



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

**COURSE SYLLABUS**

**NURSING 309**

**Community Nursing Theory**

**September 7, 2016 - December 7, 2016**

**INSTRUCTORS:**

Nadine Rimmer RN, BScN, MN  
Candi Muise RN, BScN, MN (LAB)

May 2016

**NURSING 309**  
**Community Nursing Theory**

**Course Outline**

**CALENDAR STATEMENT:**

Nursing 309 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 : 310 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:**

Nadine Rimmer, RN, BScN, MN

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**OFFICE HOURS:**

The Instructor is available for student consultation in their office from Monday to Friday. Please contact your instructor at the number above or contact the Nursing Office at (780) 791-4889 to arrange a time.

## **STUDENT EVALUATION**

Students are responsible to familiarize themselves with *Graduate Competencies and Year-End Outcomes (with cross reference to courses)* and the *Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016*. Attention must be given to the competencies that are identified as being relevant to NURS 309

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

1. College and Association of Registered Nurses of Alberta (CARNA) Nursing Practice Standards and all other CARNA standards as outlined below under required resources.
2. The Canadian Nurses Association (CAN) Code of Ethics for Registered Nurses (2008).
3. The Keyano College Code of Conduct

## **LEARNING OUTCOMES:**

**(Based on the anticipated competencies of a second year nursing student)**

### **Levels of independence:**

In evaluating objectives, the following levels of independence will be used:

**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 End Outcomes Collaborative BScN*. Particular attention must be paid to the competencies associated with NURS 309.

1. Demonstrate understanding of health promotion within a focus on family, aggregate/groups, and the community as client.
2. Demonstrate knowledge of primary health care, and of the determinants of health (with emphasis on social determinants) in the inquiry of families, aggregates/groups and communities.
3. Demonstrate understanding of selected theories/models related to the community (For example: social change and community development models) and their relevance to community nursing.
4. Demonstrate understanding of selected family-focused nursing models (for example: McGill and CFAM) and of their application/relevance to nursing child-bearing and child-rearing families.
5. Demonstrate understanding of community nursing skills with emphasis on family assessment (structural tools - genogram, Ecomap, attachment diagrams), health education, and community assessment.
6. Demonstrate knowledge of growth and development of individuals across the lifespan, including the newborn/infant/childbearing family.
7. Identify populations at-risk in the community and demonstrate understanding of the determinants that impacts their' lives and their real or potential challenges to health.
8. Demonstrate an understanding of key patient safety concepts including communication, teamwork, environmental and human factors, safety risks and adverse events disclosure.
9. Demonstrate understanding of interdisciplinary/interprofessional collaboration.
10. Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process skills in utilizing inquiry-based learning, in all learning activities.
11. Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.
12. Demonstrate, with minimal guidance, awareness about global health issues.

## **NURSING PROGRAM POLICIES**

Please refer to Keyano College Nursing Program Student Handbook for Specific Nursing Program policies, including attendance, examinations, withdrawal dates for classes and plagiarism.

Refer to Keyano College Calendar for general College policies. Student Rights, Responsibilities, Student Misconduct and Discipline and the Student Appeal Process.

Refer to Appendix D for Keyano College Percentage-Alpha Grading System.

Refer to Appendix A for Inquiry-Based Learning (IBL) Seminar Student and Instructor Roles and Appendix B for Expectations for Instructor and Students in IBL labs.

### **Late 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.

### **Students with Disabilities:**

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 contact Disability Services immediately at 780-791-8934 to establish reasonable accommodations.

## **REQUIRED LEARNING EXPERIENCES**

### **IBL Seminars**

Students will collaboratively work through seven (7) Learning Packages using two seminar sessions for each Learning Package. Each **seminar** will be approximately (4+4) hours. Learning packages to be covered in Nursing 309 are:

- 1. We're Expecting**
- 2. Lacey, Evan, Baby Joshua A**
- 3. Lacey, Evan, & Baby Joshua B**
- 4. Parson Family**
- 5. Megan**
- 6. Mark Hoffer (Pediatrics Scenarios)**
- 7. Epidemiology**

### **Fixed Resource Seminars**

Students are expected to attend the Fixed Resource Seminars as scheduled throughout the course. Additional information relevant to the course or assignments will be presented. For times refer to the Nursing 309 timetable. Please note that material covered in these seminars 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. Immunization**
- 5. Windshield Survey**
- 6. Breast Feeding Initiative**
- 7. Pediatric Assessment and common diseases**
- 8. Pre-natal care and assessment**

### **Lab Activities**

Students will participate in the lab. The **lab** will be approximately three-hours. Moodle contains additional details for each lab, including preparation expected prior to attending. Students are expected to dress as indicated in the student handbook. The labs are:

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

Please Note:

ATTENDANCE IS AN EXPECTATION FOR ALL SEMINAR, LAB, AND FIXED RESOURCE SESSIONS.

REFER TO APPENDIX A AND B FOR STUDENT AND INSTRUCTOR ROLES IN IBL SEMINAR/LAB

## **OVERVIEW OF COURSE EVALUATION**

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

1. Scholarly Paper	30%
2. Midterm Examination	30%
3. Final Examination	40%
Total:	100%

**IN ORDER TO SUCCESSFULLY COMPLETE THIS COURSE, ALL EVALUATION COMPONENTS MUST BE COMPLETED AND SUBMITTED.**

### **COURSE EVALUATION:**

#### **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, with consideration of determinants of health in an Indigenous outlying community.

You are a newly graduated nurse that is responsible for utilizing funds to set up a program that will benefit the residents of an outlying community. 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 with many homes requiring 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 a park and an airstrip.

This assignment is intended to give students an opportunity to explore community health planning and consider how it may be applied to their nursing practice. Review and synthesize the literature related to community health, program planning, determinants of health and address the points listed below as a suggested guide for inclusion in the paper.

- Community needs assessment
- Community program planning
- Determinants of health
- Cultural implications

This scholarly paper must incorporate both research and non-research based literature and is to follow APA format. The length of the paper should not exceed 8 pages excluding the

title and reference pages. The paper will be evaluated based upon the Scholarly Paper Marking Guide (See APPENDIX C). Please see timetable for due dates.

### **Statement on Plagiarism**

All students must complete the Plagiarism/Tutorial Certificate found on Moodle. To locate this information, sign into Moodle and on the left side of the page under student the tutorial can be located.

Expectations:

1. Beginning in January 2016, all students must complete this tutorial. The certificate must be shown to the instructor prior to submitting any written assignment. Failure to show the instructor the certificate of completion could result in a late written assignment penalty.
2. If you have completed this tutorial in a University Studies course you can show your instructor the certificate. The tutorial is required to be completed only once during your time at Keyano unless you have left the program and returned.
3. Beginning in September, 2016 all students must complete the plagiarism tutorial.

**When submitting this assignment, students shall attach copies of the reference papers used as well as their scholarly paper in their envelope. References will be returned.**

**Midterm: - (30%)**

**See Timetable for Date and Time**

There will be one midterm. There are 50 multiple choice questions which will incorporate the scenarios and/or any lab and fixed resources. The time for completion of each quiz is 1.5 hours once started. Please see timetable and date and location of exam.

**Final Exam: - (40%)**

**See Timetable for Date and Time**

This exam will incorporate content from all scenarios, fixed resources and labs. The format for the final exam will be 100 multiple choice.

Please see timetable and date and location of exam.



## **REQUIRED TEXTS**

All texts bought in Year 1 and 2 of the Program will be utilized in Nursing 309. Required Texts for this course are:

Chow, J., Ateah, C.A., Scott, S.D., Ricci, S.S., & Kyle, T. (2013). *Canadian maternity and pediatric nursing*. Philadelphia: F.A. Lippincott Williams & Wilkins.

Stanhope, M., Lancaster, J., Jessup-Falcioni, H. & Viverais-Dresler, G. (2011). *Community Health Nursing in Canada* (2nd Canadian ed.). Toronto, ON: Elsevier.

Schuster, P., (2012) *Concept mapping: A critical thinking approach to care planning* (3<sup>rd</sup> ed.) Philadelphia, PA & F. A. Davis.

Wright, L.M. & Leahey, M. (2013). *Nurses and families: A guide to family assessment and intervention* (6<sup>th</sup> ed.). F. A. Davis: Philadelphia, PA

## **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.

### **Inquiry-Based Learning (IBL) Student Roles in Lab Setting**

#### **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.
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:**

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

### Expectations for Instructor and Students in IBL Labs

#### Instructor Role: Inquiry-Based Learning Labs

In the labs, instructor are expected to:

- continue to facilitate the principles of inquiry-based learning as outlined in the document Instructor Role: Inquiry-Based Learning Seminar Sessions.
- guide students through an active learning process in a lab situation by asking questions rather than giving instructions.
- ask questions, which stimulate the student to assess/critique/appraise, what they do not know /understand regarding skills in the lab.
- assist the students to consider the rationale for skills learned in the lab.
- assist the students to use research-based evidence in the development of their skills in the lab.
- assist the students to use the principles involved with skills in lab situations.
- motivate students to seek resources that will support their learning about lab skills.
- act as a role model within the lab setting.
- evaluate students' abilities to perform skills in the lab setting (e.g. OSCE'S).
- continue to support the ongoing development of constructive group dynamics.
- respect students as learners who have different learning styles.
- create and foster a climate of trust within the group in the lab setting.

#### Student Role: Inquiry-Based Learning Labs

In the labs in IBL, students are expected to:

- continue to demonstrate an increased understanding of the principles of inquiry-based learning (as outlined in the document Criteria for Evaluation of Student Behaviors in IBL).
- progress through an active learning process in a lab situation by asking questions rather than seeking a demonstration.
- seek resources that will support their learning about lab skills (the students are expected to come to the labs prepared
- ask questions, which will allow them to assess/critique/appraise what they do not know /understand regarding skills in the lab.
- consider the rationale for skills learned in the lab.
- apply research-based evidence to the development of their skills in the lab.
  - be involved in the ongoing development of constructive group dynamics.

## 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 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>



## Nursing 309 Community Health

### Nursing

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

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*Instructor Name*, Instructor

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*Instructor Name*, Instructor

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Bev Maron, Chair

Date Authorized

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Dr. Vincella Thompson, Dean

Date Authorized