PN 246
Community Nursing
Course Outline

Winter 2015
Jan 5 – Mar 6, 2015

Associate Dean Signature:

Date: December 23, 2014
Instructor: Marlee MacDonald
Office: 1208
Phone: 403.357.3635
Office Hours: by appointment

Calendar Description: 3 credit (5-0) 9 weeks
An introduction to the concepts, theories and practices of community health nursing and health promotion as it relates to individuals, families and groups.
Prerequisites: PN 237

Course Hours:
3 credit course; 5 hours class per week for 9 weeks

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Tuesday</th>
<th>12:00pm–2:20pm</th>
<th>Rm: 1400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>11:00am – 1:20pm</td>
<td>Rm: 1400</td>
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*There may be adjustments to class times throughout the term to accommodate special course/program activities. Students will be notified in advance as these changes are implemented. Students are expected to consult Blackboard for these notifications.

Detailed Course Description:
This course will introduce students to the practice of community health nursing: determinants of health, primary health care, levels of prevention, nursing roles and activities, practice settings within the community. The course looks at the broad scope of community nursing and the various opportunities to practice within this setting. Learning will be facilitated with lecture, group work, activity based learning, guest speakers, simulation and labs. Classroom learning resources may be available to students in alternative formats.

Course Objectives:
1. Apply the current RDC Practical Nurse Program Conceptual Framework (2012) to all course learning outcomes.
2. Evaluate own practice in accordance with CLPNA Standards of Practice and Code of Ethics.
3. Identify community health principles.
4. Using the nursing process, apply community health principles to individuals, families, and communities.
5. Adapt principles of teaching and learning to community health nursing.
6. Building on the comprehensive learning attained throughout previous courses, integrate processes of clinical reasoning and judgement, evidence based research and information retrieval skills to community health nursing.

Last Day to Add/Drop: Jan 9, 2015
Last Day to Withdraw without Academic Penalty: Mar 6, 2015

Required Resources:
**Attendance:**
The faculty of the RDC Nursing Department believes that students learn best when they are committed to their programs and their learning. Attendance to all classes is strongly recommended. However, we recognize there are times students must take time away from the required learning experiences. Faculty are committed to supporting students learning if class time is missed. However, students are responsible for making arrangements to cover missed classes. An absence can cause a disruption of the learning process and may make it difficult to achieve learning objectives.

**Professional Conduct:**
The CLPNA Code of Ethics requires all nurses to conduct themselves based on the values of the profession. Professional behaviour is expected to be maintained in the classroom, lab and the clinical setting at all times to optimize learning for all students. Expectations of behaviour include:

- To arrive on time, prepared and to stay the duration of class and lab
- To turn cell phones off in classroom, and labs: no cell phones or other technical devices in clinical, except calculators
- To use laptops computers and other devices such as: iPads only for note taking or accessing relevant information in the classroom or lab.
- To listen and consider all feedback provided by faculty.
- To be respectful at all times with all communication with and about faculty, facility staff and co-students. This includes verbal, written and electronic forms of communication inside and outside of the classroom, lab and the clinical settings.
- To maintain a positive learning environment by listening to others, providing constructive suggestions, questions, and comments in relation to the topic being discussed.

**Professional Dress and Appearance**
For guidelines re: Professional Dress and Appearance see Student Handbook.

**Course Schedule:**

<table>
<thead>
<tr>
<th>WEEK # Dates</th>
<th>TOPIC</th>
<th>SUGGESTED READINGS (From Stanhope &amp; Lancaster)</th>
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<tbody>
<tr>
<td>One</td>
<td>Unit 1 Community Health Nursing and Models of Health</td>
<td>Chap 1, 2, 4 Appendices 1, 3, 6</td>
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<tr>
<td></td>
<td>Unit 2 Primary Health Care &amp; Concepts of Health</td>
<td></td>
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<tr>
<td></td>
<td>Unit 3 Financing, Policy and Politics of Health Care Delivery</td>
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<tr>
<td>Two</td>
<td>Unit 4 Epidemiology and Health Promotion</td>
<td>Chap 3, 8, 15, 17 Appendices 8, 9, 10 Windshield Survey</td>
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<td></td>
<td>Unit 5 Levels of Prevention</td>
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<td></td>
<td>Unit 6 Practice Settings in Community Health</td>
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<tr>
<td>Three</td>
<td>Unit 7 Nursing Process, Decision Making and Critical Thinking</td>
<td>Chap 5, 6, 9, 10, 14 Appendices 2, 4, 9</td>
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<td></td>
<td>Unit 8 Ethical: Legal Considerations</td>
<td>Appendix 7</td>
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<tr>
<td>Four</td>
<td>Unit 9 Diversity and Cultural Considerations in Community Health</td>
<td>Chap 7, 11, 18</td>
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<td>Unit 10 Aboriginal and Minority Community Health Issues</td>
<td>Appendix 7</td>
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<tr>
<td>Five</td>
<td><strong>Midterm Exam</strong></td>
<td>Chap 3, 11, 12, 13</td>
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<td></td>
<td>Unit 11 Roles and Activities of Public Health Nurses</td>
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<td></td>
<td>Unit 12 Home Care and home visit process Unit 13 Working with Children and Families in Community Settings</td>
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<tr>
<td>Six</td>
<td>Unit 14 Working with palliative care clients in community</td>
<td>Chap 3, 13</td>
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<td></td>
<td>Unit 15 Working with older adults in community settings</td>
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<tr>
<td>Feb 17 &amp; 19</td>
<td>Reading Week</td>
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</table>
Assignments:

<table>
<thead>
<tr>
<th>Methods of Assessment</th>
<th>Description</th>
<th>Value</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>1. Community Health Care Plan</td>
<td>The purpose of this assignment is to develop a holistic nursing care plan that incorporates the individual, the family and the community.</td>
<td>40%</td>
<td>Feb 12</td>
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<tr>
<td>2. Midterm exam</td>
<td>On content up to and including week four</td>
<td>25%</td>
<td>Feb 3</td>
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<tr>
<td>3. Final exam</td>
<td>On all course content</td>
<td>35%</td>
<td>March 7</td>
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- **Care Plan Assignment:**
  Identify health promotion and illness prevention strategies/activities appropriate for a family residing in a selected community. Outline the steps in the nursing process that are required to assess, plan, implement and evaluate identified priorities. Incorporate which strategies of the Ottawa Charter this activity relates to with rationales as well as the level of prevention the interventions address.

- **Mid Term Exam:**
  A multiple choice and short answer examination based on all course content covered up to and including week four.

- **Final Examination:**
  Content from the entire course is tested. Prior to the test, students will be given further information.

**Academic Misconduct:**
Please become familiar with what constitutes academic misconduct, as well as the consequences. Plagiarism involves submitting work in a course as if it were the student's own work. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter's own but in fact were created by someone else. The complete policies are available on the RDC Policies website: Appeals: Formal Policy, Appeals: Informal Resolution Policy and Student Misconduct: Academic and Non-Academic Policy. http://rdc.ab.ca/sites/default/files/uploads/documents/2132/student-misconduct-academic-and-non-academic-policy.pdf
A plagiarism detection tool is used in this course.

**Student Services:**
Students should be aware that Personal Counselling, Career, Learning and Disability Services are provided at RDC. Inquire about locations at the Information Desk. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.
RDC offers several learning support services: course-based peer tutoring, the Math Learning Centre, the Writing Skills Centre, and help with general learning strategies (e.g., time management, study skills, exam preparation, and writing). RDC also offers services for students with disabilities. To access any of these services, visit the Learning Support desk in the library, call (403) 357.3629, or email help_learn@rdc.ab.ca or disabilityservices@rdc.ab.ca.

**Final Examination:**
Content from the entire course is tested with a combination of multiple choice and short answer questions. Prior to the test, students will be given further information. RDC final exam policy will be followed with respect to the final exam.
Prior Learning (PLAR):
This course may be eligible for Prior Learning Assessment. Students should refer to the RDC Course Calendar for a list of excluded courses.

Student Responsibilities:
- Learning resources may be available to students in alternative formats. It is the student's responsibility to discuss learning needs with their instructor.
- It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the instructor.

Changes to Course Outline:
Changes to the course outline will be made with the mutual consent of the instructors and the students involved. Changes will be reviewed by the Associate Dean of Nursing for consistency with college policies. Students may refer to the Student Dispute, Appeal and Misconduct Processes Policy and Standard Practice should questions or concerns about the Course Outline not be resolved directly with the instructor.

Grading System:
To successfully pass this course an overall grade point of 2.0 must be achieved when the marks from the assignments, exams, and quizzes are computed. All the assignments, exams, and quizzes will be assigned a mark and the final grade will be computed based on the assigned value of each assignment, exam, or quiz. See student handbook.
Community Health Nursing Care Plan
Value:  40 % of final grade  Date Due:  Feb 12, 2014

Objective:
The purpose of this assignment is to develop a holistic nursing care plan that incorporates the individual, the family and the community.

Learning Outcomes:
Working in assigned groups the students will:
- Develop group and team building skills
- Apply community nursing theory to a practical case situation
- Demonstrate a comprehensive assessment for a selected community and family member
- Develop an evaluation summary of the selected community

Individually, each student will:
- Develop a plan of care for the family member living in the community
- Integrate community health principles in relation to their role as an LPN

Assignment: Directions
This assignment will be completed in 2 parts. Each part will be completed as a group. The second group component will be completed in smaller groups (i.e. you will split your original group into 2 smaller groups).

1. Group Component: Based on the assigned Tran family member and community your group will prepare a family and community assessment and a community summary.

   A. In 4-6 typed and double spaced pages, the assessment will include:

   Community:
   - Description of physical environment
   - Available services- include accessibility, affordability…
   - Strengths and needs of the community
   - identify appropriate LPN community interventions (focusing on health promotion, and illness prevention)

   Family Assessment:
   - Brief cultural overview
   - Strengths and needs of the family
   - Impact of the community on the family
   - Genogram of the family

**Marks for this portion of the paper will be assigned to the group for a total of 20%of the total 40% for this assignment**
2. **Group Component:** You will be assigned an individual within the family and a specific disorder.
   a. In patho research for the disorder including usual signs and symptoms as well as expected treatments for the disorder. Point form is acceptable.
   b. Based on your research and you previous community assessment, identify 3 priorities for each of the following to hand in as well.
      i. Your chosen client
      ii. The Tran family
      iii. the community

3. You will hand in a care plan. Pick one priority for the individual, one for the family and one for the community for the care plan.
   a. Include focused assessment data- the point of the collected data that support the problem you have selected
   b. Nursing statement/diagnosis- one problem r/t cause
   c. Goal- one short term or long term, client centered, measurable and within a specified time frame
   d. Interventions- 3-4 specific interventions with valid and reliable rationale. Rationale must be referenced. As this is a community centered paper, interventions’ rationale should reflect a health promotion, illness prevention focus. **Reference to principles of Community Health Care is expected.** Some examples include (but not limited to) - Primary Care, Health Promotion, Illness prevention, Ottawa Charter.........
   e. Evaluation- identify if goal was met with appropriate evidence
   f. Reference page- references used for rationale and throughout paper are presented in an APA formatted reference page. References used are credible, recent, with a community health focus. It is expected you will use 4-6 references other than your textbooks

**Marks for this portion of the assignment are assigned to the group for a total of 20% of the total 40% for this assignment.**
# Community Care Plan Assignment – Group Component (20%)

<table>
<thead>
<tr>
<th></th>
<th>Excellent (10)</th>
<th>Good (8)</th>
<th>Satisfactory (6.5)</th>
<th>Needs Improvement (5.0)</th>
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</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>information is very organized with well-constructed paragraphs and sections</td>
<td>information is organized with adequately constructed paragraphs or sections</td>
<td>information is organized, but lacks some paragraphs or sections</td>
<td>information appears to be disorganized and lacks paragraphs and sections</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Community information is comprehensive and applies directly to family/individual</td>
<td>Community information is missing some important data relative to family/individual</td>
<td>Community information is missing substantial data relative to family/individual</td>
<td>Community information is missing most data relative to family/individual</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td>information clearly relates to the community/family priorities and provides several supporting details and/or examples</td>
<td>information relates to the community/family priorities and provides a few supporting details</td>
<td>information minimally relates to the community/family priorities but no details and/or examples are given</td>
<td>information has little or nothing to do with the main topic</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>no grammatical, spelling or punctuation errors APA flawless. Resources varied, relevant, current, credible</td>
<td>almost no grammatical, spelling or punctuation errors</td>
<td>a few grammatical, spelling or punctuation errors</td>
<td>many grammatical, spelling or punctuation errors APA errors Resources not varied or relevant or current or credible</td>
</tr>
<tr>
<td><strong>Group Collaboration</strong></td>
<td>evidence of comprehensive group collaboration</td>
<td>evidence of focused group collaboration</td>
<td>evidence of appropriate group collaboration</td>
<td>evidence of minimal or ineffective group collaboration</td>
</tr>
<tr>
<td>Assessment</td>
<td>Nursing Diagnosis</td>
<td>Goals</td>
<td>Interventions</td>
<td>Evaluation</td>
</tr>
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<td>-----------------------------</td>
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| Clustered data that pertains to the nursing diagnosis. Include subjective data (symptoms the client states) and the supporting objective data (what you observed).  
  - Subjective and objective  
  - Relevant to diagnosis | Must be written in a logical format, i.e., problem or strength, actual or potential etiology (why is this problem occurring).  
  - The etiology provides the basis for potential nursing interventions or actions.  
  - The diagnosis is NOT a medical diagnosis and must be something that nursing can take care | Goal is derived from the client problem, and aim for the solution of the problem. It must be realistic measurable, and within a specified time frame.  
  - Interventions relate to correcting the etiology or cause of the problem.  
  - Relate to achieving goals.  
  - Include what, where, when, by whom, for how long, & how often.  
  - Rationale must be provided for each intervention and in text citation provided. | 1. Were the goals met? Fully? Partially? Not at all?  
2. What were your observations that made you decide if the goal was met? i.e., no redness or localized edema on any bony prominence.  
3. For any goal that was not met, how would you modify your plan to help meet the goal. What further evaluation is necessary? |

Total /2 /2 /1 /6 /1

Separate reference page included: a variety of recent, evidenced based, community based references in APA format: /3

Comments:
Assessment: Interventions:

Nursing Statement:

Goal: Evaluation