



**I. COURSE DESCRIPTION:**

NURS 3094 focuses on health promotion and protection with an emphasis on community and multi-disciplinary teamwork. Learning experiences take place in hospital and community settings with an emphasis on the nurse as leader and a proficient provider of client care.

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

The emphasis of this nursing practice course is on the community as client. A community, defined by its population, its boundaries, its health determinants or a combination thereof, requires nurses to have different skills, attitudes and knowledge. Learners have the opportunity to experience the complexities of health promotion and protection within a variety of health care settings working with many 'communities of interest'. The sharing of learners' praxis builds upon the theories addressed in NURS 3007 and on the roles and functions of nurses working in the community in Canada as identified by the Community Health Nurses Association of Canada.

**Overview**

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

- Ministry of Health Mandatory Programs & Guidelines
- Environmental Health Care
- Occupational Health Care
- Sexual Health Care
- Hospice, Respite and Long Term Health Care
- Correctional Health Care
- Multi cultural, Newcomers, & Aboriginal Health Care
- School Health Care
- Rural Health Care
- High Risk Population Health Care
- Health Care for Challenges (disasters, forensics)
- Future Health Care Challenges for Nurse Practitioners, Parish nurses, entrepreneurs

## **Process**

### **Theoretical Learning**

To promote the application of the concepts of community as client. The course content provides the theory and concepts basic to community health nursing. Most classes will involve a short presentation, group work, and review of group work results. Case studies, class discussions and presentations will be utilized. The learner is expected to be an active learner during this course. Each student is expected to participate in class discussions and provide feedback on their learning needs.

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.

*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 NEOCNP Student Manual).*

### **Clinical Learning**

The clinical focus for NURS 3094 is the promotion of health with the application of the principles of teaching and learning, nursing inquiry, determinants of health, health promotion and utilizing a variety of health promotion strategies.

The clinical components for N3094 are acute care and community care. Within both placements the student is expected to:

- work effectively as a team member
- demonstrate appropriate strategies for building partnerships for health promotion and disease and injury prevention
- utilize strategies to encourage and maintain community care and acute care connections for the client

The student is assigned to a clinical group for the acute care placement and to a placement site for the community care component.

**General Clinical Policies:**

Failure to achieve a passing grade in either the clinical and/or class component of NURS 3094 will require the student to repeat both components of the course. All written assignments must use APA format. Refer to the NEOCNP student manual guidelines for written assignments (page 25-28).

Ensure that you review the following found in the NEOCNP student manual. The course Professor is expecting these to be followed:

- Requirements for Clinical Learning Experiences
- Attendance in Clinical
- Clinical and Community Dress Policies
- Student Safety Incidents

Setting/ Hours	Overview	Portfolio	Evaluation
<p>Acute Care</p> <p>96 hours</p>	<p>This is a 6 week experience. The hours may be altered to accommodate specific clinical setting requirements or that of the clinical educators.</p> <p>Students will be assigned to a clinical group based on previous clinical placements and accommodating the student area of interest, if possible. Each group is assigned a clinical educator who will facilitate learning and provide support for learners in gaining confidence with newly acquired clinical skills and patient experiences.</p> <p>During the time in the clinical setting, the emphasis is on translating your written knowledge into practice. You are to demonstrate safe practice(nursing process, clinical skills &amp; procedures, critical thinking, etc), not just write about it.</p>	<p>Client portfolio submitted weekly includes:</p> <ul style="list-style-type: none"> <li>• pathophysiology</li> <li>• medications</li> <li>• nursing diagnosis</li> <li>• nursing care plan*(2-3)</li> <li>• reflective practice</li> </ul> <p>Two to three care plans are to be handed in to your clinical educator.* If you demonstrate your nursing care planning skills in 2 care plans, a third will not be required. Clinical portfolio expectations will vary from clinical setting however components are to be the same.</p> <p><b>If it is determined by your clinical educator you are not prepared, you will be sent home. This will be documented in your academic file as unprofessional behaviour and may compromise your success in the clinical area.</b></p>	<p>Clinical evaluation is pass/fail. Success will be determined by:</p> <ul style="list-style-type: none"> <li>- attendance</li> <li>- evidence of preparation through completion of a clinical portfolio</li> <li>- satisfactory demonstration of the ability to develop caring relationships &amp; provide safe &amp; supportive care to clients and families as identified in the N3094 acute care clinical evaluation form</li> </ul> <p>The evaluation form is to be completed by the clinical teacher &amp; student. Verbal feedback should be sought &amp; provided weekly.</p>

Setting/ Hours	Overview	Portfolio	Evaluation
Community Clinical 72 hours	This is a 6 week community-based experience. Students have been assigned a community agency based on previous experience and student interest, if possible. Students will contribute to the work of the agency which may consist of working on an existing project or they may identify a health promotion project. The project may involve the student working as a resource person, organizing and carrying out health fairs or educational sessions, performing literature searches/reviews for developing projects or grant applications/research proposals, creating project plans, developing resource material(e.g. creating a brochure) or developing & implementing a survey.	<u>Community Placement Portfolio</u> Learning contract prepared after first week & submitted 2 <sup>nd</sup> week to the preceptor and course professor. At the end of each clinical week, the student will complete the daily summary sheet(attached) to document what happened and what is planned for the next week(this is similar to charting on your patients or completing minutes of a meeting). This summary should be completed weekly. The course professor can provide direction for your project, assist you in connecting your learning to the course theory and academic requirements of the course as required. The portfolio must also include 2 reflections.	Evaluation is pass/fail. Attendance is mandatory. Success is determined by: - attendance - evidence of completion of project and clinical portfolio - evidence of team work The evaluation will occur between the agency preceptor and the student using the NURS3094 community evaluation forms. The professor, in collaboration with the preceptor, will determine the final grading (pass/fail). The professor may be present for the evaluation if requested by the preceptor or student..

**Absence from clinical due to health reasons must be established by medical documentation and the student must immediately notify the course professor and clinical educator or preceptor of the absence. In addition, the student must develop & present a plan to complete the required clinical hours.**

**Community Clinical 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
- **all the clinical time is required and all absence due to illness is to be made up.** Appointments are not to be scheduled. During clinical . Hours outside of the usual clinical time are not to interfere with other classes
- inform course professor and preceptor of illness as soon as possible and provide a note from a health care practitioner(physician or nurse practitioner) on return to clinical
- keep your 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 premises
- difficulty with a community member must immediately be brought to the attention of the clinical advisor. Difficulties in dealing with the preceptor or any other unresolved issues are to be brought to the attention of the course professor
- show respect for others encountered in the community placement.

**Weekly Summary Report**

The weekly summary report is to be completed at the end of the clinical week and should only take 15 - 20 minutes. If some items for activities are consistently the same, such as the location then that can be stated at the beginning and not repeated. Most activities will fall into one of the following: teamwork; meetings with agency preceptor, faculty; activities (describe) with community members and individual work.

**Student:** \_\_\_\_\_ **Placement:** \_\_\_\_\_ **Clinical Advisor:** \_\_\_\_\_ **Dates:** \_\_\_\_\_

<b>Activities for the week</b>	<b>Description of Activity</b>	<b>Time involved</b>	<b>Location</b>	<b>Team members involved &amp; what they provided</b>	<b>What was accomplished</b>
<b>Activities Planned for next week</b>	<b>Description of Proposed Activity</b>	<b>Time Expected</b>	<b>Location</b>	<b>Team members to be involved</b>	_____

**Reflection: Submit at least 2 reflections throughout the placement to document your learning about community and nursing**

**III. TOPICS:****NURS 3094 Class Schedule**

<b>Class</b>	<b>Date</b>	<b>Content</b>
1	Jan 14	Intro to Course; Legal context of community health nursing practice
2	Jan 21	Environmental & Occupational Health
3	Jan 28	Adolescent Sexuality (pregnancy, STD's, G & D) and community support
4	Feb 4	Hospice, Respite and Long Term Care(include assessment & placement options)
5	Feb 11	Clients in Correctional Settings
6	Feb 18	Multi-cultural, Refugees, Aboriginal and Immigrant Health
	Feb 21-25	Study Week
7	Mar 4	School Health
8	Mar 11	Rural Health
9	Mar 18	High Risk Populations: substance abuse, street nursing, mental illness
	Mar 25	Good Friday
10	Apr 1	Future Directions & Challenges: disasters, forensic: parish/faith nursing, nurse practitioners, entrepreneurship
11	Apr 8	Review and summary; presentations (if required)

**IV. REQUIRED RESOURCES, TEXTS, & MATERIALS**

Textbooks & readings from other Year III courses, in particular the required resources for NURS 3007.

## V. EVALUATION PROCESS/GRADING SYSTEM:

### Assignment #1: Home Care Plan(20%)

### Individual Assignment

“The patient and family’s need to manage and function in the home, is the premise on which home care is based. A safe, hygienic, growth-promoting environment provides support to assist the patient in maintaining functional independence. Home management provides resources to meet self-care needs, safety, coping, decision-making skills, and relationship management and formation” (Klebanoff & Smith, 1997, p.3).

The student will select one of their acute care clients and complete a home care plan. This plan will include a discharge plan and identify the home environment that will be necessary for this client to make the transition from the acute care environment to the home environment and identify all community resources that will be necessary for this client to have available to them as well as identify how these will be obtained and utilized by the client (contact information, referral process etc.) The home care plan will include:

1. Assessment of the client, family, and home setting as the client gets prepared for the move from the acute care environment to the home environment. **(2 marks)**
2. Formulation of nursing diagnoses - statements outlining actual or potential problems that could have an impact on the client’s health in the home environment. Significant and pertinent nursing diagnoses will be obtained through investigations of:

• **Client’s knowledge concerning to self-care needs.** For example, an assessment of your client is necessary to ascertain his/her ability to function independently once released from an acute care setting. This assessment should consist of the client’s knowledge base regarding management of medications, disease or illness concept, general health status, activity level, treatments, and continuum of care needs.

• **Client’s support systems.** For example, adequate support systems for the client and his/her family must be investigated by the home care manager etc.

• **Client’s home environment.** For example, assessment of living space, adaptation for equipment, safety and health hazards etc.

• **Client/family’s unfamiliarity with available community resources.** Pinpoint all community resources that will be necessary for this client(include specific support services, equipment, and supplies), as well as their availability in the community, how they will be obtained and utilized by the client (i.e. referrals that need to be made, contact information, service coordination with numerous organizations etc.

• **Client’s financial resources.** For example, clients may require specific services, equipment, or supplies, but may lack the financial resources necessary to acquire them. **(7 marks)**

3. Discuss the necessary interventions for implementing a home care plan for your identified client and family so that community resources are effectively used and optimal health and functioning is maintained for the client. Service coordination and treatment planning must be included. Include rationale for your choice of interventions and teaching. **(8 marks)**
4. Identify the benefits and the challenges of case management as an interdisciplinary process. **(2 marks)**
5. Include(attach) an article that discusses the transition challenges for a client from acute care to community care. **(1 mark)**

**Maximum 5 pages.** A template will be provided to the students for completion of this plan. The plan is to be discussed with the course professor about the client of choice prior to progression to ensure that the student is clear on plan development.

### **Assignment#2: Community Health Nursing Practice(CHNP)(20%) Group Assignment**

#### **Presentation**

The student will explore a CHNP issue related to one of the NURS 3094 learning activities. This is a group assignment and students will work in their NURS 3007 groups to prepare a 15-20 minute presentation. It will focus on the nursing process and describe practice techniques or skills related to that aggregate. For example, a group might describe the assessment and counselling strategies for use with adolescents who suspect they are pregnant. The emphasis is on helping each other develop nursing practice skills relevant to CHNP. The issue and presentation date will be approved by week 3. Marking scheme will be provided at a later date.

#### **#3 Final Exam(60%)**

Multiple choice and short answer held during the final exam schedule.

#### **Evaluation/Assignment Summary**

<b>Assignment</b>	<b>Grade Value</b>	<b>Due Date</b>
#1 - Home Care Plan	20%	Week 6
#2 - Community Nursing Practice	20%	Week 11
#3 - Exam (April 9 - 30th)	60%	Final Exam Schedule

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
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.	

**NOTE:**

For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

All NURS courses require 60% for a passing grade.

All science courses, including BIOL2105, BIOL2111, CHMI2220 and elective courses require 50% for a passing grade.

## VI. SPECIAL NOTES:

### ATTENDANCE POLICY

Punctual and regular attendance at the various academic exercises is required of all students. After a lecture has begun, students may not be admitted to a classroom without the instructor's permission. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Absences in excess of 20% may jeopardize receipt of credit for the course.

Attendance at scheduled tests, quizzes, presentations, examinations, etc. is mandatory.

Missed tests, quizzes, assignments, reports, presentations, examinations could be graded "0" unless alternate arrangements are made with the professor prior to the scheduled times.

**The North Eastern Ontario Collaborative Nursing Program Student Manual is to be consulted for guidance and is considered part of this course outline.**

#### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

#### 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.

#### Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

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.

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

**VII.. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.