



UNIVERSITY OF  
**CALGARY**  
NURSING

**NURSING 402 (LAB 01/02)  
COMMUNITY HEALTH PRACTICE**  
University of Calgary  
Faculty of Nursing

**COURSE OUTLINE – Fall 2009  
BACHELOR OF NURSING BNAT/BNRT**

September 8 – December 8 09  
Tuesdays and Thursdays 8:00 am to 4:30 pm  
(with occasional alternate days/times as negotiated with Clinical Instructor)

**Course Coordinator**

Sylvia Loewen RN, MN

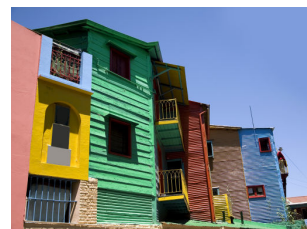
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Office Hours: By Appointment

**Course Instructors:**

Lab 1
Lab 2
Lab 3
Lab 4
Lab 5
Lab 6
Lab 7
Lab 8
Lab 9
Lab 10
Lab 11
Lab 12
Lab 13
Lab 14
Lab 15



Nursing 402  
Community Health Practice

**Course Outline – Fall 2009**

**Course Description:**

- Application of concepts, values, and skills with the community as the focus of care. Experiences are drawn from a variety of rural and urban settings.

**Prerequisites:**

- N213 and current CPR Basic Cardiac Life Support.

**Corequisite:**

- N401

**Course Intent:**

- Nursing 402 is the clinical companion course to Nursing 401.
- The course is designed to give an experience similar to working on a team of Community Health Nurses responding to a Primary Health Care need of a specific community. Through participation on a Community Action Team (CAT) the student will learn skills in responding to community needs by implementing concepts from **Primary Health Care** (Canadian Nurses Association, 1995; 2000), the **Population Health Promotion model** (Hamilton & Bhatti, 1996), the **Community as Partner model** (Vollman, Anderson & McFarlane, 2008) and content from the **Community Health Theory course**. The CAT works in partnership with a community group/agency on a community project.

**Course Objectives:**

Each student will participate on a team of student nurses and, with the guidance of an instructor, will work on a project in partnership with a community agency or group. Each the student will demonstrate:

1. Knowledge and skill in using the Community as Partner (CasP) model (Vollman, Anderson & McFarlane, 2008).
2. Through the CAT intervention, show integration and/or application of Community Health Theory as learned in N401 including but not limited to:
  - Principles of Primary Health Care,
  - Population Health Promotion Model,
  - Canadian Community Health Nursing Standards of Practice, and
  - Community health theory readings and class content including but not limited to the socio-ecological determinants of health.
3. Professionalism through:
  - Use of effective communication skills,
  - Collaboration with peers, instructor, agency, community members, and key contacts,
  - Approach used to partner with a selected community group/agency,
  - Responding to the health concerns or issues of the community group/agency,
  - Use of critical thinking skills,
  - Demonstration of initiative,
  - Commitment to group process which includes negotiating and sharing workload, and
  - Effective responses to challenging and/or unforeseen circumstances.

**Community Action Team (CAT):**

The CAT will partner with a community group or agency to participate in an intervention, assignment or project that addresses a community health issue or concern. Each student

- Will be an active member of a Community Action Team (CAT).
- Will learn and use the CasP model, and N401 theory, through involvement in a community based intervention.

Examples of a community group/agency include: A seniors' center, parent group, school, daycare, neighbourhood, community center/association/agency, support group, and/or workplace.

Examples of a Community Intervention include but are not limited to: Social marketing campaigns, professional workshops, support groups, health resources, and/or conducting health needs assessments.

**Clinical Instructor:**

Each CAT will have a Clinical Instructor whose role to individual students and the entire CAT includes:

- Instruction on components of the CasP model,
- Weekly consultation, advice and guidance when applying community health theory to the Community Project.
- Direction as it relates to:
  - Expectations of a CAT intervention,
  - CAT activities, and
  - Anticipated outcomes
- Feedback and evaluation related to meeting the course objectives:
  - Individual student performance,
  - CAT performance

**Community Agency Liaison:**

- Each CAT will be assigned a Community Agency Liaison who has expertise with and access to the community group/agency. The Community Liaison:
  - Will be familiar with the agency structure, and have relationships with other community agencies and partners.
  - May be a Public/Community Health Nurse, a community health professional, or a community worker.
- The CAT is expected to maintain regular, ongoing communication with the Community Agency Liaison for the purposes of access, updating, validating, and negotiating dissemination expectations.

**Community Health Nursing Workshops/Group Sessions:**

During the term, there will be several Community Health Nursing workshop/group sessions scheduled and facilitated by the CAT clinical instructor. These workshops/group sessions are designed to prepare students for their experiences working in community settings, foster their critical thinking abilities and provide students with knowledge regarding the steps of the Community as Partner Model (CasP). The students will learn each component of the model from the Canadian Community as Partner text (Vollman, Anderson & McFarlane, 2008), power point presentations, team discussions of the model and application of model components relevant to their projects.

**Breeze Presentations and Required Course Texts and Readings**

Each student will be individually responsible for watching the Breeze presentations and reading the required course texts to prepare for Clinical.

- All reports (written or verbal) given to community agencies must be reviewed beforehand by the clinical instructor.
- Communication with the community agency must be done using a U of C email account.
- Blackboard is the forum for communicating CAT work between CAT members. Clinical instructors will negotiate how best to facilitate communication between students and the instructor.

**Evaluative Components:**

- The clinical instructor will meet with the student individually three (3) times. The initial meeting at the beginning of the term is not evaluative. At the mid-term and end of term meetings the instructor will provide feedback on the student's progress towards meeting the course objectives and evaluative components.
- Students must pass all of the following evaluation criteria to achieve a passing grade in N402 Community Health Practice. A fail in any component will result in a fail for the entire course.
- Course Syllabus includes details related to evaluative components.

**1) Group work (Marked by the instructor)**

The CAT will submit a detailed record of the Community Intervention as well as be responsible for dissemination of key outcomes. In all 3 submissions of the Community Intervention (listed below) and dissemination, students will demonstrate understanding and application of the CasP model and integration of N401 theory.

**A) The three (3) submissions Community Intervention in binder or compact disc are:**

(NOTE: The use of binder or compact disc is to be negotiated with the clinical instructor)

1. Assessment and Analysis	<b>Pass/Fail</b>
2. Diagnosis and Planning	<b>Pass/Fail</b>
3. Implementing and Evaluating	<b>Pass/Fail</b>

**B) Dissemination of key outcomes:**

1. Poster presentation	- Marked by Instructor. - Evaluation details provided in course Syllabus - Comments by N402 Winter 2009 Students	<b>Pass/Fail</b>
2. Presentation to community agency	Marked by the Instructor	<b>Pass/Fail</b>
3. Summary submitted to faculty.	Marked by the Instructor	<b>Pass/Fail</b>

The *N402 Course Syllabus* provides guidelines on submission of Community Interventions and Dissemination for evaluation.

**A) Two (2) Clinical reflections (Individual mark)**

<p>Each student will be expected to submit two (2) Clinical Reflections to their clinical instructor for feedback and grading. Each clinical reflection will:</p> <ul style="list-style-type: none"> <li>▪ Follow the format of the Clinical Reflections in the <i>N402 Course Syllabus</i>.</li> <li>▪ Demonstrate critical thinking through integrating Community Health Theory while analyzing the student's own individual clinical performance as it relates to experiences within the CAT, and/or the community group/agency, and/or the community intervention.</li> <li>▪ Demonstrate insight into how the student might transfer Community Health Nursing knowledge and skills into their future nursing practice.</li> <li>▪ Follow APA</li> </ul> <p>Clinical reflections will be a minimum of 1000 words (4 pages) and a maximum of 1250 words (five pages). Each Clinical Reflection will be submitted to the Clinical Instructor for feedback, dialogue, and grading (Pass/Fail).</p>	<b>Pass/Fail</b>
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**B) Two Clinical Evaluations (Individual mark)**

At mid-term and end of term clinical evaluations the clinical instructor and student will discuss student achievement in understanding and meeting the following course objectives:

Prepared for clinical including evidence of completing related reading and watching Breeze presentation	<b>Pass/Fail</b>
Knowledge and skill in using the Community as Partner (CasP) model	<b>Pass/Fail</b>
Integration and/or application of Community Health Theory	<b>Pass/Fail</b>
Application of CARNA competencies to practice	<b>Pass/Fail</b>

**C) Professional Practice (Individual mark)**

**1. Record of Hours**

<p>Two days prior to the end of term evaluation the student will provide the instructor with a record of all clinical days attended including the student activities on each day. Clinical days/hours may be occasionally altered for clinical work. This requires advance approval from the instructor.</p> <p>Students missing clinical will refer to the Absence from Clinical policy and may be required to make up the clinical days.</p>	<b>Pass/Fail</b>
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**2. Participation in poster presentations:**

<ul style="list-style-type: none"> <li>-Individual contribution to creating the CAT poster presentation.</li> <li>-Record of viewing all CAT poster presentations.</li> <li>-Discussion with instructor on final evaluation reflects learning's from viewing other CAT posters.</li> </ul>	<b>Pass/Fail</b>
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**3. Professionalism:**

<p>As outlined in objectives, elsewhere in course outline and syllabus. Students must meet all of the professional standards to achieve a pass. Professional conduct includes participation, as well as email and oral communication with the instructor, other students and community.</p>	<b>Pass/Fail</b>
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- Community Health Theory (N401), Readings for Winter Term 2009. University of Calgary, Faculty of Nursing.
- Stamler, L. L. & Yiu, L. (2008). *Community Health Nursing*. Toronto: Pearson Canada Inc.
- Vollman, A. R., Anderson, E. T. & McFarlane, J. (2008). *Canadian Community as Partner*. Philadelphia: Wolters Kluwer | Lippincott Williams & Wilkins.
- Nursing 402 Course Syllabus & Nursing 402 Workshop Package (provided to students on N402 Bb)
- Nursing 402 Breeze Presentations

**Grading System: Credit/Fail clinical course**

**To achieve Credit for this clinical course, students are expected to pass *all* the components of the course.**

**Late Assignments:** ALL ASSIGNMENTS ARE DUE AT 8:00AM ON THE SPECIFIED DAYS.

Late assignments will result in a fail, unless the student negotiates an alternate date/time for the submission prior to the due date for the assignment.

**APA Format:** Students are reminded of the Faculty of Nursing requirement that all written assignments are to follow 5<sup>th</sup> Edition American Psychological Association unless otherwise specified in the assignment.

**Faculty/University/Government Regulations:**

**Attendance:** N402 is a clinical course and attendance is mandatory. Policies and procedure related to absences from scheduled clinical days/times must be followed in accordance with the Faculty procedure below. Students will keep a written record of their clinical hours as outlined in the *N402 Course Syllabus*.

Two days prior to the end of term evaluation the student will provide the instructor with a record of all clinical days attended including the student activities on each day. Clinical days/hours may be occasionally altered for clinical work. This requires advance approval from the instructor. (Clinical days are Tuesday and Thursdays, 0830 hours to 1630 hours, during term with the exception of holidays or reading days)

Students missing clinical will refer to the Absence from Clinical policy and may be required to make up the clinical days.

Within the Nursing Practice Standards established by CARNA (2005) it states that a nurse must ensure their 'fitness to practice' (pg. 5). This means that the nursing student must be able to perform essential functions of the nursing role expected for the lab or clinical practice that they have been assigned to without any mental or physical disabilities/illnesses. Therefore, it is your professional accountability to maintain your state of health and recognize the impact of ill- health may have on patients and colleagues.

To fulfill course requirements, attendance at all scheduled lab and/or clinical practice is required. If you are ill or experience an unforeseen circumstance, you must inform your Clinical Instructor and Course Coordinator as soon as possible. If you miss one or more lab/clinical days due to illness or unforeseen circumstance, you may be at risk for not successfully completing the course. You may be asked to withdraw from the course and complete the course requirements at a later date, or you will be required to make-up the missed hours. Your situation will be reviewed by the Course Coordinator and Associate Dean, Undergraduate Program.

- Requests for absences related to nursing scholarship and service learning will be considered.
- Please note that travel/social/recreational activities will not be accepted as reasons for absence.
- A medical note may be requested.

**Poster and Agency Presentation Attendance:** A student who becomes ill *prior* to the poster or agency presentation and is unable to participate in the poster or agency presentation at the scheduled time *will* notify the Course Coordinator by telephone prior to the presentation time, leave a message stating the date and time the student called, the reason for missing the scheduled poster or agency presentation, and a phone number where the student can be reached so that arrangements can be made for the student to conduct an alternate presentation.

A student who is not present at the poster presentations *will* be asked to submit a doctor's certificate. A student who is not present at the agency presentation *will* be asked to submit a doctor's certificate. Students who call in *after* the scheduled poster or agency presentation has commenced will not be excused from the poster or agency presentation and will receive a Fail in the course for the missed presentation.

**Scholarly Conduct:** The Faculty of Nursing expects intellectual honesty from its students. Plagiarism is a serious offence. Please refer to student conduct and integrity sections in the University of Calgary 2008-2009 Calendar (p. 54) for definitions of plagiarism, cheating, and other academic misconduct.

**Clinical Experience:** Policies and procedure related to clinical experience can be found in the University of Calgary 2008-2009 Calendar. Please refer to the UNS Student Handbook for information on appropriate dress in community settings.

**Appeals and Reappraisals:** Students are referred to the University of Calgary 2008-2009 Calendar (p. 50-53) for guidelines regarding appeals and reappraisals. There is a 15-day time line from the receipt of a mark and a request for reappraisal and/or appeal to the Associate Dean, Undergraduate Programs.

**Academic Accommodation:** It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. 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 no later than fourteen (14) days after the start of this course.

**Withdrawal Policies:** Please refer to the University of Calgary 2008-2009 Calendar (p. 41) for dates, withdrawals, and fee refund policies for dropping a course.

**Confidentiality/Information and Security Awareness Certification:** Students are reminded that they have signed patient/client confidentiality and Calgary Health Region Information and Security Awareness Certification forms. By signing these documents, students have assumed responsibility for holding all client/agency information in confidence.

**Security Clearance:** Students are reminded that they should have proof of security clearance in order to participate in the clinical setting. If there is any change in their security clearance status, they must report that to the Faculty of Nursing.

**CPR Certification:** Students must provide proof of current CPR certification to their Clinical Instructor prior to the start of the clinical practice (see University of Calgary 2008-2009 Calendar p.169).

**Tape Recording:** Policies relevant to the use of tape recorders in teaching situations can be found in the University of Calgary 2008-2009 Calendar (p. 44)

**Freedom of Information and Protection of Privacy:** The information (such as phone numbers, address, etc.) that you may be asked to provide is collected under the authority of the Colleges/Universities Act and the 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 upon request. If you have any questions about the collection or use of this information, contact the Faculty of Nursing student advisors, 220-4636.

**Safety:** All safety incidents involving students and/or clinical instructors during clinical time must be reported to the Clinical Instructor and Course Coordinator within 24 hours in order to proceed with UC risk management procedures.