



**I. COURSE DESCRIPTION:**

This is a broad introductory course that focuses on peoples' experiences with health in the context of illness prevention / health protection. Relevant principles and theory related to prevention/protection and primary health care are explored. Participants will build on concepts from previous learning. In this course primary health care is viewed as a level of care, a philosophy, and a strategy. It is the foundational core of prevention and community health nursing.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:****Ends In View:**

This course will provide participants with opportunities to explore the concepts basic to primary health care as they examine the principles of prevention in relation to caring for individuals, families and groups/aggregates within the context of communities. Participants will focus on comparative analysis of theories of prevention and will explore critical issues in the delivery of primary health care and the inherent challenges presented by the current transitional changes in the Canadian health care system. Participants will explore principles of epidemiology and evidenced-based practice as they consider primary, secondary, and tertiary levels of prevention in various populations.

**Process:**

As with other courses, active learning is the philosophical approach in this course. It is the intent to provide participants with a variety of learning experiences pertaining to prevention at the primary, secondary and tertiary levels of prevention. Through discussion, debate, case studies, and critical reflection participants will have opportunities to understand the concept of primary health care and explore options/choices in terms of prevention. Participants will be able to develop a sense of community, and develop social and political awareness in a variety of community contexts

**III. TOPICS:**

**Overview:** The course content will be organized around learning activities that reflect the following concepts and related principles:

health:	population health, public health
health care:	primary health care, levels of prevention, health protection
nursing:	community health nursing
community:	determinants of health

**Proposed Class Schedule**  
**NURS 3006: Health III - Primary Health Care**  
**September - December 2006**

<b>Week</b>	<b>Date</b>	<b>Content</b>	<b>Evaluation</b>
1	Sept 11	Course Introduction: Foundations for Primary Health Care & Introduction to Community Health Nursing	
2	Sept 18	Community Care: Primary Health Care and Population Health	
3	Sept 25	Epidemiology I: Measurement & Health Surveillance	
4	Oct 2	Principles of Prevention and Protection	
5	Oct 9	Thanksgiving	
6	Oct 16	Health Care in the Community: Community Assessment	Prevention Outline (10%)
7	Oct 23	Study Week	
8	Oct 30	Community Health Nursing in Canada: History, Roles and Standards of Practice	Midterm test (30%)
9	Nov 6	Epidemiology II: Research Designs	
10	Nov 13	Accessibility: Poverty and Homelessness	Prevention Posting (20%)
11	Nov 20	Prevention and Health Protection: Chronic Disease and Injury Prevention	
12	Nov 27	Community Health Professional Panel	
13	Dec 4	Web Posting Discussion Wrap Up Session	
		<b>Exam period (date TBA)</b>	Final Exam (40%)

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:****Required resources:**

Diem, E. & Moyer, A. (2005). *Community health nursing projects: Making a difference*. Philadelphia: Lippincott Williams & Wilkins.

Stamler, L., and Yiu, L. (2005). *Community health nursing: A Canadian perspective*. Toronto: Pearson Education.

Vollman, A., Anderson, E., & McFarlane, J. (2004). *Canadian community as partner: Theory and practice in nursing*. Philadelphia: Lippincott. Williams & Wilkins.

**Suggested reference textbook resources:**

Clark, M.J. (2003). *Community health nursing: Caring for populations*. New Jersey: Prentice Hall.

Stanhope, M., and Lancaster, J. (2004). *Community and public health nursing* (6<sup>th</sup> ed.). St. Louis: Mosby.

Streiner, D.L., and Norman, G.R. (1996). *PDQ Epidemiology*. St. Louis: Mosby.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Credit for this course requires successful completion of the following:

Component	Value	Completion Date
Prevention Assignment* a. Outline b. Webposting	10% 20%	Week 6 Week 10
Midterm test	30%	Week 8
Final Exam	40%	Date to be determined

\* Different grades **MAY** be assigned to each student of a pair, if it is determined by the course professor, that individual contributions to the assignment was not relatively equal.

## Prevention Assignment (30%)

### **General Overview:**

Community health nurses engage in a variety of strategies to prevent illness and injury and to protect the health of individuals and communities. For this assignment learners will work in pairs and:

- a) visit the Public Health Agency of Canada website for disease surveillance online at: [http://dsol-smed.phac-aspc.gc.ca/dsol-smed/ndis/c\\_ind\\_e.html#top\\_list](http://dsol-smed.phac-aspc.gc.ca/dsol-smed/ndis/c_ind_e.html#top_list)
- b) click on Notifiable Disease Charts and then select Notifiable Disease Incidence by Age Group
- c) select a notifiable disease (e.chlamydia, chicken pox etc.) from be sure that the notifiable disease has an incidence rate that is sufficient for annual reporting by age group
- d) using the Dimensions of Health as a framework and the literature as support, identify factors that contribute to the development of the selected notifiable disease
- e) demonstrate appropriate use of epidemiological data by describing the extent of the notifiable disease across the reported age groups in Ontario during a time period and comparing Ontario to one other Canadian province or to Canada as a whole
- f) provide specific examples of the prevention strategies for the selected notifiable disease
- g) identify the role of a community health nurse in surveillance and prevention of the selected notifiable disease
- h) identify the key ethical issues that a community health nurse must consider when engaged in the surveillance and prevention of the selected notifiable disease

### **Components of Prevention Assignment:**

The Prevention Assignment consists of 2 major components:

1. Prevention Assignment Outline
2. Web Posting

## 1. Prevention Assignment: (30%)

### ***I Prevention Assignment Outline Submission: (10% due in class 6)***

An outline of the assignment must be submitted in class 6. This submission will be limited to 3 pages and consist of the following:

- provide relevant epidemiological data for the selected notifiable disease obtained from the surveillance website – this will be the data that you will use for your Web Posting – include data for both Ontario and your selected comparison community
- comment on trends apparent in the data
- provide an annotated listing of 4 resources (ie., literature, websites) that are being explored for the final web posting. The annotation will provide the resource citation in APA format followed by a brief synopsis of why these resources are relevant to understanding prevention and surveillance of the selected notifiable disease.

### ***II Prevention Assignment Web Posting: (20% posted prior to class 10)***

Web Posting provides opportunity for information sharing. Following research for the prevention assignment, learners will develop a web posting to highlight the key findings of their research. This will be posted to the NURS 3006 Web CT site to be accessed by all class participants. This access will allow each learner to review other postings and learn about a variety of notifiable diseases.

Length: no more than content 10 slides (excluding title page and reference list). This slide limitation refers to the main content of the web posting. Within these 10 slides learners must fully address all components of the assignment.

### **Web Posting Marking Scheme: Total = 120 marks**

#### **Section I: Assessing Risk ( 50 marks)**

- a) consider each of the Dimensions of Health within the Dimensions model and identify factors that contribute to the development of the selected notifiable disease (30 marks)
- b) describe the incidence of the notifiable disease across age groups in Ontario and the selected reference community (20 marks)

**Section II: Community Health Nursing and Prevention (50 marks)**

- a) identify community health nursing roles in general and expand on the roles that are most applicable to the surveillance and prevention of the selected notifiable disease (20 marks)
- b) identify relevant ethical issues in the surveillance and prevention of the notifiable disease and provide specific examples of prevention strategies for all three levels of prevention (30 marks)

**Section III: Overall Poster Presentation (20 marks)**

- a) organization and layout
- b) visual appeal
- c) content clarity – provides all necessary information
- d) readability

**Web Posting Guidelines**

- prepare a power point presentation
- content is to reflect a summary of the Prevention Assignment findings: include only pertinent information that will provide the reader with an overall view of the notifiable disease you have selected, surveillance data and prevention strategies
- creativity is encouraged such as the use of colors, pictures and display format but should not detract from the presentation
- font used is to be easily readable when viewing on a computer screen (e.g., Arial 18 font)
- post the completed product to WebCT NURS 3006 Poster Presentation section

**Web Posting Marking Scheme:**

<b>Content</b>	<b>Value</b>	<b>Mark</b>	<b>Comments</b>
Clarity	1		
Organization	1		
Pertinent information: a. overview of health challenge b. surveillance data c. prevention strategies	7		
Aesthetics	1		
<b>Total</b>	<b>10</b>		

### Midterm Test (30%)

A midterm test consisting of multiple choice and short answer questions will be administered on week 8 covering all learning activities, as well presentation material and class discussion from week 1 to week 6 inclusive.

### Final Exam (40%)

A comprehensive final exam will be scheduled during exam week. It will consist of multiple choice and short answer questions covering all learning activities, as well presentation material and class discussion throughout the semester.

### ATTENDANCE POLICY

Punctual and regular attendance at the various academic exercises is required of all students. After a lecture has begun, students may not be admitted to a classroom without the instructor's permission. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Absences in excess of 20% may jeopardize receipt of credit for the course.

Attendance at scheduled tests, quizzes, presentations, examinations, etc. is mandatory.

Missed tests, quizzes, assignments, reports, presentations, examinations could be graded "0" unless alternate arrangements are made with the professor prior to the scheduled times.

**The North Eastern Ontario Collaborative Nursing Program Student Manual is to be consulted for guidance and is considered part of this course outline.**

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00



CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

**NOTE:**

For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

All NURS courses require 60% for a passing grade.

All science courses, including BIOL2105, BIOL2111, CHMI2220 and elective courses require 50% for a passing grade.

**VI. SPECIAL NOTES:**Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.