



COURSE OUTLINE: BSCN3005 - HEALTH & HEALING IV

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Approved: Bob Chapman, Chair, Health

Course Code: Title	BSCN3005: HEALTH AND HEALING IV
Program Number: Name	
Department:	BSCN - NURSING
Academic Year:	2022-2023
Course Description:	This course focuses on concepts, principles, frameworks and standards of practice relevant to the community health nursing context in Canada. Opportunities are provided to engage in community health assessment and program planning with emphasis on health promotion. Learners are required to integrate new and prior learning.
Total Credits:	6
Hours/Week:	3
Total Hours:	72
Prerequisites:	BSCN2057, BSCN2107, BSCN2144, CHMI2220
Corequisites:	There are no co-requisites for this course.
Substitutes:	NURS3005
This course is a pre-requisite for:	BSCN4057, BSCN4084, BSCN4156, BSCN4206, BSCN4416
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 3 Execute mathematical operations accurately.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
Course Evaluation:	Passing Grade: 60%, C



A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Other Course Evaluation & Assessment Requirements: Credit for BSCN3005 requires completion and submission of all evaluation components.

Books and Required Resources: Stanhope and Lancaster’s Community Health Nursing in Canada by MacDonald
 Publisher: Elsevier - Health Sciences Division Edition: 4th
 ISBN: 9780323693950
 or e-book 9780323693967

Canadian Community as Partner: Theory and Multidisciplinary Practice by Vollman
 Publisher: Lippincott Williams & Wilkins Edition: 5th
 ISBN: 9781975141370

Ends in View and Processes:

Ends in View	Process
<p>On successful completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Develop an evidence-informed understanding of concepts and theoretical frameworks that guide community-based nursing practice in Canada (e.g., primary healthcare, epidemiology, diversity, equity, population health promotion model, Canadian Community Health Nurses Standards of Practice). 2. Differentiate between public health, community health, and community-based nursing practice. 3. Apply an established framework to conduct a community health assessment using multiple sources of data (e.g., Statistics Canada, municipal planning documents, public health units, school boards, publicly accessible reports, key stakeholder interviews) in collaboration with others as a foundation for identifying aggregate health concerns and developing 	<p>The course content provides the foundational theory and Canadian health policies in relation to community health nursing. Each student is expected to be actively engaged in this course to promote the application of the concepts of community as client. Case studies, group work, and class discussions will be utilized to facilitate this learning. Each student is expected to participate in class discussions and provide feedback on their learning needs. The role of the course professor is to direct learning through the facilitation of class discussion and learning activities, the presentation of course material and the provision of feedback on written assignments.</p> <p>Students are also expected to use email, D2L and content from other courses to enhance their learning. All student emails to the course professor are to be sent from the students’ Sault College email address.</p> <p>Participative or active learning is the philosophical approach in this course. This type of learning is a team process where students actively support and depend on each other to accomplish learning outcomes. As an adult learner and responsible professional, the student is responsible for identification of learning needs, self-direction, seeking consultation, and demonstration of learning outcomes and is expected to come to class prepared to actively participate in discussion of the assigned readings. The focus of class time is on application of theoretical content. Not all Ends-In-View may be covered in class, so it is the student’s responsibility to do the readings ahead of time.</p> <p>Students will be engaging in a variety of learning experiences such as: discussion, debate, case study analysis, health communication development, class presentation, community health assessment, health promotion, grant proposal preparation, evaluation, and critical reflection.</p>

appropriate health promotion and protection activities.

4. Create a community-based strategy to address health risk reduction in an aggregate or a population.

5. Appraise the influence of socio-cultural factors on the health of individuals, families, aggregates, and communities, including how the disparities and inequities facing Indigenous peoples in Canada are shaped by the social determinants of health.

6. Explain the nursing implications of selected health trends and issues (e.g., environmental threats) in regional and global contexts.

7. Explain the process for developing, implementing, and evaluating health promotion programs.

8. Identify competencies and strategies (e.g., role clarification, team functioning, collaborative leadership, community-centred care) required to work as a member of intraprofessional, interprofessional, and intersectional teams.

Diversity is valued: Promoting and valuing diversity in the classroom enriches learning and broadens everyone's viewpoints. Inclusion and tolerance can lead to respect for others and their ideas and is critical to maximizing the learning in this course. Sometimes our own ideas and individual comfort zones may be challenged. Diversity includes consideration of (1) the variety of life experiences others have had, and (2) factors related to diversity of presence, including, among others, age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, and social position.

A key community health nurse role is that of educator and team member. Nurses work in a variety of settings which require them to have the ability to work in intraprofessional, interprofessional, intrasectoral, and intersectoral teams. Team work helps students practice essential social, problem solving, and communication skills necessary for success in the workplace.

- o Student teams will be formed randomly in the second class and will begin the team contract.
- o BSCN 3005 has team graded assignments.
- o Utilization of effective group process skills when working with your team is an expectation.
- o Team members must address and resolve any team function issues. If a resolution cannot be achieved by the team, consult the course professor so that resolution strategies can be initiated.

All students may not receive the same grade for a team assignment. Team members who do not contribute according to team expectations may have marks deducted from their assignment grade. It is expected that all team members be present for all team meetings. If a team meeting is missed, you are to contact your team to find out what you missed and what you are expected to do. Teams are required to record meeting dates, time, and group process. These notes may be required if there is a grade dispute among members. Team member contributions and overall all team functioning will be evaluated.

The course content is organized around learning activities that reflect the following topics:

- Canadian Association Schools of Nursing Entry-to-practice public health nursing competencies for undergraduate nursing education
- Canadian Community Health Nursing Standards of Practice
- Communicable and Infectious Diseases
- Community health nursing process
- Determinants of health
- Environmental health



- Epidemiological applications
- Ethics in community health nursing practice
- Historical evolution of community health nursing in Canada
- International/global health
- Key community health nursing concepts
- Models and frameworks of health promotion and theories of community change
- Primary health care and harm reduction in the community
- Program planning, monitoring, and evaluation
- Settings, roles and functions of community health nurses
- Social marketing, advocacy, and community development
- Sustaining healthy communities
- Team/group process
- Tools for community health nursing practice

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Final Exam	35%
Midterm Exam	25%
Team Assignment 1: Part A	10%
Team Assignment 1: Part B	10%
Team Assignment 2: Part A	10%
Team Assignment 2: Part B	5%
Team Progress Evaluation	5%

Date:

December 13, 2022

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

