

I. COURSE DESCRIPTION:

The course is grounded in a primary health care framework. Basic concepts, principles and theoretical frameworks informing community health nursing in the context of prevention, health protection and health promotion are explored. Health will be examined from the population health promotion perspective. Through class discussion, small group activities and course assignments students will develop their understanding of community as client and partner and develop their repertoire of strategies for prevention, health promotion and health protection in the community setting.

Active learning is the philosophical approach in this course. Participants will develop a sense of community health nursing practice and develop social and political awareness in a variety of community contexts by 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, and critical reflection

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Ends In View:

The learner will be able to:

- describe and explain basic principles, concepts, theoretical frameworks informing community health nursing
- recognize the diversity of roles and functions of community health nurses
- interpret key epidemiological concepts and common epidemiological measurements
- conduct a community health assessment to identify health needs of an aggregate and plan appropriate health promotion activities to address priority health needs
- describe the program planning process and its application to nursing in the community
- summarize models, theories and frameworks of health promotion and community change
- demonstrate knowledge of strategies for prevention, health protection and health promotion when nursing individuals, families, groups, aggregates and communities
- demonstrate knowledge of environmental health, international health and global health issues as they apply to community health nursing
- prepare a health promotion grant application to address a health need of an aggregate based on a community assessment

Process:

Active learning is the philosophical approach in this course. Participants will develop a sense of community health nursing practice and develop social and political awareness in a variety of community contexts by 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, and critical reflection.

III. TOPICS:

1.

- Key concepts of community health nursing
- Historical evolution of community health nursing in Canada
- Canadian Community Health Nursing Standards of Practice
- Primary health care
- Determinants of health
- Settings, roles and functions of community health nurses
- Ethics in community health nursing practice
- Epidemiological applications
- Community health nursing process
- Program planning, monitoring and evaluation
- Models and frameworks of health promotion and theories of community change
- Social marketing, advocacy & community development
- Tools for community health nursing practice
- Sustaining healthy communities
- Environmental health
- International/global health

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Stanhope, M., Lancaster, J., Jessup-Falcioni, H., & Viverais-Dresler, G. (2008). *Community health nursing in Canada*. Toronto, ON: Elsevier.

Vollman, A., Anderson, E., & McFarlane, J. (2008). (2nd ed.) *Canadian community as partner: Theory and multidisciplinary practice*. Philadelphia: Lippincott.

Additional Reference Resources

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

Murray, R.B., Zentner, J.P., Pangman, V. & Pangman, C. (2006). *Health promotion strategies through the lifespan, Canadian Edition*. Toronto, ON: Pearson.

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignments have been selected to complement the course content and prepare the learner for the community clinical practice component in NURS3084 & NURS3094.

Credit for this course requires successful completion and submission of all of the following:

1. Class Test #1	15%
2. Community Health Assessment	20%
3. Class Test #2	15%
4. Health Promotion Grant Assignment	20%
5. Presentation	5%
6. Final Exam	25%

Note: All students **may not** receive the same mark for a team assignment, as in some cases there is an individual component added to the team submission. Also team members who do not contribute according to team expectations may have marks deducted from their grade for the relevant assignment. Teams are required to record meeting dates, time, and group process. Task delegation and task completion should be tracked on a weekly summary form (provided in class one).

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

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.

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 postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

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

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

The professor reserves the right to request students to submit applicable assignments electronically through the Safe Assignment Tool.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Use of laptops and PDAs in class will require permission of the course Professor. Cell phones and pagers should be turned off during class.

BScN Student Manual

Students in the nursing program are responsible for adhering to the information, policies and procedures in the 2009/2010 Sault College BScN Student Manual.