship between determinants of health; Canadian Community Health Nursing Standards of Practice; and the process of health promotion, health protection, illness prevention and risk/harm reduction when nursing individuals, groups, aggregates and communities.
- Demonstrate the ability to use evidenced-based practice guidelines and community health nursing concepts and theory to inform nursing practice.
- Display confidence and growing competence in nursing practice.

Overview

The course content will be organized around learning activities and assignments that reflect the following content, concepts and related principles:

Population Health Promotion Model
Epidemiological Triad
Canadian Community Health Nursing Standards of Practice
Roles and Functions of Community Health Nurse
Parish Nursing; Nurse Practitioners; Telenursing; Nurse Entrepreneurs
Ontario Public Health Standards 2008
Foundations for a Healthy School
Sexual Health Care
Rural Health Care
Home Health Nursing
End of Life Care
Occupational Health Nursing
Disaster Management
Vulnerable Populations
Understanding the Health of Persons of Alternative Lifestyles (GLBT)
Clients in Correctional Settings & Forensic Nursing
Multiculturalism: Aboriginal, Immigrant and Refugee Health

Process

The course content provides the theory and concepts basic to community health nursing. Each student is expected to be actively engaged in this course to promote the application of the concepts of community as client. Case studies, group work, class discussions, LMS, discourse and presentations will be utilized to facilitate this learning. Each student is expected to participate in class discussions and provide feedback on their learning needs. Each student is expected to share their clinical experiences as related to community health nursing and the determinants of health. The role of the course professor is to direct learning through the facilitation of class discussion and learning activities, the presentation of course material and the provision of feedback on oral and written assignments.

Students are also expected to use email and the LMS to discuss ways to enhance their learning. LMS is used to post information, for class questions, and to share experiences. All student emails to the course professor, faculty advisor or clinical teacher are to be sent from the students' college email address.

Clinical Practice

The clinical experience in NURS 3094 includes 96 hours of hospital placement and 72 hours of community placement. Failure to achieve a Satisfactory in either clinical component will require the student to repeat the full course.

NURS 3094 requires learners to follow guidelines noted below. Please refer to the following sections in the Student Manual:

- Requirements for Clinical Learning Experiences
- Attendance in Clinical
- Clinical and Community Dress Policies
- Report of Injury for WSIB
- Clinical Incident Policy

**Hospital Clinical Expectations
Clinical Portfolio**

Students are required to maintain an ongoing clinical portfolio as a method of preparing for patient assignments in the acute care (hospital) setting. The clinical portfolio should include patient information with respect to: pathophysiology including lab diagnostics and medications; nursing diagnosis, nursing care plan, and reflective practice. On a weekly basis the organizational sheet, working care plan, pathophysiology, labs, and medications are to be submitted. No mark is assigned for this written work however it provides evidence of your level of background preparation for patient assignments. During the time in the clinical setting, the emphasis is on translating your knowledge into practice. As such, two (2) nursing care plans and two (2) reflective practice logs are to be handed in to the clinical teacher. If these submissions are unacceptable, a third one is required. At the Year III level you need to demonstrate safe, competent practice (nursing process, clinical skills & procedures, critical thinking, etc.). This needs to be evident in your written work and clinical practice. Over the course of the placement you are expected to coordinate the care of up to three (3) patients depending on patient acuity.

Students are expected to book practice lab hours to ensure that you practice your skills as required to maintain your competence.

Community Clinical Expectations Clinical Portfolio

Each student must maintain a community clinical portfolio. The portfolio will be submitted to the course professor for review at the end of clinical. As a demonstration of reflective practice the portfolio will include the following components:

- **Learning Contract** The learning contract outlines your specific learning objectives, learning strategies and resources, evaluation criteria and evidence of meeting objectives. A template for the learning contract is posted on LMS. The contract is to be submitted to your faculty advisor for feedback prior to your second week of community placement. It can be expected that the learning contract will evolve as you progress through your community placement. Satisfactory completion of community clinical requires achievement of the learning objectives identified in the learning contract in addition to a satisfactory evaluation.
- **Weekly Reflective Summary Report** A weekly reflective summary report is to be submitted to the faculty advisor for review and feedback. The report will include a reflection on the experience relative to the learning contract. A minimum of 3 weekly summary reports are to be included in the portfolio. The weekly reflective summary report is posted on LMS. A final reflective component, consisting of an aesthetic 'project' must be completed for the final submission.
- **Community Placement Evaluation Form** The community placement evaluation form is posted on LMS. Students are responsible bringing the preceptor copy to the agency on the first day of placement. Formal community clinical evaluations should occur in the presence of the agency preceptor and faculty advisor at midterm (3rd week of community placement or 36 hours) and at the end of the term (6th week of community placement). A satisfactory rating on each item on the Community Placement Evaluation form is required.

Community Placement Expectations

- Be on time (determine the time if you are unsure) and stay for the full period of time unless alternative arrangements have been made with the agency preceptor. Placement dates should occur on Tuesday and Wednesday over the six week period.
- **All the clinical time is required and all absent time is to be made up.** Appointments not related to the clinical are not to be scheduled. Hours outside of the usual clinical time are not to interfere with your regular class schedule.
- Inform agency preceptor and faculty advisor of illness or other absences as soon as possible. A note from a health care practitioner (physician or nurse practitioner) on return to clinical may be required.
- Keep your agency preceptor informed of where you will be at all times during the clinical period. For example, she or he must know when you are meeting others and must agree to your working off the agency premises.
- Difficulty with a community member must immediately be brought to the attention of the agency preceptor. Difficulties in dealing with the agency preceptor are to be brought to the attention of the faculty advisor. Other issues should be brought to the course Professor.
- Show respect for others encountered in the community placement.
- Maintain a professional dress code as outlined in the Student Manual.

III. TOPICS:

Class Schedule

Learning Activity #	Date	Content	Evaluation
1	Jan. 7	The Canadian Health Care System	
2	Jan. 14	School Health; Better Beginnings/Better Futures	
3		Adolescent Sexuality; Community Support Systems	
4	Jan. 21	Rural Health	
5		Home Visit Nursing	
6	Jan. 28	Vulnerable Populations	
	Feb. 4	Midterm	Midterm
7	Feb. 11	End of Life Care	Assignment #1
	Feb. 15-19	Study Break	
8	Feb. 25	Community Health Nursing: Settings and Roles PRESENTATIONS	Assignment #2
9	Mar. 4	Occupational Health Nursing	
10	Mar 11	Multiculturalism: Aboriginal and Immigrant Health	
	Mar 18	PRESENTATIONS	Assignment #2
11	Mar 25	Clients in Correctional Settings & Forensic Nursing	
12	April 1	Community Health Nursing: Putting It All Together Determining Leadership Style	Assignment #1

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Required Text

Stanhope, M., Lancaster, J., Jessup-Falcioni, H. & Viverais-Dresler, G. (2008). *Community Health Nursing in Canada*. Toronto: Elsevier Canada.

Vollman, A., Anderson, E.T., & McFarlane, J. (2008). *Canadian community as partner: Theory and practice in Nursing* (2nd ed.) Philadelphia: Lippincott.

Reference Texts

Stamler, L., & Yiu, L.(2008). *Community health nursing: A Canadian perspective*. Toronto: Pearson Education.

Stanhope, M., & Lancaster J. (2004). *Community & Public Health Nursing* (6th ed.) St.Louis: Mosby.

V. EVALUATION PROCESS/GRADING SYSTEM:

Evaluation Strategy	Value	Due Date
Midterm	15%	February 4
Assignment #1 – Community Client Plan of Care	20%	Feb 11 or April 1st
Assignment #2 – Community Aggregate Presentation	20%	As scheduled
Hospital Clinical / Community Clinical portfolio	Satisfactory	Feb. 11 / April 1
Final Exam	45%	Scheduled by Registrar

Refer to Syllabus for further details re assignments and marking scheme.

Failure to achieve a grade of “60” in the class component and satisfactory in both clinical areas **constitutes a failure in NURS 3094**. The philosophical beliefs surrounding praxis preclude students from repeating parts of Nursing practice courses. **Therefore, a failure in ANY component will require that the student repeat ALL areas of the course. There are no exceptions to this policy.**

Attendance

Note: Student participation in class is an expectation. NURS 3094 is interactive, experiential and participative in design. Class activities will draw upon students’ personal and professional experiences. Navigate the course in LMS to stay aware of course announcements.

Punctual and regular attendance at the various academic exercises is required of all students. If there are extenuating circumstances bearing upon a learners absence, the course professor should be notified by any means such as in person, voice mail, email or written.

As active participants in the learning process, it is expected that all students will attend classes. Absence in excess of 20% may jeopardize receipt of credit for the course(refer to the Student Manual).

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November for fall courses, March for winter courses, or June for summer courses* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.