



**UNIVERSITY OF ALBERTA**  
**COLLABORATIVE BACCALAUREATE**  
**NURSING PROGRAM**  
**KEYANO COLLEGE**

**COURSE SYLLABUS**

**NURSING 405**

**Community Nursing Theory**  
**Nursing 405 is equivalent to Nursing 405 at U of A**

**September 1, 2020 – December 22, 2020**

**INSTRUCTORS:**

N405 A&B (Seminar): Heidi Alberts and Candi Muise

N405 K1 & K2 (Fixed Resources): Heidi Alberts and Candi Muise

N405 X Lab: Heidi Alberts

N405 Y Lab: Candi Muise

R: Sept 2020

**NURSING 405**

**Community Nursing Theory**  
**Course Outline**

**CALENDAR STATEMENT**

Nursing 405 Community Nursing Theory \*6 (fi 12) (either term, variable).

Focus is on the philosophical and theoretical domains of nursing individuals, families and groups in the community across the lifespan. Students will also specifically explore theory related to the nursing care of the child-bearing family. Community nursing management and intervention consistent with the principles of primary health care will be explored and fostered. Pre-requisites: NURS 206, 207 and 115. Co-requisites : NURS 406 Note: Available only to nursing students in the Collaborative Program.

**COURSE HOURS**

Lecture: 26 Seminar: 52 Lab: 26

**COURSE DESCRIPTION**

This course is designed to facilitate the development of knowledge related to the care of individuals, families and groups in the community across the lifespan. Health promotion nursing that is focused on family, aggregate /groups, community as client, primary health care, determinants of health epidemiology (introductory concepts including levels of prevention), social and community change theory, family focused nursing model (McGill, CFAM) application to nursing with child bearing and child rearing families.

**INSTRUCTOR INFORMATION**

Instructor: Candi Muise  
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Email: [Candi.muise@keyano.ca](mailto:Candi.muise@keyano.ca)

Instructor: Heidi Alberts  
Office: CC 205C  
Phone: 780-791-8990  
Email: [Heidi.alberts@keyano.ca](mailto:Heidi.alberts@keyano.ca)

Instructors are available for student consultation via virtual platforms. Please contact your instructor to arrange an appointment.

**LEARNING OUTCOMES**

Based on the anticipated competencies of a Senior 1 Level 3 nursing student

**Levels of independence:**

With assistance: The student requires direction and information.

With minimal assistance: The student requires occasional direction and information.

With guidance: The student requires clarification, prompting and confirmation.

With minimal guidance: The student requires occasional clarification, prompting and confirmation.

Independently: The student works mostly on his or her own and seeks information, clarification and consultation as appropriate.

Direction: Instructor tells the student what to do, about what steps to take.

Information: Instructor tells the student specifics about a concept or topic.

Clarification: Instructor, through questioning and feedback, assists the student to state their information in a different and clearer way, often with more details. The student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base.

Prompting: Instructor provides the student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader than a hint. Prompting is generally used to add breadth or depth.

Confirmation: Instructor provides positive feedback for correct information and direction provided by the student.

Consultation: The student provides instructor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

Occasional: Indicates that input is provided by instructor now and then.

## Learning Outcomes

Students are responsible to familiarize themselves *with Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2019-2020*. Attention must be given to the competencies that are identified as being relevant to NURS 405.

All students must practice in a manner that is consistent with the following documents:

- CARNA Entry-Level Competencies for the Practice of Registered Nurses (2019)
- CARNA Practice Standards for Regulated Members (2013)
- CNA Code of Ethics for Registered Nurses (2017)

By the end of the course, the student is expected to:

1. Describe, understand and articulate an understanding of theory related to key patient safety concepts including communication, teamwork, environmental and human factors, safety risks and adverse events disclosure.
2. Describe, understand and articulate an understanding of theory related to patient centered care and interdisciplinary practice.
3. Demonstrate, with guidance, the processes of self-directed learning, critical thinking, and group process skills in utilizing inquiry-based learning, in all learning activities.
4. Identify and discuss, with minimal assistance, issues related to the delivery of health care in Canada and the implications for professional nursing practice.
5. Discuss, with minimal assistance, the roles and functions of registered nurses in providing client-centered care to clients (adult and elderly) with selected commonly occurring acute and chronic illnesses within the context of primary health.
6. Demonstrate, with minimal assistance, knowledge of selected assessment skills and selected best practice interventions.
7. Organize, with minimal assistance, nursing knowledge according to selected models and theories.
8. Demonstrate beginning competence in using information technology.
9. Demonstrate, with minimal assistance, effective verbal and written communication skills in small and large group situations.
10. Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.
11. Integrate the knowledge and skills acquired in all learning environments and be able to apply them in other situations.

## PERFORMANCE REQUIREMENTS

In lieu of in person seminars and labs canceled due to the COVID-19 pandemic instructional activities will be offered on online platforms including but not limited to Microsoft Teams, Zoom, and Adobe Connect. Course material may be presented via one of these online platforms in real time or it may be provided via voice over PowerPoints and/or videos. It is the responsibility of the student to ensure access to these resources and participate in course content fully. If technical difficulties arise it is the responsibility of the student to contact their instructor as soon as possible to inform them of such. Where possible instructors will seek mutual resolution in the best interests of the class as a whole.

Moodle will continue to be used as a primary platform for course content. See information below regarding student expectations.

### STUDENT RESPONSIBILITIES

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and notes that may be due.

### ACADEMIC MISCONDUCT

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code

of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, **you must successfully complete the online tutorial found on [ilearn.keyano.ca](http://ilearn.keyano.ca). Then print the certificate, sign it, and show it to each of your instructors.** Your course work will not be graded until you show this signed certificate.

### LATE POLICY FOR ASSIGNMENTS

All assignments are to be submitted as indicated in the syllabus and timetable. Extensions on assignments may be granted; however, must be negotiated with the instructor prior to the due date and with a date specified for late submissions. Assignments not submitted on the day and time specified will incur a 5% deduction per day including weekends. This will be applied each day until the assignment is received by the instructor. Students can submit assignments by e-mail on weekends, but must provide a paper copy on the first day following the weekend.

If the student does not submit an assignment by course end date and/or final exam date, a zero will be given for that assignment.

Students **MUST** submit all assignments in order to pass the course. If an assignment is not submitted before aforementioned deadlines, the student will receive a failing grade of an F in the course.

### **MOODLE AND EMAIL**

It is the students' responsibility to ensure that they check Moodle courses at minimum of twice daily, once in morning and evening. It is recommended to check Moodle more frequently. It is the students' responsibility to ensure thorough review of all resources and content on the Moodle course site. The instructors have placed many resources and documents to ensure the students' success in each course.

Instructors will communicate with the student group by announcements in the news forum on Moodle. Please ensure that you check this at least twice daily.

It is the students' responsibility to check their Keyano College email at minimum of twice daily, once in morning and again in evening. It is recommended to check email more frequently. Please note that the method to contact your instructor is email. Please allow a 48 hour minimum response time from your instructor on business days. Instructors will not be checking emails on evenings and weekends/holidays. Do not text or call your instructor unless you will be absent for clinical that day; inquiries related to assignments and course content will be sent in an email to your instructor.

### **SPECIALIZED SUPPORTS**

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre and Wellness Services, work together to support student success at Keyano College.

The Student Services department is committed to Keyano students and their academic success. There are a variety of student supports available at Keyano College. Due to the continuing situation with the Covid-19 pandemic, the offered support services will be implemented differently this semester by being provided virtually.

All student services are available during Keyano business hours: Monday to Friday, 0830h-1630h. The Library has evening and weekend hours. Please check [keyano.ca/library](http://keyano.ca/library) for current hours.

**ACCESSABILITY SERVICES:** provides accommodations for students with disabilities.

Students with documented disabilities, or who suspect a disability, can meet with a Learning Strategist to discuss their current learning barriers and possible accommodations. Students who have accessed accommodations in the past are encouraged to contact us to request them for the semester. Please note that requesting accommodations is a process and requires time to arrange. Contact us as soon as you know you may require accommodations. For accessibility services supports and to book a virtual appointment, please contact [accessibility.services@keyano.ca](mailto:accessibility.services@keyano.ca).

Accessibility Services also provides individual and group learning strategy instruction for all students, as well as technology training and supports to enhance learning. Meet with a Learning Strategist to learn studying and test-taking strategies for online classes. Schedule an appointment with the Assistive Technology Specialist to explore technology tools for learning. Book an appointment today by emailing [accessibility.services@keyano.ca](mailto:accessibility.services@keyano.ca)

**ACADEMIC SUCCESS COACHING:** offers you support and access to resources for your academic success to help you to find the Keys to your Success. The Academic Success Coach will work with you to develop an academic success plan, develop your study and time management skills, and connect you with the right resources here at Keyano. [Academic.success@keyano.ca](mailto:Academic.success@keyano.ca) is the best way to access resources during virtual service delivery.

**WELLNESS SERVICES:** offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. All individual appointments will continue virtually.

Wellness Service welcomes students to participate in any of the virtual group sessions offered throughout the academic year addressing topics including mindfulness and test anxiety.

Individual virtual appointments can be made by emailing [wellness.services@keyano.ca](mailto:wellness.services@keyano.ca). If you require mental health supports outside of business hours, please contact 211 from anywhere in Alberta to receive information about community supports.

**LIBRARY SERVICES:** provides students with research and information supports as they engage in their studies. Although the Keyano Library is physically closed, we remain open online. Library

staff are available to support you virtually during the spring semester. For library service supports and inquiries, please email [askthelibrary@keyano.ca](mailto:askthelibrary@keyano.ca).

Individual support with the Information Librarian will be provided virtually. Appointments can be requested by email or by placing a Book a Librarian request using the following online form: <https://forms.keyano.ca/Library/Virtual-Book-A-Librarian>.

Research and Subject Guides are helpful resources when conducting research or addressing your information needs. To view a subject or course specific guide, use the following Subject Guides link: <http://keyano.beta.libguides.com/?b=g&d=a>. To access additional research resources, including Citation Guides (APA, MLA, Chicago, or IEEE), go to the Research Help Library page: <https://www.keyano.ca/en/student-services/research-help.aspx>

**SKILL CENTER:** provides academic support services to students registered in credit programs at Keyano College in the form of tutoring, writing support groups, facilitated study groups, workshops and study space. Tutoring services are **free** to Keyano students. Tutoring is available for Math, Writing, English, and Science subject areas.

While most courses are being offered online, the Skill Center will be offering mostly virtual tutoring services and in-person sessions as requested. Please email [Skill.centre@keyano.ca](mailto:Skill.centre@keyano.ca) to get in contact with our tutoring staff.

For the most up to date information on how to book a tutoring session, please view the Keyano Skill Centre homepage.

**E-LEARNING:** Technology and internet will impact your online learning experience. It's important that you are able to watch an online video and other course materials, take online quizzes, and participant in a live class with your instructor and other students.

Keyano College operates in a Windows based environment and having the correct tools for online learning is important. Here's a list of recommended system requirements for Fall 2020.

- Internet Speed
- Minimum Internet speeds of 5 Mbps.
- Recommended Internet speeds of 25 Mbps (especially if you are sharing your internet at home). Check your internet speed with [Fast.com](http://Fast.com).



## **SYSTEM REQUIREMENTS:**

Microsoft Windows	Apple
<p><b>Minimum Requirements:</b></p> <p>A Windows 10 <b>computer/laptop</b></p> <ul style="list-style-type: none"><li>· Minimum 4GB of RAM.</li><li>· 10GB+ available hard drive storage.</li><li>· Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). <a href="#">Microsoft Office</a> software is free to all Keyano students and employees.</li><li>· Microphone, webcam and speakers. A headset with a microphone is recommended.</li><li>· System updates must be regularly installed.</li><li>· Anti-Virus / Anti-Malware software</li></ul>	<p><b>Minimum Requirements:</b></p> <p>A Macintosh (V10.14 and above) <b>computer/laptop</b></p> <ul style="list-style-type: none"><li>· Minimum 4GB of RAM.</li><li>· 10GB+ available hard drive storage.</li><li>· Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). <a href="#">Microsoft Office</a> software is free to all Keyano students and employees.</li><li>· Microphone, webcam and speakers. A headset with a microphone is recommended.</li><li>· System updates must be regularly installed.</li><li>· Anti-Virus / Anti-Malware software.</li></ul>
<p><b>Recommended Requirements</b></p> <ul style="list-style-type: none"><li>· 8GB of RAM</li><li>· A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download MS Office using your Keyano email for free.</li></ul>	<p><b>Recommended Requirements</b></p> <ul style="list-style-type: none"><li>· 8GB of RAM</li><li>· A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download MS Office using your Keyano email for free.</li></ul>
<p>Chromebooks are <b>not</b> recommended as they are not compatible with testing lockdown browsers.</p> <p>A Microsoft Surface or iPad or iPad Pro may be possible alternatives in some program areas.</p>	

## **SPECIFIC DEPARTMENT REQUIREMENTS:**

Business and OA programs require Windows 10.

Other programs may utilize Windows based tools as well.

## **COMPUTER SOFTWARE**

Students will be able to get access to Microsoft Office 365 for Free using Keyano Credentials by [clicking here](#).

## **RECORDING LECTURES AND INTELLECTUAL PROPERTY**

Students may only record a lecture if explicit permission is provided by the instructor or by Accessibility Services. Even if students have permission to record a lecture or lecture materials, students may not publish any of the lectures or lecture materials, this includes any recordings, slides, instructor notes, etc. on any

platform. Thus no student is allowed to publish or sell instructor notes without formal written permission. It is important to recognize that the Canadian Copyright Act contains provisions for intellectual property.

### **ITS HELPDESK**

If you are having issues with your student account, you can contact the ITS Helpdesk by emailing [its.helpdesk@keyano.ca](mailto:its.helpdesk@keyano.ca) or calling 780-791-4965.

**Please watch your Keyano email for workshop announcements from our Student Services team.**

## **REQUIRED LEARNING EXPERIENCES**

### **Inquiry Based Learning (IBL) Seminars**

Students will collaboratively work through seven (7) Learning Packages using two seminar sessions for each Learning Package. Please note the material covered in these classes is testable material.

- |                                 |                  |
|---------------------------------|------------------|
| 1. We're Expecting              | 5. Parson Family |
| 2. Shannon                      | 6. Megan         |
| 3. Lacey, Evan, Baby Joshua A   | 7. Mark Hoffer   |
| 4. Lacey, Evan, & Baby Joshua B | 8. Epidemiology  |

### **Fixed Resource Seminars**

Students are expected to attend the Fixed Resource classes virtually as scheduled throughout the course. Additional information relevant to the course or assignments will be presented. For times refer to the Nursing 405 timetable. Please note that material covered in these classes is testable material.

1. Nursing Theory - CFIM/CFAM, Rubin/Mercer
2. Nursing Theory – McGill Related to Community and the Rothman Model
3. Sexually Transmitted Infections
4. Immunizations
5. Windshield Survey
6. Infant Nutrition
7. Pediatric Assessment and common diseases
8. Pre-natal care and assessment

### **Lab Activities**

Students are expected to participate in virtual lab having completed appropriate preparation. Students will be active participants in the lab. See timetable for dates and times of labs.

- |                        |                       |
|------------------------|-----------------------|
| 1. Documentation       | 5. Newborn Assessment |
| 2. Epidural Care       | 6. Antenatal Care     |
| 3. Labour and Delivery | 7. Well-Child Clinic  |
| 4. Maternal Assessment |                       |

## REQUIRED LEARNING EXPERIENCES

**Lectures (fixed resources):** This course will be facilitated using a variety of teaching/learning methodologies including lectures, demonstrations, simulation and laboratory practice at a senior level. Students are expected to complete required readings prior to attending virtual lecture.

**Inquiry-Based Learning (seminar):** Students are expected to present to Day 1 of each scenario having prepared the information as if they were going to clinical to provide care for an assigned client. The expectation is that students will complete and present relevant anatomy, physiology, pathophysiology, pharmacology, nursing diagnoses, and nursing interventions at expected Senior 1 Level 3 requirements.

**Laboratory Experiences:** Laboratory experiences occur within a supportive and safe learning environment. The intent of the laboratory learning experience is to facilitate students' psychomotor skills development, encourage critical thinking, and enable the application of theoretical concepts to clinical practice skills at a senior level. The student is responsible to ensure proficiency by using their own time to practice lab skills.

- Attendance in virtual lab is required. Students are responsible for making up a missed lab content and practice. Preparation prior to each lab session is expected by completing textbook and power point readings and relevant practice. Students are expected to practice the skills taught in the labs outside of scheduled lab time at home. The grading method for lab evaluations will be pass/fail.
- Laboratory Evaluation: Evaluation of psychomotor lab learning skills and experiences will be completed by the lab instructor. It is the expectation that students will be sufficiently prepared for lab to be able to demonstrate lab skills to instructor prior to leaving the lab. Successful completion of the skill in the lab does not equate to successful completion of the skill in the clinical setting. It is the student's responsibility to continue to practice the skill outside of dedicated lab time to maintain and/or enhance proficiency.

*Please Note:*

Appendix A and B detail expected participation for Senior 1 Level 3 courses.

## OVERVIEW OF COURSE EVALUATION

Grading for all course evaluation methods will be based on the Four-Point Alpha Grading System.

METHOD OF EVALUATION	DUE DATE	PERCENTAGE OF FINAL GRADE
Scholarly Paper	See Timetable	30%
Weekly Quizzes (5% each)	See Timetable	30%
Final Examination	See Timetable	40%
Laboratory & Tutorial Assessment	See Timetable	Pass/Fail

**Students MUST submit all assignments in order to pass the course. If an assignment is not submitted before aforementioned deadlines, the student will receive a failing grade of an F in the course.**

### **Scholarly Paper - 30%** **Due Date: See Timetable**

The purpose of this paper is to explore the concept of community as client in relation to program planning using the nursing process, with exploration of applicable determinants of health in an Indigenous outlying community. You must demonstrate a clear understanding of the community, identify the priority nursing diagnosis, and create a comprehensive program to address this need. You must use literature that is current and scholarly to support your ideas. Do not describe the literature. See Appendix E for the marking rubric.

#### Sample Case:

You are a newly graduated nurse that is responsible for setting up one program that will benefit the residents of the outlying community described below. The community is 120 km south of the nearest city and is home to 195 people of primarily First Nation and Metis heritage. The community has limited amenities. Homes do not have indoor plumbing and require water to be transported by truck. There is a school that houses grades K-9, a municipal office, police station, and health clinic. The store has closed down, but there is an airstrip. There is a junkyard in town where children often play. As per the census last year, the unemployment rate is 43%.

Students will submit the scholarly paper on Moodle. See timetable for due date.

**Weekly Quizzes - (30%)****See Timetable for Date and Time**

There will be six (6) quizzes, each comprised of 20 multiple choice questions with a time limit of 30 minutes. See timetable for the date/time of each quiz. Quizzes will be written on Moodle and students must use their own device. There are 20 multiple choice questions which will incorporate material that has been covered in both fixed resources, labs, and IBL sessions. See Appendix F for online quizzes and exam writing expectations.

*Lockdown Browser + Webcam is required for this exam. See Appendix G*

**Final Exam: - (40%)****See Office of the Registrar Exam Timetable for Date and Time**

This exam will incorporate content from all learning exemplars, fixed resources and labs. The format for the final exam will be 100 multiple choice and it will be written on Moodle. The date and time of the exam will be set by the Office of the Registrar. Refer to the Keyano College Final Exam Schedule for the date/time of the exam. Please see Appendix F and Appendix G for on line exam writing expectations.

*Lockdown Browser + Webcam is required for this exam. See Appendix G*

**Laboratory & Seminar Assessment**

Students will be awarded a grade of pass/fail based on the criteria identified in Appendix A. Instructors will meet with any student that is in danger of not achieving any of the criteria identified in Appendix A. remedial plan will be initiated to facilitate student success. Students who are meeting the criteria will not be required to meet with their instructor.

## REQUIRED MATERIALS

All texts bought in Year 1 and 2 of the Program will be utilized in Nursing 405. Required Texts for this course are:

Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., Wilson, D., Keenan-Lindsay, L., & Sams, C. A. (2017). *Maternal Child Nursing Care in Canada* (2<sup>nd</sup> ed.). Toronto, ON: Elsevier Canada, Ltd.

Stanhope, M., Lancaster, J., Jakubec, S. L., & Pike- MacDonald, S. A. (2017). *Community Health Nursing in Canada* (3<sup>rd</sup> Canadian ed.). Toronto, ON: Elsevier.

In addition to the texts above, students must have access to an electronic device with a reliable internet connection, video recording capabilities (ie. a webcam) and a microphone. This device must be compatible with Respondus LockDown Browser (see Appendix E)

## APPENDIX A

### Inquiry-Based Learning (IBL) Seminar Student and Instructor Roles

#### Student Role:

1. Students take an active, independent approach to their learning by:
  - a. determining what they need to pursue as learning issues within the Undergraduate Nursing IBL Curriculum
  - b. directing their own inquiry through group process work.
2. Students are committed to the group and willingly share their intellect, knowledge and expertise as demonstrated by their:
  - a. attending scheduled IBL group sessions as a requirement of the undergraduate program.
  - b. being prepared for group sessions by having completed their work assignment previously determined by their group.
3. Students share equally in group roles and responsibilities that facilitate their learning through group process work by:
  - a. helping group members to focus on given situations through reading it aloud.
  - b. recording the learning issues, assumptions and connections made by group (i.e., hypotheses) as well as other public lists of data, graphic representations important to their learning.
  - c. moderating group sessions and keeping track of learning issues and responsibilities for next session.
  - d. keeping track of the time used during group session to ensure the various and necessary activities of IBL group work occur.
4. Students follow through with the analysis and decision-making process associated with IBL situations specifically by:
  - a. identify learning issues within a given situation.
  - b. determine group member assignments needed for pursuing the learning issues.
  - c. individually or collectively complete assignments as planned by group.
  - d. share what has been learned, interpreted and synthesized with entire group.
  - e. participate in the end-of-session review of each IBL situation.
  - f. encourage and support participation of other group members during group sessions

- g. appraise credibility of information shared in-group sessions according to sources utilized and cited by group members.
  - h. provide feedback about individual and collective group member performance to group as a whole.
  - i. be open to receiving feedback about own performance and contribution to group process from fellow group members.
5. Students demonstrate respect and responsibility for the resources utilized in pursuing learning issues both in relation to their own needs as well as the needs of other students by:
- a. taking only the resources and materials that are necessary for learning issue being pursued.
  - b. returning resources and materials promptly when finished using them.

**Instructor Role:**

1. In order to facilitate the IBL principle that learning is deliberate, focused and outcome-oriented, the instructor:
  - a. understands relationship between learning situations under exploration by students and overall goals of the inquiry-based learning curriculum.
  - b. serves as a learning process guide rather than a content expert for students oriented towards learning focused inquiry-based learning outcomes.
2. In order to facilitate the IBL principle that students are active, involved, independent learners, the instructor:
  - a. guides students through active learning process by asking questions rather than giving instructions thereby stimulating students to:
    - i. discover what it is they do not know or understand
    - ii. determine what they need to learn.
    - iii. determine how they will go about meeting their learning needs.
    - iv. seek credible resources that adequately address their learning needs.
    - v. synthesize information in relation to the demands of the inquiry-based situation.
  - b. encourages students to be critical thinkers through a facilitative process that involves first modeling, then coaching and eventually mostly observing the students in action.
3. In order to facilitate the IBL principle that learning is a deliberate, deep reflective, critical activity, the instructor:



- a. challenges rather than confirms all conclusions that students reach, not just those that may be wrong (e.g., “Are there other possibilities you may not have thought of?” “Let’s stop and review our hypothesis again.”)
  - b. encourages students to question their own ideas and hypotheses (e.g., “Do the rest of you agree with that?” “What is the supporting evidence for that idea?” “What do you mean?” “How do you know that’s true?” “Can you please explain that to us?” or, “Why do you want to know that?”)
  - c. probes even after students feel they have learned (e.g., “What does that do for you?” “What does it mean in terms of your ideas about the situation?”)
4. In order to support the development of constructive group dynamics, the instructor:
- a. expects and feels comfortable with the various phases of group development.
  - b. uses facilitative communication skills that support task and maintenance group functions.
  - c. fosters discussion patterns in group that involve all students.
  - d. encourages debate and disagreement, among group members.
  - e. supports decision-making process that has the support of all group members.
  - f. addresses dysfunctional group behaviors with entire group, constructively exploring how to reduce the negative effects on group progress.
  - g. models constructive ways of giving others feedback about their contributions to group process.
5. In order to facilitate evaluation of student seminar performance, the instructor:
- a. reviews and clarifies overall program goals with those of each inquiry-based learning situation.
  - b. helps students articulate personal learning objectives and the means by which to evaluate whether and how well each of those objectives is attained.
  - c. provides constructive feedback to students throughout learning process identifying both what has been as well as what remains to be achieved by student.
  - d. prepares an evaluative report for each student indicating whether the expected seminar learning outcomes for a given term have been achieved.
6. Respecting learner needs that are both individually unique and common to groups of students, the instructor:
- a. helps students realize that each one comes to the group with valuable skills and experiences.
  - b. listens to student concerns with open verbal/non-verbal communication behaviours.
  - c. supports students on a personal level, building them up not putting them down.

- d. encourages during periods of frustration thus encouraging students to believe in their capabilities.
  - e. is open to variation as well as commonalities in life experience; accepts differences in opinion.
  - f. attends to group process in seminars/labs with interest and enthusiasm so that students feel what they are experiencing matters.
  - g. is flexible in scheduling time to meet with students outside of usual seminar times.
7. In order to create a climate of trust in a seminar setting, the instructor:
- a. both models and supports individual risk-taking behaviours reflecting moves from comfortable to new positions and roles.
  - b. respects the behaviours and roles assumed by group members.
  - c. asks group for permission before assuming leadership role in group process work.
  - d. follows words, promises and commitments through with actions.
  - e. models willingness and ability to identify personal strengths and weaknesses that influence group functioning.

## APPENDIX B

### Laboratory Student and Instructor Roles

#### **Student Role**

In the lab setting, students continue to take an active, independent approach to their learning as outlined in the Inquiry-Based Learning (IBL) Seminar Student Role and Tutorial Assessment Guide of Students in IBL document which include:

1. Being committed to the lab group and willingly sharing their intellect, knowledge and expertise.
2. Attending scheduled lab sessions as a requirement of the undergraduate program.
3. Coming to each lab prepared, having completed required readings and viewed required audiovisual resources.
4. Seeking resources that will support their learning lab skills.
5. Asking questions which contribute to their ability to assess critique and appraise what they do and do not know or understand about skill development; not requesting demonstration
6. Exploring and discussing the underlying rationale for skills learned.
7. Applying research-based evidence to the development of their skills.
8. Participating in the ongoing development of constructive group dynamics in their lab group.
9. Respecting and being responsible for the resources utilized in learning skills by leaving the lab in a prepared state for use by students who follow them in the lab setting.

#### **Instructor Role**

In the labs, instructor are expected to:

1. Continue to facilitate the principles of inquiry-based learning as outlined in the document Instructor Role: Inquiry-Based Learning Seminar Sessions.
2. Guide students through an active learning process in a lab situation by asking questions rather than giving instructions.
3. Ask questions, which stimulate the student to assess/critique/appraise, what they do not know /understand regarding skills in the lab.
4. Assist the students to consider the rationale for skills learned in the lab.
5. Assist the students to use research-based evidence in the development of their skills in the lab.
6. Assist the students to use the principles involved with skills in lab situations.
7. Motivate students to seek resources that will support their learning about lab skills.
8. Act as a role model within the lab setting.
9. Evaluate students' abilities to perform skills in the lab setting (e.g. OSCE'S).
10. Continue to support the ongoing development of constructive group dynamics.
11. Respect students as learners who have different learning styles.
12. Create and foster a climate of trust within the group in the lab setting.

## APPENDIX C

UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE NURSING PROGRAM
KEYANO COLLEGE- SENIOR MARKING GUIDE

The following marking system utilizes the numerical system for the evaluation of Senior level students (Years 3 and 4):

Grade	Status	Criteria
96-100	Outstanding	Outstanding integration of theoretical and research literature in developing, analyzing, and synthesizing own ideas with objective application of evidence to support conclusions. Extraordinary and creative writing ability demonstrated in development and presentation of own ideas. Consistently identifies prominent theoretical argument(s) and ideas throughout paper; includes opposing points of view where relevant. Paper has a solid structure that is concise, logical, and very well-organized. Format requirements are met as per APA 6 <sup>th</sup> edition with minimal grammatical and spelling revisions.
90-95	Excellent	Excellent integration of theoretical and research literature in developing and analyzing ideas with application of evidence to support conclusions. Excellent and creative writing ability demonstrated in development and presentation of own ideas. Well-organized, linkages evident, logical conclusions/arguments. Format requirements are met as per APA 6 <sup>th</sup> editions with minimal grammatical and spelling revisions.
85-89	Very Good	Very good integration of theoretical and research literature in developing and analyzing ideas with application of evidence to support conclusions. Very good creative writing ability demonstrated in development and presentation of own ideas. Well-organized, linkages evident, logical conclusions/arguments. Format requirements are met as per APA 6 <sup>th</sup> editions with minimal grammatical and spelling revisions.
80-84	Very Good	Very good attempt to integrate theoretical and research literature; however, ideas are not fully developed with minimal analysis, synthesis and evaluation. There is adequate demonstration of creative and critical thinking, comprehension and interpretation of the topic and incorporation of own ideas. Overall, key ideas are presented in a concise, logical, and well organized manner;

		presents some major alternative points of view and supports own conclusions with literature. Minor format revisions are required as per APA 6 <sup>th</sup> edition with a few grammatical and spelling errors.
76-79	Good	A good attempt to integrate theoretical and research literature; however, ideas are not fully developed with minimal analysis, synthesis and evaluation. There is adequate demonstration of creative and critical thinking, comprehension and interpretation of the topic and incorporation of own ideas. Overall, key ideas are presented in a concise, logical, and organized manner; presents some alternative points of view and supports own conclusions with literature. Minor format revisions are required as per APA 6 <sup>th</sup> edition with a few grammatical and spelling errors.
72-75	Good	Presents a good review of theoretical and research literature. Own ideas and literature are understood and applied, but not fully developed, analyzed, synthesized or evaluated. Identifies key concepts, alternative arguments, however discussion and conclusions are inadequate. Revisions required with respect to presenting ideas in a concise, logical, and well-organized manner. Format requirements, grammar, and spelling expectations are inconsistently met as per APA 6 <sup>th</sup> edition.
68-71	Satisfactory	Demonstrates satisfactory superficial theoretical and research integration. General content areas identified; discussion lacks creative development of ideas, analysis, synthesis, and evaluation of topic. Definite revisions required in presentation of ideas in a concise, logical and well-organized manner. Format requirements, spelling and grammatical expectation inconsistently met as per APA 6 <sup>th</sup> edition.
64-67	Satisfactory	Demonstrates very superficial theoretical and research integration. General content areas identified; discussion lacks creative development of ideas, analysis, synthesis, and evaluation of topic. Definite revisions required in presentation of ideas in a concise, logical and well-organized manner. Format requirements, spelling and grammatical expectation inconsistently met as per APA 6 <sup>th</sup> edition.
60-63	Minimal Pass	Demonstrates marginal theoretical and research integration in discussion. Lacks structure, development, analysis, synthesis and organization of ideas. Major revisions required with respect to flow of ideas and grammatical errors. Limited application of required format APA 6 <sup>th</sup> edition.
55-59	Poor	Demonstrates poor theoretical and research integration. Minimal structure, development, analysis, synthesis and poor organization

		of ideas. Major revisions required with respect to flow of ideas and grammatical errors. Limited application of required format as per APA 6 <sup>th</sup> edition.
50-54 0-49	Fail	Content requirements not fully reviewed or addressed; minimal integration of theoretical/research in discussion. The assignment has no structure or organization. Ideas are not logically or clearly presented. Consistent errors in grammar, spelling and/or format as per APA 6 <sup>th</sup> edition.  Paper is plagiarized or not handed in.

**Appendix C**  
**Competency Levels and Year End Outcomes**  
**Bloom's Revised Taxonomy**

<i>Scholarly Writing Year End Outcome: Demonstrates understanding of content through scholarly writing across the curriculum.</i>		
Year	Year End Outcome	Bloom's Revised Taxonomy
One	With minimal assistance, uses scholarly writing skills to understand and provide written descriptions of knowledge from nursing and other related disciplines.	<p>Remember</p> <ul style="list-style-type: none"> <li>• Identifies relevant prior knowledge from nursing and related disciplines.</li> <li>• Identifies new knowledge about the concept/issue from nursing and related disciplines.</li> </ul> <p>Understand</p> <ul style="list-style-type: none"> <li>• Identifies the components of the concept/issue.</li> <li>• Summarizes knowledge from the selected literature.</li> <li>• Explains the relevance of the concept/topic to nursing practice.</li> </ul>
Two	With guidance uses scholarly skills to apply knowledge derived from nursing and related disciplines.	<p>Apply</p> <ul style="list-style-type: none"> <li>• Explains how the concept/issue is applicable in nursing practice.</li> <li>• Demonstrates, with supporting exemplars, the application of the concept/issue in a specific nursing practice situation.</li> </ul>
Three	With minimal guidance uses scholarly writing skills to analyze and synthesize knowledge from nursing and other related disciplines.	<p>Analyze</p> <ul style="list-style-type: none"> <li>• Explores the interrelatedness of the components of the concept/issue.</li> <li>• Discusses the theoretical foundation of the concept/issue.</li> </ul>
Four	Independently uses scholarly writing skills to critically evaluate knowledge from nursing and related disciplines.	<p>Evaluate</p> <ul style="list-style-type: none"> <li>• Critiques the evidence relative to the concept/issue.</li> <li>• Describes gaps/ inconsistencies in the evidence.</li> <li>• Compares the perspective of theorists from nursing and related disciplines.</li> <li>• Presents a convincing argument for the importance of the concept/topic to client care and nursing practice.</li> <li>• Draws conclusions about the concept/issue and its potential to shape the profession of nursing.</li> </ul>

## APPENDIX D

### Keyano College Percentage – Alpha Grading System

<b>Descriptor</b>	<b>Percentage Scale</b>	<b>Alpha Scale</b>
<b>Excellent</b>	<b>96-100</b>	<b>A+</b>
	<b>90-95</b>	<b>A</b>
	<b>85-89</b>	<b>A-</b>
<b>Good</b>	<b>80-84</b>	<b>B+</b>
	<b>76-79</b>	<b>B</b>
	<b>72-75</b>	<b>B-</b>
<b>Satisfactory</b>	<b>68-71</b>	<b>C+</b>
	<b>64-67</b>	<b>C</b>
<b>Minimum Pass</b>	<b>60-63</b>	<b>C-</b>
<b>Poor</b>	<b>55-59</b>	<b>D+</b>
	<b>50-54</b>	<b>D</b>
<b>Failure</b>	<b>0-49</b>	<b>F</b>



## APPENDIX E

### SCHOLARLY PAPER MARKING RUBRIC

	<b>Criteria</b>	<b>Weight (%)</b>	<b>Grade</b>
Community Assessment	Comprehensive assessment of sample community Accurately describes and applies relevant determinants of health to sample community Assessment incorporates literature to support findings	20%	
Diagnosis	Arrives at appropriate <b>priority</b> nursing diagnosis based on sample community. Establishes the relevance of the diagnosis by supporting with literature	10%	
Program Planning and Implementation	Comprehensive program planning to address priority need Program planning is creative and provides tangible solution to address the community's need Identifies SMART goal Demonstrates strong application of methods to achieve program success. Program planning supported by literature	40%	
Evaluation	Identifies appropriate methods intended to evaluate program success Evaluation aligns with SMART goal	10%	
Culture	Cultural implications detailed throughout the paper Ideas supported by literature	10%	
Writing & APA	Paper is organized, ideas arranged logically and flow smoothly Not over page limit of 8 pages Scholarly references used throughout the paper References <5 years old Follows APA guidelines and standard English No grammatical, spelling, punctuation, usage, or formatting errors Minimal use of direct quotations, used only when relevant and incorporated well into body of text.	10%	
<b>Total Grade</b>			
Instructor Notes:			

**APPENDIX F**  
**Expectations of Students Writing On-Line Quizzes and Exams**

1. LockDown Browser is required for all online exams. Please see Appendix G
2. Students are responsible for accessing the quiz from a location and computer of their choice. Final examination must be taken in the assigned computer lab within the college as it is an invigilated examination. The student is responsible for discussing any computer/internet issues with the Instructor at least two days prior to the quiz date listed on the course timetable.
3. Quizzes and exams are not open book exams. The quiz or exam is to have been studied for prior to the quiz/exam date and is to be completed independently; that is by oneself, not in collaboration with or company of another person or persons. No photos or screenshots of quiz/exam questions are to be taken via phones or any other device.
4. Once the quiz/exam has started, the student will submit their answers immediately before going on to the next question. The student will not be able review/change answers.
5. Students must ensure they have a reliable internet connection.
6. If students are writing the quiz from outside Fort McMurray or in another province, it is the students' responsibility to ensure the time change is adhered to. That is if the exam is to start at 0900 hours Alberta time and is being written in Ontario, then the time to begin the exam is at 1100 hours Ontario time. It is strongly recommended that students write within Alberta as Moodle may not be supported outside of the province. Students must seek permission from instructor if writing a quiz/exam outside of the province. Please note: it is not advisable to write a quiz outside of Fort McMurray.
7. Time for online quizzes/exams will be strictly adhered to. For example, if a quiz is for thirty minutes it will be open for exactly thirty minutes. The instructor will let the student know the exact time of the quiz/exam.
8. No grades will be released until the instructor has had time to review the quiz/exam stats. Once the review has been done, the marks will be released. Review of quiz/exam questions in class will be done at the instructors' discretion.
9. If any issue arises during the taking of the quiz/exam, the student is to contact the instructor immediately at the time of the issue.
10. It is the responsibility of each student to be familiar with the contents of the Student Code of Conduct. At the beginning of January 2016, it will be mandatory that all students sign a form identifying they have read/or are familiar with the Student Code of Conduct. First, Second, and Third year students will have read or are familiar with the Keyano College Student Code of Conduct. Fourth year students will identify they are familiar with the University of Alberta Student Code of Conduct. Beginning in September 2017, all new students plus students moving from third to fourth year will be mandated to sign the above form(s).

## **Appendix G**

### **LockDown Browser + Webcam Requirement**

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be the type that's built into your computer or one that plugs in with a USB cable. Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature. <https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

LockDown browser is compatible with Windows (10, 8 and 7), Mac (OS X 10.7 or higher) and iPads (iOS: 7.0+). It is not compatible with Chromebooks.

#### **Download Instructions**

- Download lockdown browser from this link:  
<https://ilearn.keyano.ca/course/view.php?id=28874#section-7>

Alternatively:

- Select the quiz in the course
- You will see the message "This quiz has been configured so that students may only attempt it using the Respondus LockDown Browser."
- Below this will appear a "Download LockDown Browser" link. Click the button to go to the download page and then follow the instructions
- Download Respondus LockDown Browser to your computer; follow the installation instructions
- Return to the Quiz page in Moodle (it may still be open in another tab)
- Select "Launch LockDown Browser"
- The quiz will now start

Note: LockDown Browser only needs to be installed once to a computer or device. It will start automatically from that point forward when a quiz requires it.

#### **Guidelines**

When taking an online quiz, follow these guidelines:

- Ensure you're in a location where you won't be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam
- To produce a good webcam video, do the following:
  - Avoid wearing baseball caps or hats with brims

- Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
- If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
- Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

### **Getting Help**

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- The Keyano IT Help Desk can be contacted at 780-791-4965 or at [ITS.helpdesk@keyano.ca](mailto:ITS.helpdesk@keyano.ca)
- Respondus has a Knowledge Base available from [support.respondus.com](http://support.respondus.com). Select the "Knowledge Base" link and then select "Respondus LockDown Browser" as the product. If your problem is with a webcam, select "Respondus Monitor" as your product
- If you're still unable to resolve a technical issue with LockDown Browser, go to [support.respondus.com](http://support.respondus.com) and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

## Student Course Agreement N405

I, \_\_\_\_\_, agree that I have read the syllabus in detail. I agree that I understand the contents of the syllabus, and if I did not, I have asked my instructor for clarification immediately. I agree to all terms of the syllabus and I agree to adhere to all terms aforementioned. Should the above conditions not be met I understand that this will be reflected in my Evaluation of Nursing Practice and may affect my success in the course. I understand that I am required to submit my plagiarism certificate prior to submitting my scholarly paper.

Date: \_\_\_\_\_

Print name: \_\_\_\_\_

Signature: \_\_\_\_\_

Instructor signature: \_\_\_\_\_



## Nursing 405 Community Health

### Nursing

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This course outline has been reviewed and approved by the Program Chair.

*Candi Muise*

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Candi Muise, Instructor

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Heidi Alberts, Instructor

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Arlene Starks, Chair

Date Authorized

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Elijah Ahlquist, Dean

Date Authorized

**Signed copies to be delivered to:**

Instructor

Office of the Registrar