

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 settings working with many 'communities of interest'. The sharing of learners' praxis builds upon the theories addressed in NURS 3006 & 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
- Reproductive & Sexual Health Care
- Hospice, Respite and Long Term Health Care
- Clients in Correctional settings & Forensic nursing
- Multicultural, Newcomers, & Aboriginal Health Care
- School Health Care
- Rural Health Care
- Challenge & Future Directions: Disaster nursing, Nurse Practitioners, Parish/Faith nursing, and nurse entrepreneurs

Process

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.

III. TOPICS:

Week	Date	Content	Evaluation
1	Jan 5	Ministry of Health Mandatory Programs & Guidelines	
2	Jan 12	School Health + Better Beginnings/Better Futures	
3	Jan 19	Adolescent Sexuality (pregnancy, G & D)	
4	Jan 26	Rural Health	
5	Feb 2	Environmental & Occupational Health	Assignment #2
6	Feb 9	Hospice, Respite, Palliative Care and Long Term Care	Posting
7	Feb 16	Clients in Correctional Settings & Forensic Nursing	
	Feb 23	Study Week	
8	Mar 2	Multicultural, Refugees, Aboriginal & Immigrant Health	
9	Mar 9	Challenges & Future Directions: disaster nursing, parish/faith nursing, Nurse Practitioners, and Nurse Entrepreneurs	
10	Mar 16	Presentations	Assignment #2
11	Mar 23	Presentations	Posting
12	Mar 30	Presentations & Summary	

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:***Required Texts:***

Diem, E. & Moyer, A. (2005). *Community health nursing projects: Making a difference*. Philadelphia: Lippincott Williams & Wilkins.

Stamler, L., & Yiu, L.(Eds). (2005). *Community health nursing: A Canadian perspective*. Toronto: Pearson Education.

Vollman, A., Anderson, E.T., & McFarlane, J. (2004). *Canadian community as partner: Theory and practice in Nursing*. Philadelphia: Lippincott.

Reference Texts:

Edelman, C. & Mandle, C. (2002). *Health promotion throughout the lifespan*(5th ed.). St. Louis: Mosby.

Gorin, S., & Arnold, J. (1998). *Health Promotion Handbook*. St. Louis: Mosby.

Naidoo, J., & Wills, J. (2000). *Health promotion: Foundations for practice*(2nd ed.). London: Bailliere Tindall.

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

Websites

<http://www.ohprs.ca/hp101>

<http://www.opc.on.ca/english/index.htm>

<http://www.who.int>

<http://ctb.ku.edu/>

www.canadian-health-network.ca

www.hc-sc.gc.ca/hppb/healthcare/pubs/quest/appendices.html#b

V. EVALUATION PROCESS/GRADING SYSTEM:

Evaluation/Assignment Summary

Assignment	Grade Value	Due Date
#1 – Home Care Plan	20%	Week 5/10
#2 – Care Plan Summary one page posting	Pass/Fail	Week 6/11
#3 – Presentation (group work)	20%	Weeks 10, 11, 12
#4 - Exam – Scheduled by Registrar	60%	Final Exam Schedule

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).

Important Note Re Group Assignments:

If a group is having concerns regarding a group member's contribution, and they are unable to resolve the issue on their own, it is expected that the group will make an appointment immediately with the course professor. The course professor will have the final discretion for assigning different marks for members of a group based on the group members' contribution.

Assignment #1: Home Care Plan (20%) **Individual Assignment** **Due: week 5/10**
Maximum 5 pages. The selection of the client will be verified by the clinical teacher.

The student will select one of their acute care clients and complete a home care plan. This will include a discharge plan for this client to make the transition from the acute care environment to the home environment. The paper will be supported with research and best practices. All community resources necessary for this client will be identified including contact information and referral process. The home care plan will include:

Part 1 Assessment and Planning

Develop a home care plan including nursing diagnoses – (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.** 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.** Assess support systems for the client and his/her family
- **Client’s home environment.** Assessment of living space, adaptation for equipment, safety and health hazards etc.
- **Client/family’s familiarity 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. **(12 marks)**

Part 2 Intervention and Evaluation

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. Include rationale for your choice of interventions and teaching. Develop relevant evaluation strategies to determine effectiveness of the plan and interventions. **(8marks)**

Assignment #2: Care Plan Posting (One Page Summary)

Individual Assignment Due: Week 6/11

Pass/Fail

The purpose of this assignment is to share the information of your care plan with your classmates. This is to provide each student with information about a variety of clients and how to care for them. Students should include significant points from the care plan about their client. **Summary must be one page only.**

An incomplete grade will be assigned if postings are not received by the due date.

Assignment #3: Community Health Nursing Practice (20%) **(group assignment)**
Presentation Dates: Week 10, 11, 12

The emphasis of this assignment is to enable students to share their experiences with one another in developing nursing practice skills relevant to working with clients in the community.

The student group will do the following in their allotted 15-20 minute presentation time:

- Identify the aggregate
- Indicate 3 community health nursing practice issues related to an aggregate from the community. Present one of the issues indicated and provide rationale for this choice
- State the nurses' role(s) in working with this aggregate (e.g. educator, counsellor, manager, etc.)
- Demonstrate techniques/skills necessary when working with this aggregate. For example, a student group might demonstrate the assessment and counselling strategies for use with adolescents who suspect they are pregnant

The presentation will also be evaluated on the group's ability to involve their classmates, utilize at least 3 teaching-learning strategies; and demonstrate creativity.

All group members are expected to participate equally in the presentation. Marks may be deducted for presentations that do not adhere to time allotted.

Refer to marking scheme attached.

All presentations are to be videotaped by students and submitted following the presentation. Students are responsible for arranging the video equipment from instructional media & must provide their own tape.

NURS 3094 Assgt#3/06: Community Health Nursing Practice - Group Presentation (20%)

Date: _____

Group Members:

Content	Notes	Value
Identify the aggregate		/1
Indicate 3 community health nursing practice issues related to an aggregate from the community. Present one of the issues indicated and provide rationale for this choice.		/3
State the nurses' role(s) in working with this aggregate (e.g. educator, counsellor, manager, etc.)		/2
Demonstrate techniques/skills necessary when working with this aggregate.		/6
Demonstrate at least 2 teaching-learning strategies throughout the presentation		/2
Provide a reference list of at least 4 websites related to the health of this aggregate		/1
Involves the class in the presentation		/2
Demonstrates creativity		/3
Total + Overall Comments/Suggestions		/20

#4: Final Exam(60%)

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

ALL STUDENTS PLEASE NOTE THE FOLLOWING:

1. Failure to achieve a passing grade in either the acute care or community clinical and/or class component of NURS 3094 will require the student to **repeat both components** of the course.
2. Please refer to your Student Manual on policies regarding assignments. Guidelines regarding the marking of assignments will be followed for each assignment. All written assignments must use APA format. Two copies are required for submission of all formal papers. The second copy will be emailed to the course professor prior to the due date. All assignments are due at the beginning of class unless otherwise directed. Late assignments without an extension request ahead of time (prior to the beginning of class) will be given a zero grade.
3. Students may lose up to **10% of the total possible marks** for an assignment because of poor form and writing style. It is expected that students who have experienced difficulties with writing competency in past courses will seek writing assistance **prior** to submission of the formal paper.

Practice Experiences

Acute Care Clinical Placement

In this course, a total of 96 hours has been designated for clinical practice experience in acute care hospital settings. This is a 6-week experience. This experience will occur every Tuesday and Wednesday. However, this schedule may be altered to accommodate unique requirements of the clinical setting.

In the acute care setting, students will be assigned to a clinical group. Schedule for acute care and community placement will be posted as well as distributed to each student. The group will have a clinical teacher who will facilitate learning and provide support for learners in gaining confidence with newly acquired clinical skills and patient experiences.

Acute Care Clinical Expectations

Clinical evaluation is pass/fail. Success in clinical performance will be determined by:

- a. regular attendance;
- b. regular submission of a satisfactory completed clinical portfolio; and
- c. satisfactory demonstration of the ability to develop caring relationships and provide safe and supportive care to clients and families as outlined in the five domains of the clinical evaluation form for NURS 3094.

Attendance at clinical is mandatory.

Evaluation in the clinical settings will be ongoing with your clinical teacher. However, clinical evaluation forms will be completed by the learner and the clinical teacher at midterm and at the end of the experience. A student must achieve a rating of two (2) on all of the indicators of clinical performance by the end of the clinical rotation for a passing clinical grade (see NURS 3094 Clinical Evaluation Form).

Clinical Portfolio

Learners are required to maintain an ongoing clinical portfolio as a method of preparing for client assignments in the acute care setting. The clinical portfolio should include patient information with respect to: pathophysiology including lab diagnostics, medications, nursing diagnosis, nursing care plan, and reflective practice. On a weekly basis the working care plan, pathophysiology, labs, and medications are to be submitted. Two nursing care plans, nursing diagnosis, and reflective practice are to be handed in to the clinical instructor. If submissions unacceptable, a third one is required. No mark will be assigned for this written work however; the clinical portfolio is evidence to demonstrate your background preparation for client assignments. During the time in the clinical setting, the emphasis is on translating your written knowledge into practice. At the Year III level you need to demonstrate safe practice (nursing process, clinical skills & procedures, critical thinking, etc.) not just write about it!

Community Placement

Learners will complete a 72-hour community agency placement. In collaboration with the assigned agency, learners will identify a health protection or health promotion project in which they will become involved. The projects will vary widely depending on the needs and goals of the agency and may require the learner to use a variety of strategies. The projects could include working as a resource person, organizing and carrying out health fairs or educational sessions, performing literature searches and reviews for developing projects or research proposals, creating project plans, developing resource material (i.e. creating a brochure) or developing and implementing a survey to collect health data. Projects undertaken will need to be managed within the time frame of the community placement of 6 weeks. The learner and the agency preceptor will complete a mid-term and final evaluation of the learner's performance. Final grade (pass/fail) to be determined by faculty. Students will also be expected to attend 3 one hour seminars as scheduled by the faculty advisor.

Community Clinical 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
- **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 other classes
- inform the placement advisor and faculty advisor of illness as soon as possible (a note from a health care practitioner ie physician or nurse practitioner may be requested on return to clinical
- ensure that your placement advisor is 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.
- Students must submit their **learning objectives** to their agency preceptor and faculty advisor by the end of the 2nd week in the community clinical placement.

Community Portfolio

A weekly portfolio is to be maintained by the student. The portfolio will contain a learning plan, weekly summary sheet, mid-term and final evaluation, time sheet, 2 reflections (one mid-term and one final). The portfolio is due one week after community placement is complete.

ALL STUDENTS PLEASE NOTE THE FOLLOWING:

Attendance at all clinical experiences is **mandatory**. Please note, that non-attendance can seriously jeopardize your opportunity to learn and meet practice expectations. Medical documentation may be requested for absence from any practice experience due to health reasons. Students must immediately notify both the course professor and clinical teacher/community agency supervisor of the absence. In addition, the learner must devise a plan to complete the required practice hours. Refer to NEOCNP Student Manual for further information.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
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:

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 2703 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 the *Student Code of Conduct*. 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.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor.

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.