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Bachelor of Nursing Program  
Medicine Hat College Site

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## **NURSING 457**

### ***RURAL NURSING***

## **BACHELOR OF NURSING REGULAR TRACK PROGRAM**

### **COURSE OUTLINE**

### **Spring Session 2010**

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**Class Day(s)/Time:** 0900-1600

**Dates:** May 3 to June 25, 2010

**Classroom:** B369

**Course Instructor:** Kathryn Crooks RN, Ph.D.  
Office: E116  
Telephone: (403) 529-3915  
Email: [kcrooks@mhc.ab.ca](mailto:kcrooks@mhc.ab.ca)

**Instructor of Record:** Rita Lisella RN, MN.  
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Email: [rlisella@ucalgary.ca](mailto:rlisella@ucalgary.ca)

## **CALENDAR DESCRIPTION**

The issues, theory, and research related to delivery and development of health care in rural areas.

## **DETAILED COURSE DESCRIPTION**

Welcome to NUOS 457. In this course you will examine issues, research, and theory related to the provision of health care in rural and remote settings. The impact of the environment on the health of residents and on health care delivery will be explored. The complexities of rural nursing practice and the issues related to the maintenance of competent practice will be investigated. Health and illness as viewed by rural residents will be integral to each discussion.

## **COURSE OBJECTIVES**

Students in N457 will be provided with opportunities to:

- Build upon previous experience and knowledge to gain an understanding of the health issues affecting rural residents.
- Build upon previous experience and knowledge to determine factors affecting rural nursing practice in Canada.
- Investigate the geographic, political, social and cultural factors affecting rural health care and nursing.
- Explore the health beliefs, values, and practices of individuals and families within a rural setting.
- Analyze the issues related to the definition of the concepts of rural and urban.
- Examine the historical foundations of rural nursing practice.
- Articulate how the roles of rural health care providers intersect and overlap.
- Explore the similarities and differences of the role of the nurse in rural and urban settings.
- Analyze current and potential barriers to health care delivery in rural areas.
- Examine the impact of demographic changes on residents in rural settings.
- Articulate key concepts in the development of rural nursing theory.

## REQUIRED TEXTBOOKS/RESOURCES

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> Ed.). Washington, DC: American Psychological Association.  
For help with understanding APA formatting <http://www.psywww.com/resource/apacrib.htm>

NUOS 457/458 Reading Package (available in the MHC bookstore). Please read the last page of this document carefully.

## COURSE REQUIREMENTS (Read this carefully)

**In order to be successful in Nursing 457, students will complete the following requirements:**

Debate (assignment #1)	50%	May 7, 2010
A Rural Reflection (assignment #2)	50%	June 4, 2010

### ASSIGNMENT #1

Participate in a debate on an issue relevant to nursing in the rural setting. Be prepared to explore/debate this issue from two or more points of view. The debate must reflect class work, readings, and any other information that the student has been able to obtain i.e. newspaper/magazine articles, interviews with stakeholders, politicians, television programs etc. Students are assigned randomly to a debate team that will assume either the negative or the affirmative position. Each side will have 15 minutes to present their case, 3 minutes to develop their rebuttal, and 3 minutes for both sides to argue their point in a free-form rebuttal format. A bibliography using APA must be provided to the judges at the time of the debate. Failure to provide a bibliography will result in a failing grade for the debate regardless of the mark that would otherwise have been achieved. The debate takes place prior to departure for the clinical sites. **It is permissible to use humor during the debate!!**

### ASSIGNMENT #2.

Reflection on Experience/or Issue: In professional education, reflection on experience has been noted to be a significant tool (Henderson et al. 2002). As a means of connecting theory to practice you are asked to choose **TWO separate and significant experiences/issues** that occur during your rural practicum. The experience/or issue must be specific to the location of your practicum. You are to reflect on each experience/issue from the perspective "this is definitely a rural experience/or issue".

- A. Initially provide a **description of the experience/or issue.**
- B. Then analyze your experience/or issue under the following headings:

- a) **Initial thoughts and feelings regarding the experience/or issue:**

The event/or issue may:

Cause you distress or anxiety,

Make you feel proud of your achievements,

Expose a gap in your understanding;

or be something that you simply find interesting (describe what it is about the experience/or issue that interests you).

- b) **Analysis :**

What is it about this that causes you to believe this is specifically a rural experience/or issue?

What does the rural literature suggest about what you have experienced/or about the issue?

How does this experience/or issue assist you in understanding the nature and scope of rural health care?

Remember, this is **one** paper containing **two** (2) separate **experience/or issues**. If necessary discuss the **experience/or issue** with Kathy Crooks prior to writing the paper. The paper may be written using the first person however the paper must contain a minimum of four (4) references to rural literature. The paper should be a **minimum of 1000 words and a maximum of 2000 words**. Analysis will be graded according to depth and breadth of reflection/analysis as well as a demonstration of support from current literature.

This paper is to be e-mailed (or dropped off at the college) to Kathy Crooks (kcrooks@mhc.ab.ca) by **1200 hours June 4, 2009**.

TENTATIVE SCHEDULE  
NURS 457  
2010

Date	Description
May 3, 2010	Orientation to NURS 457/458  What is Rural?  Rural Populations "Violation of Trust" – CBC Video E96.5 V56 1991
May 4, 2010	The Rural Nurse Guest Speaker – George Harris – Will discuss his experience as a community outreach worker in Nunavut
May 5, 2010	Issues in Rural Health Care; The Rural Environment Trish Leonard, AADAC Will discuss substance abuse in the rural environment
May 6, 2010	Parenteral Therapy Initiation of Intravenous Therapy 5 <sup>th</sup> ed. (2003). RM 170 P73 2003 On Reserve Parenteral Therapy On Reserve Parenteral Therapy Manual (2009). AHS. RM 149 P36 (2009) Module One Only On Reserve
May 7, 2010	The Great Debate

## Marking Guideline

### Debate

**Topic:**

**Group Members:**

**Affirmative/Negative**

<b>CONTENT</b>	<b>Rating 1-10</b>	<b>Comments</b>
Definition of Issue		
Background information on Issue		
Discussion of Issue		
Implication for rural nursing practice now and in the future		
<b>PRESENTATION</b>		
Appearance of team (Business Dress)		
Demonstration of accurate knowledge		
Organization/flow of presentation		
Equal participation by entire group		
Respect was shown throughout for the opposing team (5)		
Accuracy of Rebuttal (5)		
<b>BIBLIOGRAPHY</b> Accurate and Comprehensive		
<b>TOTAL: /100</b> <b>WEIGHTING 50%</b>		

**Minimum passing grade for this course is D**

**FACULTY OF NURSING UNDERGRADUATE GRADING SCALE**

<b>If the percentage on your assignment is:</b>	<b>The grade on your assignment is:</b>	<b>The weighted grade points will be taken from:</b>	<b>If the total for all assignments is:</b>	<b>Your final grade will be:</b>	<b>And the GPA for the course will be:</b>
98.0 – 100	A+	4.0	3.95-4.00	A+	4.0 Outstanding -- exceptional analysis and synthesis of subject matter.
93.0 – 97.9	A	3.9	3.85-3.94	A	4.0 Excellent -- superior performance, showing comprehensive understanding of subject matter.
88.0 – 92.9	A-	3.7	3.50-3.84	A-	3.7
83.5 – 87.9	B+	3.3	3.15-3.49	B+	3.3
78.0 – 83.4	B	3.0	2.85-3.14	B	3.0 Good -- clearly above average performance with knowledge of subject matter generally complete.
73.5 – 77.9	B-	2.7	2.50-2.84	B-	2.7
69.0 – 73.4	C+	2.3	2.15-2.49	C+	2.3
63.5 – 68.9	C*	2.0	1.85-2.14	C	2.0 Satisfactory - basic understanding of the subject matter. [Minimum passing grade for NURS 203/211.]
59.0 – 63.4	C-	1.7	1.50-1.84	C-	1.7
54.5 – 58.9	D+	1.3	1.15-1.49	D+	1.3
<b>50.0 – 54.4</b>	<b>D</b>	<b>1.0</b>	<b>0.50-1.14</b>	<b>D</b>	<b>1.0 [Minimum passing grade for theory courses.]</b>
49.9 or less	F	0	0.00-0.49	F	0.0

Approved by Faculty of Nursing, Executive Committee of Council, June 9, 2005 [Editorial Revisions: August 7, 2009]

**WITHDRAWAL DEADLINE**  
**The last date for withdrawal from this course without penalty is June 3, 2010.**

## **STUDENT MISCONDUCT**

Plagiarism is a serious offence which will result in the following penalty and application:

1. In cases in which the dean and/or faculty is satisfied that a student is guilty of plagiarism, cheating or other academic misconduct in circumstances which suggest a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be either suspension or expulsion from the faculty.
2. In cases in which the dean and/or faculty is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the faculty, and in the most serious cases, expulsion from the University.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged.

For further information on Student Misconduct Policies, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, K. Student Misconduct:  
[www.ucalgary.ca/pubs/calendar/](http://www.ucalgary.ca/pubs/calendar/)

**Intellectual honesty is viewed most seriously at the University of Calgary and compliance with standards of intellectual honesty is an expectation.**

## **ACADEMIC WRITING**

The University supports the belief that throughout their University careers, students should be taught how to write well; therefore, written assignments in this course will be evaluated based on the required elements as well as quality academic writing.

For further information, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, E. Course Information, E.2 Writing Across the Curriculum:  
[www.ucalgary.ca/pubs/calendar/](http://www.ucalgary.ca/pubs/calendar/)

## **REAPPRAISALS AND APPEALS**

For information on reappraisals and appeals, refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, I. Reappraisal of Grades and Academic Appeals:  
[www.ucalgary.ca/pubs/calendar/](http://www.ucalgary.ca/pubs/calendar/)

Please note the 15 day timeline from the receipt of a mark and a request for reappraisal and/or appeal to the Associate/Assistant Dean, Undergraduate Programs.



## **ACADEMIC ACCOMODATIONS**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation, you must officially register with the Disability Resource Centre. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor within the first week of the start of this course.

Further information can be obtained at: [www.ucalgary.ca/drc/](http://www.ucalgary.ca/drc/) or by calling 403-220-8237.

## **Freedom of Information and Protection of Privacy**

Information (such as a phone number, address, tracking sites of practica, etc.) that you may be asked to provide is collected under the authority of the Universities/Colleges Act and Freedom of Information and protection of Privacy Act, Section 32(c). It will be used for Practicum placement and for contact purposes. Your personal information is protected by Alberta's Freedom of Information and Protection and Privacy Act and can be reviewed on request. If you have any questions about the collection or use of this information, contact the University of Calgary Student Advisor at 220-4636.

## **Student Portfolios**

Each student is required to maintain a portfolio, showcasing their work, education, and learning experiences while attending MHC Nursing Program. Refer to the Portfolio Content Guide for suggestions for inclusion. Additionally suggested items for inclusion will be offered by each course instructor. Successful completion of the **senior practicum** is contingent upon the maintenance of the portfolio **throughout** the nursing program, and will be used as a basis for evaluation and to provide evidence of growth. A satisfactory completed portfolio is a requirement for graduation from the program.

## NURSING PORTFOLIO CHECKLIST

<b>COURSE</b>	<b>ADDED TO PORTFOLIO</b>
<b>HST 210-<i>Therapeutic Communication (optional)</i></b>	
<b>NURS 251-<i>Introduction to the Practice of Nursing</i></b>	
<b>NURS 253-<i>Health in Context</i></b>	
<b>NURS 255-<i>Health Assessment</i></b>	
<b>NURS 263-<i>Nursing of Older Adults</i></b>	
<b>NURS 264-<i>Nursing Practice I</i></b>	
<b>NURS 351-<i>Pharmacotherapeutics</i></b>	
<b>NURS 353-<i>Alterations in Health Patterns</i></b>	
<b>NURS 361-<i>Nursing of Adults</i></b>	
<b>NURS 362-<i>Nursing Practice II</i></b>	
<b>NURS 363-<i>Alterations in Mental Health</i></b>	
<b>NURS 364-<i>Nursing Practice III</i></b>	
<b>NURS 365-<i>Health Education</i></b>	
<b>NURS 367-<i>Patterns of Public Health</i></b>	
<b>NURS 451-<i>Childbearing &amp; Childrearing Families (Theory)</i></b>	
<b>NURS 452-<i>Childbearing &amp; Childrearing Families (Practice)</i></b>	
<b>NURS 453-<i>Community Focused Nursing (Theory)</i></b>	
<b>NURS 454-<i>Nursing Practice V</i></b>	
<b>NURS 455-<i>Nursing Research</i></b>	
<b>NURS 457-<i>Rural Nursing (Theory)</i></b>	
<b>NURS 458-<i>Rural Nursing (Nursing Practice)</i></b>	
<b>NURS 551-<i>Issues in Nursing Practice</i></b>	
<b>NURS 553-<i>Nursing Leadership &amp; Management</i></b>	
<b>NURS 554-<i>Senior Nursing Practice</i></b>	

PLEASE NOTE  
INFORMATION REGARDING READING PACKAGE

ALL READINGS MARKED *REQUIRED* SHOULD BE READ PRIOR TO THE CLASS. ALL OTHER READINGS ARE INTENDED TO ENHANCE YOUR UNDERSTANDING OF RURAL NURSING AS WELL AS TO ASSIST YOU IN COMPLETING THE VARIOUS COURSE ASSIGNMENTS.

SOME OF THE READINGS ARE AVAILABLE VIA WEB SOURCES. I HAVE BEEN ADVISED THAT IT WILL BE EASIER TO OBTAIN THESE VARIOUS E-READINGS USING COMPUTERS IN THE LIBRARY AT THE COLLEGE. CONSEQUENTLY, IT WOULD BE BEST TO OBTAIN THESE READINGS PRIOR TO LEAVING FOR PRACTICA.

THE READINGS AND VIDEO FOR THE PARENTERAL ADMINISTRATION (IV) CLASS MUST BE VIEWED PRIOR TO THURSDAY, MAY 6, 2010. THE READINGS AND VIDEO ARE AVAILABLE ON RESERVE (FOR 2 HOURS) IN THE VERA BRACKEN LIBRARY. SIMPLY STOP BY THE MAIN DESK IN THE LIBRARY AND ASK FOR THE RESERVE READINGS AND VIDEO FOR NURS 457/458.