



COURSE OUTLINE: BSCN3001 - NURSING IN COMMUNITY

Prepared: Jennifer Flood

Approved: Bob Chapman, Dean, Health

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| Course Code: Title | BSCN3001: CLINICAL NURSING IN A COMMUNITY SETTING |
| Program Number: Name | 3401: HONOURS BSCN |
| Department: | BSCN - NURSING |
| Academic Year: | 2024-2025 |
| Course Description: | This course focuses on the care of individuals and their support systems who receive an array of nursing services at a variety of levels through community agencies. Learners are provided the opportunity to explore various nursing roles in the context of a defined community. Community health nursing concepts and skills for promoting individual system wellness are emphasized. Learners are required to integrate new and prior learning. |
| Total Credits: | 3 |
| Hours/Week: | 3 |
| Total Hours: | 36 |
| Prerequisites: | BSCN3101 |
| Corequisites: | There are no co-requisites for this course. |
| Vocational Learning Outcomes (VLO's) addressed in this course: | 3401 - HONOURS BSCN |
| Please refer to program web page for a complete listing of program outcomes where applicable. | VLO 1 Meet professional practice requirements as identified in the current Entry-to-Practice Competencies and Professional Standards of the College of Nurses of Ontario. |
| | VLO 2 Provide safe, competent, holistic care to diverse individuals, groups and populations in a variety of contexts based on the principles of nursing knowledge, ways of knowing, ethics, relationships, and cultural safety. |
| | VLO 3 Build professional relationships in a collaborative environment with other health care providers and actively engage in collaborative decision making around client care. |
| | VLO 4 Contribute to the nursing profession and healthcare through the practice of critical inquiry, self-reflection, and a commitment to professional growth through lifelong learning. |
| | VLO 5 Utilize critical thinking and reasoning to make evidence-informed clinical judgements. |
| | VLO 6 Practice nursing while demonstrating advocacy and leadership at the professional, political, and societal levels, in accordance with the values of social justice and equity. |
| | VLO 7 Utilize available technologies to communicate, educate, and provide appropriate care in a variety of contexts. |
| | VLO 8 Manage the care of people across the lifespan who have stable and unstable outcomes. |
| | VLO 9 Practice in a broad range of settings, with an emphasis on rural communities. |
| | VLO 10 Practice with an understanding of the history, ways of knowing, and culture of the Indigenous Peoples of Canada. |



| | VLO 11 Identify, support, and effect appropriate change in healthcare. | | | | |
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| Essential Employability Skills (EES) addressed in this course: | <p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p> | | | | |
| Course Evaluation: | <p>Passing Grade: 65%,</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p> | | | | |
| Other Course Evaluation & Assessment Requirements: | <p>To be successful in the course the minimum grade must be obtained and all course assessments must be completed.</p> <p>ETPs: 1.3, 1.13, 1.14, 1.15, 1.26, 2.3, 2.4, 4.2, 4.5, 5.6, 5.7, 5.8, 6.3, 6.4, 6.10, 6.11, 7.3, 7.9, 7.11, 7.14, 8.2, 8.3, 9.6</p> | | | | |
| Books and Required Resources: | <p>Stanhope & Lancaster`s Community Health Nursing in Canada by Macdonald and Jakubec Publisher: Elsevier HlthSciences Division Edition: 4th ISBN: 9780323693950 *will also be used for BSCN3101*</p> <p>Canadian Community as Partner: Theory and Multidisciplinary Practice by Vollman Publisher: Wolters Kluwer Health / Lippincott Williams & Wilkins Edition: 5th ISBN: 9781975141370</p> | | | | |
| Course Outcomes and Learning Objectives: | <table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>Identify basic principles, concepts, theoretical frameworks, and standards of practice informing community health nursing.</td> <td> <ol style="list-style-type: none"> 1. Explain community health nursing practice 2. Discuss and apply the Canadian Community Health Nurses Standards of Practice 3. Describe key health promotion models, theories, and frameworks, and explain their use in community health nursing 4. Compare the biomedical, behavioural, and socioenvironmental approaches to health promotion 5. Identify and describe the basic principles of primary health care 6. Identify current and emerging community health care issues </td> </tr> </tbody> </table> | Course Outcome 1 | Learning Objectives for Course Outcome 1 | Identify basic principles, concepts, theoretical frameworks, and standards of practice informing community health nursing. | <ol style="list-style-type: none"> 1. Explain community health nursing practice 2. Discuss and apply the Canadian Community Health Nurses Standards of Practice 3. Describe key health promotion models, theories, and frameworks, and explain their use in community health nursing 4. Compare the biomedical, behavioural, and socioenvironmental approaches to health promotion 5. Identify and describe the basic principles of primary health care 6. Identify current and emerging community health care issues |
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| | and trends and strategies to address 7. Relate the principles of Indigenous knowledge to community health and community health nursing |
| Course Outcome 2 | Learning Objectives for Course Outcome 2 |
| Identify the various roles for community nurses that contribute directly and indirectly to the health of individuals, families, groups, and communities in relation to health promotion and health protection. | <ol style="list-style-type: none"> 1. Develop an awareness of the CHNs roles in health promotion and health protection 2. Identify the health promotion and health protection roles, settings, and functions of various CHNs (e.g. home health nurse, public health nurse, primary health care nurse practitioner, and other community health nursing specialties) 3. Describe the application of the community health nursing process to promote health promotion and health protection for Indigenous People using a trauma-informed and capacity building approach 4. Identify strategies to optimize client literacy 5. Recognize relevant teaching and learning theories and strategies to address diverse clients and contexts |
| Course Outcome 3 | Learning Objectives for Course Outcome 3 |
| Examine community nursing activities that provide services at all levels (primary, secondary, tertiary, primordial, and quaternary) of prevention and harm reduction to the community via individuals, families, groups, and communities. | <ol style="list-style-type: none"> 1. Develop an awareness of the CHNs roles in disease/injury prevention and harm reduction 2. Understand and compare the various levels of prevention (primary, secondary, tertiary, primordial, and quaternary) 3. Apply the levels of prevention to the roles and functions of the community health nurse 4. Identify the prevention and harm reduction roles, settings, and functions of various CHNs (e.g. home health nurse, public health nurse, primary health care nurse practitioner, and other community health nursing specialties) 5. Describe the application of the community health nursing process to promote prevention and harm reduction for Indigenous People using a trauma-informed and capacity building approach |
| Course Outcome 4 | Learning Objectives for Course Outcome 4 |
| Examine the multi-level functioning of community nursing within the context of a service agency that promotes health and reduces harm for individuals, families, groups, and communities. | <ol style="list-style-type: none"> 1. Describe the general structure of Canada's health care system 2. Demonstrate knowledge of the health care system and its impact on client care and professional practice 3. Understand the role of health promotion and prevention approaches in the traditional biomedical model and in a reoriented system 4. Discuss the process of working with community as partner 5. Recognize how services and health agencies can provide care using a trauma-informed and culturally safe approach |
| Course Outcome 5 | Learning Objectives for Course Outcome 5 |
| Obtain and organize data acquired from conducting a community health assessment for an assigned | <ol style="list-style-type: none"> 1. Describe the community development process 2. Explain the three steps used to assess community health 3. Complete community and population assessments using the Canadian Community as Partner (CCAP) model |



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| geographic area. | 4. Describe various methods of data collection and their strengths and weaknesses 5. Organize community data for analysis |
| Course Outcome 6 | Learning Objectives for Course Outcome 6 |
| Create an action plan to address needs identified from findings obtained in a community assessment. | 1. Discuss the main activities involved in planning for community health initiatives 2. Understand the factors that shape implementation of community health initiatives 3. Explain how to evaluate interventions for community health 4. Generate inferences and formulate a community health diagnoses 5. Critically analyze and synthesize the data collected from the community assessment to develop a community-focused health program |
| Course Outcome 7 | Learning Objectives for Course Outcome 7 |
| Identify current community-based resources that can be mobilized to promote health in the contexts of access and cost. | 1. Identify the role of economics within the context of community health nursing 2. Evaluate community-based resources, including strengths, weaknesses, and barriers 3. Recognize and analyze factors impacting access to community-based resources 4. Distinguish available and required resources to support community needs as identified in the community assessment |
| Course Outcome 8 | Learning Objectives for Course Outcome 8 |
| Examine the impact of a community of culture in relation to the health of individuals, families, and groups. | 1. Define culture, diversity, race, and ethnicity 2. Discuss multiculturalism in Canada and Canadian communities, including benefits and considerations for community health nurses 3. Explain cultural competences and its application to community health nursing 4. Explain the concept of cultural safety and its application to community health nursing 5. Discuss important skills and tools required for community health nursing practice |
| Course Outcome 9 | Learning Objectives for Course Outcome 9 |
| Explore the role of the nurse in inter/intradisciplinary team collaboration with community agencies focused on health care services for individuals, families, groups, and communities. | 1. Understand the roles of those in other professions, and utilize this knowledge to establish and achieve individual, family, and community goals 2. Comprehend the principles of team work dynamics and group/team processes to enable effective interprofessional collaboration. 3. Establish team work communication principles and apply group communication theory 4. Describe different types of conflict in groups and gives examples of group conflict resolution strategies 5. Identify principles that can create effective and sustainable partnerships |
| Course Outcome 10 | Learning Objectives for Course Outcome 10 |



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| | Demonstrate knowledge application to function as an effective member of an agency/interagency service team involved with health program planning. | <ol style="list-style-type: none"> 1. Describe the five stages of group development 2. Understand the importance of group rules and standards 3. Discuss the benefits of working with groups, teams, and partners in the community 4. Understand the underlying values and principles of working in a participatory way with community and other stakeholders |
| | Course Outcome 11 | Learning Objectives for Course Outcome 11 |
| | Examine how health disparities and inequities are shaped by the social determinants of health by exploring Canadian history in relation to Indigenous People. | <ol style="list-style-type: none"> 1. Discuss health disparities and inequities experience by Indigenous People 2. Identify and understand the stem, core and root social determinants of Indigenous Peoples` health 3. Discuss approaches to working with Indigenous populations using a participatory, trauma-informed and strength-based approach 4. Understand how health is rooted in an individual and community-based context 5. Examine the role of the community health nurse in redressing health disparities and inequities experienced by Indigenous People |

Evaluation Process and Grading System:

| Evaluation Type | Evaluation Weight |
|--------------------------|-------------------|
| Community Action Plan | 20% |
| Community Assessment | 25% |
| Infographic Presentation | 10% |
| Midterm | 25% |
| Participation | 20% |

Date:

November 26, 2024

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

