



PRACTICAL NURSING 204

**NURSING FOUNDATIONS V1:
COMMUNITY NURSING**

February 5, 2020 –February 24, 2020

COURSE OUTLINE

**Instructor:
Fatima Legrou**

Revised 2020

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**PRACTICAL NURSING 204
NURSING FOUNDATIONS VI:
COMMUNITY NURSING**

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**NURSING FOUNDATIONS VI:
COMMUNITY NURSING
COURSE OUTLINE**

CALENDAR STATEMENT/ COURSE DESCRIPTION

NURSING FOUNDATIONS VI: * Semester 3

This nursing course provides the learner with theories of family and community to acquire the knowledge and skill required to promote the health and well-being of populations within the community. The course emphasizes the importance of collaboration between the interdisciplinary health-care team, families, and communities to achieve safe, evidence-informed community nursing practice. The learner will build upon previous nursing knowledge and related theory in adapting the nursing approach to the care and health promotion of the family and community using the nursing metaparadigm and nursing process. Trends and issues in the care of families and communities will also be explored.

Pre-requisites: PN 200, successful completion of all first year courses

COURSE HOURS

TOTAL HOURS: 45 **LECTURE: 45** **CREDITS: 3**

TUTOR INFORMATION

Instructor: Fatima Legrou
Phone (Office): 780-791-8949
E-mail: Fatima.legrou@keyano.ca
Office Hours: By appointment only

GENERAL LEARNING OUTCOMES

General Learning Outcomes

Upon successful completion of this course, the learner will meet the following outcomes:

1. Describe the role of the practical nurse as part of the interdisciplinary health-care team in the community.
2. Integrate the nursing metaparadigm, nursing theory, and related knowledge into community nursing.
3. Explain the concepts of health promotion and population health as related to community nursing.
4. Maintain and promote safety of clients within the community.
5. Apply the nursing process to the community as client.
6. Integrate concepts of nurse/client synergy to community nursing care and health promotion.
7. Determine appropriate communication techniques to establish a therapeutic nurse/client relationship with community as client.
8. Apply principles of teaching and learning related to the community as client.
9. Identify the legal and ethical principles in the care of the community as client.
10. Incorporate the concept of cultural competence in the community setting.
11. Apply knowledge of documenting, reporting, and recording of pertinent client information to community nursing,
12. Integrate professionalism and leadership to the community as client.
13. Incorporate research findings in evidence-informed practice in the delivery of community nursing care.
14. Demonstrate reflective practice for personal and professional growth and continued learning related to community nursing

Instructional Methods

- This course uses a variety of teaching/learning methods including: case studies, reflective questions, discussions, personal discovery, interactive online learning activities, multiple-choice assessments, and critical thinking exercises. These course activities provide the opportunity for learners to learn with and from others who are undergoing a similar learning experience.
- The course emphasizes pre-class preparation, participation in interactive classes, and post-class reflection and review. The learner is expected to take an active part in class discussions and take responsibility for his/her own learning. The instructor's role is to facilitate learning.

Online Course Information

Due to the pandemic, COVID-19, this course will be delivered in an online format. Instructors will deliver course material by utilizing different platforms that best suits the course. Online resources may include Microsoft Teams, ZOOM, virtual simulation, Adobe Connect, or Voice-Over PowerPoint Presentations. Courses will remain interactive throughout the semester and may include video lectures, forum discussions and virtual group projects. Evaluation criteria will be listed in each course syllabus.

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

ON LINE EXAMS

Expectations of Students Writing On-Line Exams

1. Each instructor will have the following options with regards to writing quizzes: writing on line from a location and computer of their choice; writing in a classroom with their own device invigilated by the instructor, or writing the quiz on paper. The course instructor will provide information related to where the student is to write the quiz.
2. If quizzes are written from a location and computer of their choice, these are **not** open book exams. The quiz is to have been studied for prior to the quiz or exam date and is to be completed independently: that is by oneself, not in collaboration with or in the company of another person or persons. No photos of quiz questions are to be taken via phones.
3. Midterm and Final exams will be invigilated by the instructor. The time and place can be found in the course syllabi. Students may be required to provide their own devices for these exams.
4. Students who are writing from a location and computer of their choice are responsible for discussing any computer/internet issues with the instructor at least two days prior to the exam date listed in the course timetable.
5. Once the quiz/exam has started, the student will submit their answers immediately prior to going on to the next question.
6. Time for all quizzes and exams will be strictly adhered to. For example if a quiz is 30 minutes, the quiz will be open for exactly 30 minutes.

7. 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 the quiz/exam questions in class will be done at the instructor's discretion.
8. If any problem arises during the taking of the quiz/exam, the student is to contact the instructor immediately at the time of the issue.
9. It is the responsibility of each student to be familiar with the contents of the Student Code of Conduct. It is 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 Sept 2016, all new students plus those moving from third year to fourth year will be mandated to sign the above form(s)

[Using LockDown Browser for Online Exams](#)

This course requires the use of LockDown Browser for online exams. Watch this short video to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams).

Then download and install LockDown Browser from this link:

<https://ilearn.keyano.ca/course/view.php?id=28874#section-7>

To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this Student Quick Start Guide (PDF)

Finally, when taking an online exam, follow these guidelines:

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc. and don't have them within reach
- Clear your area of all external materials — books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test

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

PRACTICAL NURSING PROGRAM POLICIES

Please refer to Keyano College Practical Nurse Handbook for specific Practical Nursing Program policies and to Keyano College Calendar for general College policies.

LATE POLICY FOR ASSIGNMENTS

LATE ASSIGNMENTS:

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. Assignments are due at 1200 on the required day.

SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE

ACCESSIBILITY SERVICES: LEARNER ASSISTANCE PROGRAM

It is the College's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let your instructor know immediately so that we can discuss options. You are also welcome to contact Disability Services (780-791-8934) to establish reasonable accommodations.

OVERVIEW OF LEARNING EXPERIENCES

Students will work through 8 Units in the classroom. Units to be covered in Nursing Foundations VI :Community Nursing are as follows:

Course Units

This course consists of the following units:

Unit 1: Foundations of Community Health

Unit 2: Community Health Nursing Roles

Unit 3: Health Promotion and Diversity

Unit 4: Community as Client

Unit 5: Working with Vulnerable Populations

Unit 6: Family as Client

Unit 7: Communicable Disease Control

Unit 8: Environmental Health and Disaster Management

CODE OF ETHICS

The following CLPNA competencies are learned during the Nursing Foundations V course:

- A: Nursing Knowledge
- B: Nursing Process
- C: Safety
- D: Communication and Interpersonal Skills
- E: Nursing Practice
- Q: Rehabilitation Nursing
- R: Community Health
- S: Clinic Based Nursing
- T: Occupational Health and Safety
- W: Professionalism
- X: Licensed Practical Nurse Role

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

- The CLPNA Code of Ethics and Standards of Practice.

Refer to www.clpna.com for references

REQUIRED TEXTS

PRIMARY TEXT

Stanhope, M., Lancaster, J., Jessup-Falcioni, H., & Viverais-Dresler, G.A. (2017). *Community health nursing in Canada* (3rd Canadian ed.). Toronto, ON: Elsevier.

Potter, P. A., Perry, A.G, Stockett, P. A., Hall, A.M., Ross-Kerr, J.C., Wood, M.J. Astle, B. J., & Duggleby, W. (2014). *Canadian fundamentals of nursing* (6th ed.). Toronto, ON: Elsevier Mosby.

Practical Nurse Collaborative Curriculum. (2020). *Nursing Foundations VI: Community nursing: Course materials*.

Internet Resources to Supplement Text Readings

Alberta Health and Wellness website at www.health.gov.ab.ca

Boyle Street Community Services website at <http://boylestreet.org>

College of Licensed Practical Nurses of Alberta website at www.clpna.com

OVERVIEW OF COURSE ASSESSMENT

Assessments

To receive credit in Nursing Foundations VI: Community Nursing, the learner must complete all course requirements, which include all assignments and exams.

Course credit will **not** be given if only parts of the course have been completed.

DISTRIBUTION OF MARKS

THEORY			Exam Date
Midterm Exam multiple choice	Demonstrate knowledge of course content (Units 1–4)	25%	February 12, 2020
Assignment 1	Health Promotion/Injury Prevention Resource/Teaching	25%	February 13, 2020
Assignment 2	Building Your Professional Portfolio	10%	February 14, 2020
Final Exam cumulative; multiple choice	Demonstrate knowledge of all course content	40%	February 24, 2020
		Total	100%

PASSING LEVEL AND GRADING SCALE

This is a theory course. Students must complete all assignments and examinations to receive a final grade. Students will not be allowed to rewrite assignments or exams to raise their grade.

To receive credit for Nursing Foundations V, a learner must achieve each of the following:

- A minimum overall grade of 1.7 (C–) or 60%

Refer to the Practical Nurse Program Handbook for information regarding grading scale, extensions, and other program standard practices.

Important Additional Information

Note to all Learners: It is the learner's responsibility to retain course outlines for possible future use in support of applications for transfer credit to other educational institutions.

COURSE ASSESSMENT

Assessment of mastery of the content of Nursing Foundations VI: Community Nursing will be determined through the learner meeting expectations for the following:

- Development of a Health Promotion/Injury Prevention Teaching Resource and Analysis paper
- Building your professional portfolio
- Midterm exam
- Final cumulative exam

Assignment 1: Health Promotion/Injury Prevention Teaching Resource and Analysis Paper

The learner will complete this assignment at a time determined by the instructor/tutor. To complete this assignment, you will develop a teaching resource focusing on either health promotion or injury prevention in the community. You will then write a scholarly paper analyzing the teaching resource. **This assignment contributes 25% towards the course grade.**

Assignment 2: Competency Profile

You are **expected** to maintain and enhance the Professional Portfolio begun in Nursing Foundations I during each Nursing Foundations course. At the end of each Nursing Foundations course you will submit evidence of having maintained and enhanced your Professional Portfolio to your instructor/tutor. **This assignment contributes 10% towards the course grade.**

Midterm Exam

This exam contributes 25% toward the course grade. It covers course information from Unit 1 through Unit 4 inclusive.

Exams will be offered online through Moodle. A device that enables internet access will be required for exam completion. Students who do not have access to such devices should notify the tutor at least one week in advance. The time and venue are flexible and will be discussed at orientation.

Final Exam

This exam contributes 40% toward the course grade. It covers all course information from Unit 1 through Unit 8. The final exam will also be offered online through Moodle. A classroom and specific time will be scheduled and the option to write in another venue will be discussed at the start of the course.

ASSIGNMENT 1:HEALTH PROMOTION/INJURY PREVENTION TEACHING RESOURCE AND ANALYSIS PAPER

In this assignment, you will have the opportunity to do each of the following:

- Create a health promotion or injury prevention resource addressing an issue in your community.
- Complete an analysis paper of the teaching resource.

Through this assignment, you will create a health promotion or injury prevention resource addressing a health issue in your community using a method of your choice (e.g., pamphlet/brochure, PowerPoint presentation, poster presentation, radio/TV commercial or webpage). The resources need to be appropriate as a teaching resource for your target audience.

***See Appendix A for Marking Guide**

Instructions

1. Choose a group/population in your community and assess the client for health promotion/injury prevention health education needs.
2. Choose a health issue to target for this audience and describe why this is an issue for this group.
3. Use research for evidence-informed practice as part of the assessment and health promotion/injury prevention strategies pertinent to the target audience. Develop a teaching strategy based on assessment and “at risk” health behavior. Apply teaching and learning principles in the learning resource.
4. Describe how to evaluate the members of the target audience to identify whether strategies were successful. Choose three questions the target audience will answer to evaluate your teaching resource.
5. Develop resource:
 - Use method of your choice (e.g. pamphlet/brochure, PowerPoint presentation, poster presentation, radio/TV commercial or webpage).
 - Alternate ideas for resources must be preapproved by your instructor.
 - Assure the resource is appropriate to reach the learning needs of the target audience based on your assessment. Include a smart goal for your target audience.
6. Complete an analysis paper including the following:
 - The paper should be 2–3 pages in length minimum. It must be typewritten (word-processed) and follow APA 6th edition format.
 - Include a title page.

- Headings – Research, Teaching Resource and Evaluation

- A brief description of the target audience, background information, current prevalence of the issue, magnitude of the problem, and factors influencing the problem
- Identification of three “at-risk behaviors” or factors
- A brief description of your learning/teaching strategy
- Discussion on the development of your teaching method and tool based on assessment and “at-risk” health behavior
- Description of the resource developed
- Your plan for evaluation of the resource (questions for participants to answer – Minimum three) and a self-evaluation (one strength and one suggestion for improvement identified)
- An APA-format reference list. Include three (3) references, with one being a current nursing journal.
- The teaching resource will be presented in the classroom.

Submit the marking guide with your assignment.

PERFORMANCE REQUIREMENTS

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](#). The Keyano College credit calendar also has information about Student Rights and Code of Conduct. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Code of Conduct Policies.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student's learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

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; and
- 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 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 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. Then print the certificate, sign it, and show it to each of your instructors. Your course work may not be graded until you show this signed certificate.

Specialized Supports

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 mostly virtually. In-person service can be requested as needed. All Alberta Health Services guidelines will be followed for in-person appointments—wear a mask, maintain two meters of physical distance, use hand sanitizer, and stay home if you are unwell.

All student services are available during Keyano business hours: Monday to Friday, 8h30-16h30.

The Library has evening and weekend hours. Please check keyano.ca/library for current hours.

Accessibility 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.

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

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 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 Services 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.

Library Services: provides students with research and information supports as they engage in their studies. Library staff are available to support you both virtually and in person during the fall semester. For library service supports and inquiries, please email 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 online form found [here](#).

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](#)

To access additional research resources, including Citation Guides (APA, MLA, Chicago, or IEEE), go to the [Research Help Library page](#).

Skill Centre: 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 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.

System requirements:

Microsoft Windows	Apple
<p>Minimum Requirements:</p> <ul style="list-style-type: none"> · A Windows 10 computer/laptop · Minimum 4GB of RAM. · 10GB+ available hard drive storage. · Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). Microsoft Office software is free to all Keyano students and employees. · Microphone, webcam and speakers. A headset with a microphone is recommended. · System updates must be regularly installed. · Anti-Virus / Anti-Malware software 	<p>Minimum Requirements:</p> <ul style="list-style-type: none"> · A Macintosh (V10.14 and above) computer/laptop · Minimum 4GB of RAM. · 10GB+ available hard drive storage. · Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). Microsoft Office software is free to all Keyano students and employees. · Microphone, webcam and speakers. A headset with a microphone is recommended. · System updates must be regularly installed. · Anti-Virus / Anti-Malware software.
<p>Recommended Requirements</p> <ul style="list-style-type: none"> · 8GB of RAM · 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 	<p>Recommended Requirements</p> <ul style="list-style-type: none"> · 8GB of RAM · 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
<p>Chromebooks are not 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>	

Computer Software

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

Recording of 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 or calling 780-791-4965.

APPENDIX A
Marking Guide for Assignment 1

**Assignment 1: Health Promotion/Injury Prevention Teaching
Resource and Analysis Paper – Marking Guide**

KEY CONTENT

MARKS

RESEARCH (20 MARKS)

- Described target group (2)
- Selected target group and completed assessment for “at risk” issue and identified 3 at risk behaviors/factors (3)
- Described health issue including: background information (4), current prevalence (1), magnitude of problem (1), and factors influencing the problem (4)
- Used research for evidence-based practice for assessment and health promotion/injury prevention strategies pertinent to target audience in the essay and teaching tool (5)

 /20

TEACHING RESOURCE (20 MARKS)

- **Described learning/teaching method used (2)**
- **Listed 3 appropriate teaching strategies used based on assessment (3)**
- **Developed resource appropriate to target audience (10)**
 - Stated SMART goal for target audience
 - Teaching Tool/Resource
 - o Age appropriateness
 - o Correct wording/spelling
 - o Correct Information
 - o Size of font/printing
 - o Suitable amount of content
 - o Suitable Images used
 - o Cited source on teaching tool/resource
- **Presentation of Resource to class (5)**

 /20

EVALUATION (5 MARKS)

Included plan for evaluation

- **Target Group evaluation (3)**
 - o 3 open ended questions for participants to answer/evaluate you, with answer sheet from participants included
- **Self-evaluation of teaching resource (2)**
 - o One strength
 - o One suggestion for improvement

/5

Comments:

TOTAL /45

Submit this marking guide with your assignment.

APA AND GRAMMAR – MARKING GUIDE

KEY CONTENT	MARKING GUIDE				
	POINTS:	1	0.5	0.25	0
TITLE PAGE					
Included: date; header and page number; running head. Remaining items centered: title of paper, student name, college name, course and section number, assignment name and number, instructor name		Excellent	Satisfactory	Minimal	None
BODY OF PAPER					
Paper organized – header and page number; headings; appropriate margins, double-spaced throughout, indent 5 spaces or 1 tab for new paragraphs, correct font – Times New Roman, 12 pt. font		Excellent	Satisfactory	Minimal	None
REFERENCES					
Citations in body of paper follow APA format		Excellent	Satisfactory	Minimal	None
References on separate page; followed APA format; included minimum of 3 references with one being a current nursing journal		Excellent	Satisfactory	Minimal	None
GRAMMAR AND SPELLING					
Grammar appropriate and words spelled correctly (minimal errors)		Excellent <5 errors	Satisfactory 6-10 errors	Minimal 11-20 errors	None >20 errors
	TOTAL				/5

Comments:

GRAND TOTAL (ALL MARKING GUIDES)					/50
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Submit this marking guide with your assignment.

ASSIGNMENT 2: COMPETENCY PROFILE

You are **required** to maintain and enhance your Professional Portfolio begun in Nursing Foundations I during each Nursing Foundations course.

The purpose of a cumulative Professional Portfolio is to develop documentation you can use to secure employment in a health-care setting as a practical nurse graduate.

- At the end of each Nursing Foundations course you will submit to your instructor/tutor evidence of having maintained and enhanced your Professional Portfolio.
- Submission may be electronically through websites available in the College or in hard copy using the “Report on Progress of Professional Portfolio” form below.
- **Do not submit** the entire Professional Portfolio unless requested to do so by your instructor/tutor.
- The **report** does **not** replace work on the Professional Portfolio but is an indication that you met expectations.
- This assignment contributes 10% to your total course grade.
- **See Appendix B for grading**

Categories to continue to build as applicable to the learning of each Nursing Foundations course are:

A. **Personal:**

- o Personal goals
- o Personal interests
- o Education
- o Experiences
- o Achievements

B. **Professional:**

- o Philosophy of practical nursing
- o Resume and cover letter
- o Appraisals and evaluations
- o Reflective practice
- o Leadership
- o Scholarly papers
- o Nursing care plans
- o Client teaching plans
- o Professional goals

- o CPRNE study plan
- o Continuing competency achievement

Continuing Competency Achievement

Continuing competency achievement is an essential aspect of the professional portfolio. Review the competencies from the Course Outline or from the Competency Profile on the CLPNA website at www.clpna.com that apply to this course. Choose the most significant competency you learned in this course. Reflect on the following questions: Using the "Proficiency Categories" below, how would you rate your proficiency in this competency? What did you do to achieve this competency? Why is this competency meaningful or significant? How will you use this learning in your nursing practice?

PROFICIENCY CATEGORIES

Excellent: integrates competency theory with other knowledge, skills, and attitudes so that it becomes seamless/automatic as part of everyday nursing practice

Good: understands competency in theory and in scenarios and nursing practice

Fair: understands the competency in theory; unable to apply it to scenarios or nursing practice

Poor: does not understand content related to the competency

*You will be expected to finalize your Professional Portfolio and to create a Continuing Competency Program Learning Plan/Binder upon completion of **Nursing Foundations VIII**.*

Appendix B
NURSING FOUNDATIONS VI: Community Health Nursing
Marking Guide for Assignment 2

ASSIGNMENT 2: COMPETENCY PROFILE

<u>DESCRIPTION OF ONE SIGNIFICANT LEARNING EXPERIENCE IN THIS COURSE</u>	5 Marks Description of Event
<u>WHAT I LEARNED FROM THE EXPERIENCE</u>	10 marks Reflect on experience and its relationship to the course content and how it impacted your learning
<u>WHY IT WAS MEANINGFUL/ SIGNIFICANT</u>	15 marks Explain the significance of the learning experience as to why it was meaningful for you
<u>HOW I WILL APPLY THIS LEARNING IN NURSING PRACTICE</u>	15 marks Demonstrate the application of the learning experience to your nursing practice now and in the future
<u>ADDITIONAL COMMENTS</u>	5 Marks Other experience that may enhance learning in the course Any other comments that may be pertinent to the course

Student Name: _____

Course: _____

Date: _____ Instructor: _____