SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

COURSE OUTLINE

COURSE TITLE:	NURSING PRACTICE V
CODE NO. :	NURS 3094 **SEMESTER:** 6
PROGRAM:	BScN
AUTHOR:	Wendy Fostey
DATE:	Dec. 13/13 **PREVIOUS OUTLINE DATED:** Dec. 12
APPROVED:	"Marilyn King" Jan/14

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                         CHAIR   **DATE**

TOTAL CREDITS:	4
PREREQUISITE(S):	NURS 3056, NURS 3084, NURS 3206, NURS 3406 Co –Requisites: NURS 3005, NURS3066, NURS3416
HOURS/WEEK:	3 Hours (theory), 96 Hours Acute Clinical; 72 Hours Community Clinical

I.   COURSE DESCRIPTION:

This course focuses on community health nursing practice from the perspective of health promotion and health protection within diverse aggregates. . It includes a case study approach, group work, class discussions, online discourse and presentations. The practice takes place in hospital and community settings.
PREREQUISITE(S): NURS 3056, NURS 3084, NURS 3206, NURS 3406
CO –REQUISITE(S): NURS 3005, NURS3066, NURS3416
HOURS: Lec:3 Hours, 96 Hours Acute Clinical; 72 Hours Community Clinical

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 promotion and health protection.
- 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 their nursing practice.
- Display confidence and growing competence in their nursing practice.

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 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 LMS to discuss ways to enhance their learning. LMS is used to post information, class questions, submission of assignments, & communication. All student emails to the course professor, faculty advisor or clinical teacher are to be sent from the students' college email address or on the course LMS site.

III. TOPICS:

1.
1. Population Health Promotion Model
2. Epidemiological Triad
3. Canadian Community Health Nursing Standards of Practice
4. Roles and Functions of Community Health Nurse
5. Parish Nursing; Nurse Practitioners; Telenursing; Nurse Entrepreneurs
6. Ontario Public Health Standards 2008
7. Foundations for a Healthy School
8. Sexual Health Care
9. Rural Health Care
10. Home Health Nursing
11. End of Life Care
12. Occupational Health Nursing
13. Disaster Management
14. Vulnerable Populations
15. Understanding the Health of Persons of Alternative Lifestyles (GLBT)
16. Clients in Correctional Settings & Forensic Nursing
17. Multiculturalism: Aboriginal, Immigrant and Refugee Health

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Giddens, J., & Stalkie, L. (2013). The Canadian Neighbourhood. Bridging the gap between classroom and clinical. Toronto ON: Pearson.
* Please note that the access code purchased in the fall was for 12 months.

Stamler, L., & Yiu, L.(2012). *Community health nursing: A Canadian perspective*. (3rd ed.) Toronto: Pearson Education.

Recommended Resources:

Community Health Nurses of Canada. (2011). *Canadian community health nursing: Professional practice model and standards of practice.* Author.

Vollman, A., Anderson, E.T., & McFarlane, J. (2012). *Canadian community as partner: Theory and multidisciplinary practice in Nursing.* (3rd ed.) Philadelphia PA: Lippincott.

Note: Multiple relevant e-books available at Sault College library *and*

Multiple RNAO BPG which support course concepts are available on the RNAO site @ *http://rnao.ca/*

V. EVALUATION PROCESS/GRADING SYSTEM:

Evaluation Strategy	Value
Midterm	25 %
Assignment	30%
Final Exam	45%
Community Clinical and Hospital Clinical	Satisfactory

Refer to syllabus for due dates, detailed description of evaluation strategies as well as clinical requirements. Students MUST submit all assignments listed above in order to fulfil requirements for NURS3094.

Failure to achieve a grade of "60" in the class component or satisfactory in both clinical areas **constitutes a failure in NURS3094**. 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.**

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

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.

VI.   SPECIAL NOTES:

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.

Note: Student participation in class is an expectation. NURS 3094 is interactive, experiential and participative in design to promote co –operative learning. Class activities will draw upon students' personal and professional experiences.

Punctual and regular attendance at the various academic exercises is required of all students. After a class has started, learners may not be admitted to a classroom without permission of the course professor. 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 Handbook).

This course's LMS- D2L site, its features, and its contents are for the exclusive use of nursing students registered in this section of this course. The information contained herein is privileged and confidential. Any unauthorized use, dissemination, or copying is strictly prohibited.

VII.   COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.