

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.

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

At the end of this course the student will be able to:

1. Describe basic principles, concepts, theoretical frameworks informing community health nursing.
 2. Delineate the diversity of roles and functions of community health nurses.
 3. Interpret key epidemiological concepts and common epidemiological measurements.
 4. Conduct a community health assessment on an assigned community to identify community health needs for an aggregate; planning appropriate health promotion activities to address priority community health needs.
 5. Describe the health program planning process and its application to nursing in the community.
 6. Summarize models, theories and frameworks of health promotion and community change.
 7. Demonstrate knowledge of strategies for prevention, health protection and health promotion when working with individuals, families, groups, aggregates and communities.
 8. Demonstrate knowledge of environmental health, international health and global health issues as they apply to community health nursing.
- Semester two:
9. Demonstrate knowledge and strategies required to work as a team member.
 10. Prepare a health promotion grant application to address a health need of an aggregate based on the conducted community health assessment.

Process:

Active co-operative 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:

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

- 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
- Communicable and Infectious Diseases
- Team/group process

**NURS 3005 Fall 2012/Winter 2013 Tentative Course Schedule
Monday: 0930-1220, M1240**

<u>Date</u>		<u>Learning Activity Topic(s)</u>	<u>Due Dates for Graded Activities</u>
LA 1	Sept. 10	Introduction to Community Health Nursing	
LA 2	Sept. 17	Working with Groups, Teams, and Partners	
LA 3	Sept. 24	Community Health Nursing Practice Guidelines	
LA 4	Oct. 1	Community Health Assessment I	
	Oct. 8	Happy Thanksgiving...no classes today	
LA 5	Oct. 15	Community Health Assessment II	
Oct. 22 - 26		Study Week	
Class	Oct. 29	In class Discussion of Community Health Assessment Assgt. + Individual team appts. with Prof within Class time	
LA 6	Nov. 5	Historical Evolution to Current Practice	
LA 7	Nov. 12	Health Promotion in Community Health Nursing	Assign# 1
LA 8	Nov. 19	Health Promotion Models/Theories	
LA 9	Nov. 26	Midterm Exam	Midterm
	Dec. 3	Test review and discussion	
Term II Classes			
LA 10	TBA	Community Health Program Planning	
LA 11	TBA	Community Health Program Evaluation	
LA 12	TBA	Threats to Community Health: Poverty & Homelessness	
LA 13	TBA	Sustaining Healthy Communities I Building Healthy Public Policy and Creating Supportive Environments	
LA 14	TBA	Sustaining Healthy Communities II Developing Personal Skills and Strengthening Community Action	
LA 15	TBA	Sustaining Healthy Communities III Reorienting Health Services: social marketing, advocacy, capacity building	
Feb 18 - 22		Study Week	
Class	TBA	In class time to work on grant application	
LA 16	TBA	Global Health	
LA 17	TBA	Environmental health	
LA 18	TBA	Communicable & Infectious Diseases	
Class	TBA	Poster Presentations	
Class	TBA	Pot luck + grant & exam review	
April 10 – 30		Final Exam Schedule– see Registrar Schedule	

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Community Health Nurses of Canada. (2011). *Canadian Community Health Nursing Professional Practice Model & Standards of Practice*. Toronto, ON: Author.

Giddens, J. & Stalkie, L. (2010). *The Canadian neighborhood: Bridging the gap between classroom and clinical*. Toronto, ON: Pearson.

Mikkonen, J., & Raphael, D. (2010). *Social Determinants of Health: The Canadian Facts*. Toronto: York University School of Health Policy and Management. Available on line from:
http://www.thecanadianfacts.org/The_Canadian_Facts.pdf

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

Vollman, A., Anderson, E., & McFarlane, J. (2012). *Canadian community as partner: Theory and multidisciplinary practice* (3rd ed.). Philadelphia, PA: Lippincott.

Reference Resources

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

Hales, D. & Lauzon, L. (2010). *An invitation to health* (2nd Canadian ed.). Toronto, ON: Nelson. (or other Growth and Development text).

Selected Websites: Students are encouraged to explore the following websites and others to assist in completion of course activities and assignments. Additional links are often embedded within the links and may provide helpful information.

Site	Web Address
Ontario Health Promotion Resource System (OHPRS) online course: "Health Promotion 101".	http://www.ohprs.ca/hp101/main.htm
Health Nexus (formerly - Ontario Prevention Clearinghouse) a source for health-promotion related print and electronic resources , educational events and workshops . They also provide personalized consultations utilizing expert advice, and will provide referrals p.r.n.	http://www.healthnexus.ca/index_eng.php
World Health Organization (WHO): the United Nations world health authority providing leadership on global health matters.	http://www.who.int
The Community Tool Box provides free information on crucial skills for building healthy communities.	http://ctb.ku.edu/en/tablecontents/
Health Canada , the Federal department responsible for helping Canadians maintain and improve their health.	http://www.hc-sc.gc.ca/index_e.html
Public Health Agency of Canada (PHAC): an excellent site of resources pertaining to all age groups re: health and safety related topics.	http://www.phac-aspc.gc.ca/index-eng.php
Ontario Healthy Communities Coalition: mission of working with Ontario communities to strengthen their social, environmental and economic well-being.	http://www.greatersudbury.ca/cms/index.cfm?app=div_earthcare&currID=7078&lang=en
Michigan Health Tools: a site that includes online assessments and websites to help promote and support better health in communities, at work, at school and in places of worship.	http://www.mihealthtools.org/
Community Health Assessment Guidelines, 2009. A Province of Manitoba guide that provides a process that can be used to conduct a community health assessment.	http://www.gov.mb.ca/health/rha/docs/chag.pdf
Assess Now: This American site provides tools, and resources to improve the practice of community health assessment. The Assessment Toolkit provides tools and learning resources including epidemiology and data analysis, mapping etc. that can be applied anywhere.	http://www.assessnow.info/resources
Enhancing Program Performance with Logic Models: an online course for planning and evaluating education and outreach programs using Program Logic Models.	http://www.uwex.edu/ces/lmcourse/

<p>Canadian Council on Social Development: Canadian and provincial information on poverty, welfare and income.</p>	<p>http://www.ccsd.ca</p>
<p>Effective Public Health Practice Project: evidence-informed decision-making resource. Systematic reviews are conducted on the effectiveness of public health interventions, and summarizes recent, high quality reviews produced by others.</p>	<p>http://www.ehphp.ca/aboutus.html</p>
<p>Sudbury & District Health Unit (SDHU): The SDHU is very progressive in their application of the Social Determinants of Health (SDOH) and this site provides resources for community health care providers to assist them in understanding and applying the SDOH.</p>	<p>http://www.sdhu.com/content/healthy_living/doc.asp?folder=3225&parent=3225&lang=0&doc=11749 within this site explore: Let's start a conversation about health...and not talk about health care at all. http://www.sdhu.com/content/healthy_living/doc.asp?folder=3225&parent=3225&lang=0&doc=11749</p>
<p>Tobacco Free RNAO: This site contains fact sheets, health education guides, Policy action kits and other resources pertaining to smoking cessation.</p>	<p>http://www.tobaccofreerna.ca/en/resources</p>
<p>Eat Right Ontario: Dieticians provide information on menu planning, food and nutrition and healthy eating.</p>	<p>http://www.eatrightontario.ca/en/Default.aspx</p>
<p>CIHI Health Indicator Report 2012: search by subject and place</p>	<p>https://secure.cihi.ca/free_products/health_indicators_2012_en.pdf</p>
<p>National Collaboration Centre for Determinants of Health</p>	<p>http://nccdh.ca/resources/entry/integrating-social-determinants-of-health-and-health-equity-into-canadian-h</p>
<p>Journals to explore: Health and Social Care in the Community Journal of Community Health Journal of Community Health Nursing Canadian Journal of Public Health</p>	

Note: NURS 3005 is interactive, experiential and participative in design to promote co-operative learning. Class activities will draw upon students' personal, professional, and clinical experiences.

Active student participation in NURS 3005 is an expectation.

Class presentations by student teams:

A key role of a community health nurse working in prevention and health promotion is the role of educator. Students are often not comfortable in this role. To develop this comfort the following will occur:

- Class #1: students will be assigned to a team.
- Each team will be assigned to facilitate part of a NURS 3005 class during the course. Teams are expected to meet with the course Prof at least one week prior to their assigned class presentation. At that time the discussion will ensure that team members are clear on expectations and that each team member will take responsibility for part of the class delivery
- A grade is not assigned to this activity. It is an expectation of participative learning.
- Facilitation will involve working collaboratively with assigned team members and evaluating self as well as fellow members in this process.
- Utilizing the Learning Activity posted by the course professor, the team will summarize the “In Preparation” readings and prepare some of the discussion for the class time.
- Teams can use any format (e.g. guided discussion, group exercises, videos, games) to facilitate the class. The course professor is to be considered the planning manager and is a learning resource.
- *Optional:* a PowerPoint for sharing with classmates. If the team chooses to pursue this option the ppt should only be posted to classmates after the completion of class (but emailed to course professor prior to class)
- Each team member needs to include a teambuilding energizer for the class. Energizers are icebreakers that are fun, build self-confidence, trust & cooperation. A teambuilding energizer is an activity that prompts participants to work as a cooperative team to:
 - build team spirit and share common goals,
 - work together with greater trust, respect and cooperation,
 - build stronger relationships that hold up under pressure discovering strengths in self and others,
 - develop better communications based on greater understanding and
 - learn how to make best use of resources and support for each other.

Note: The energizer activity is to be emailed to the course professor for compilation and posting at the end of the class.

V. EVALUATION PROCESS/GRADING SYSTEM:

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

Credit for this course requires completion and submission of all of the following evaluation components are to be turned in (both hard copy and electronic LMS copy) at the start of class.

Date Due	Value	Evaluation Component
November 12, 2012	15%	Assign. #1 Community Health Assessment (team) and evaluations
November 26, 2012	30%	Mid-term class test
TBA	15%	Health Promotion Grant Application (team) and evaluations
TBA	5%	Health Promotion Grant Poster Presentation (team) and reflections
April 2012	35%	Final Exam

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%	
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.

General assignment expectations:

All assignments must adhere to the School of Nursing policies as outlined in the Student Handbook. Written assignments must follow the latest APA manual format. Also check this APA website: <http://www.docstyles.com/library/apalite.pdf>

At the discretion of the instructor, students can lose from 10% up to 25% of the assignment total possible marks for poor writing form and/or writing style.

Unless otherwise stated, all assignments must adhere to the following:

- Microsoft Word document; APA format - Double-spaced unless specified
- 12-point font size using only one font size – either Times New Roman or Arial
- Black print only; 1" margins all around; Page length as specified in the assignment
- Cover page includes the name of the course Professor
- Electronic submissions must have a file name that begins with the student last name and assignment title (e.g. Smith N3005 assgt 1).
- One electronic copy to NURS 3005 course LMS website one paper copy submitted at the start of class (0930) on due date.

Some assignments may be graded using the track changes function in Microsoft Word. Graded assignments will be returned, in a timely manner once all student assignments have been graded. Tests/Exams will not be returned. ***It is your responsibility to keep a copy of all assignments that you submit for grading. Please keep track of your grades. Grades will be posted on LMS when all student assignments are graded. You will be advised when the grades are posted to the course website.***

How to be successful in NURS 3005 this semester:

Students often ask "What can I do to raise my grade?" The answer is to ensure that you are clear about the course expectations (e.g. Ends-In-View, assignment guidelines). Written assignments must adhere to APA format, be written with clarity and demonstrate analysis and synthesis of ideas. Start on assignments as soon as possible by preparing an outline of what you think is required. If you are not clear about something then ask the course professor for clarification. Learning is dependent on your active participation in the available learning opportunities. It is expected that each student devote a minimum of 7 – 8 hours/week.

It is expected that work you submit is your best effort. Remarking assignments or supplemental assignments are not School of Nursing practice or policy. *If a student is unsuccessful on an assignment/test the student is required to make an appointment with the course Professor to discuss strategies to achieve the course Ends-In-View.* Should a student wish to review an assignment or test/exam with the course professor, this should

be **requested within ten (10) days** of receiving the assignment or test/exam grade. Is expected that all students adhere to course timelines as outlined in this syllabus. Should a student need accommodations for testing through the testing center, it is hoped that tests can be taken the same day and time as the rest of the cohort.

Group/Team Process

- Community health nurses often work in teams.
- Three assignments in NURS 3005 require you to work as a team member.
- It is important that you utilize effective group process skills when working on these assignments.
- If your team is not functioning well it is the responsibility of the team members to address and attempt to resolve the situation. If a resolution cannot be attained within the team then the course professor should be consulted immediately so that resolution strategies can be initiated.

Note: All students may not receive the same mark for a team assignment. Team members who do not contribute according to team expectations may have marks deducted from their assignment grade. If you miss a team meeting, it is your responsibility to contact your team to find out what you missed and what you are expected to do. You are expected to be at all team meetings. Teams are required to record meeting dates, time, and group process. Individual team members should document their team contributions as evidence of their individual work should their grade be challenged.

Note: Both of the required texts have additional resources for students identified on the inside front cover of each textbook. Information on these resources and how to access these resources is provided here.

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

Resources for students found on **Evolve Elsevier**:

- Answers to case studies
- Appendices
- Content updates include the latest information from the authors of the textbook to help you keep abreast of recent developments in select areas of study
- Quizzes for practice and self-assessment, designed to reinforce content from each textbook chapter
- Glossary
- Nursing Blogs
- Tool Box
- Weblinks let you link to numerous Web sites carefully chosen to supplement the contents of the textbook

The resources on Evolve are free, and they'll help you be more successful in your course and on your tests. Registering is easier than ever with the new and improved Evolve website. Follow the steps below at <http://evolve.elsevier.com>

Register for your FREE RESOURCES

Get extras for the current edition of your Elsevier textbook—resources like practice questions, animations, and videos.

1. **Search for your textbook by author name or title.** The search box appears in the upper right hand corner of the Evolve home page.
2. Click the **Register button** under the **Resources heading**.
3. Click the **Green Register button** to proceed to the Profile page.
4. If you have an Evolve account, **login**. If you do not have an Evolve account, you can create one by filling in the required information as prompted.
5. Accept the terms of the user agreement.
6. **You now have access to your free study tools.** Click the Get Started link to go straight to them. Otherwise, they will be available to you in your content list on the left side of the page after you login to Evolve.

Vollman, A., Anderson, E., & McFarlane, J. (2012). *Canadian community as partner: Theory and multidisciplinary practice* (3rd ed.). Philadelphia, PA: Lippincott.

Resources for students found on **the Point**: internet resources, learning objectives and full text online. To access **the Point**:

Getting started with The Point is quick & easy but first you will have to register.

- Open on internet browser and types the following: <http://thepoint.lww.com> (*you may save this location to your internet favorites for quick access*)
- On the Point homepage, click on the **New Users Register Now!** Link on the right-hand side of the page
- Fill out the registration fields and create the Username and Password you'll use to access the site going forward.
- Click the **Submit** button at the bottom of the page to be directed to a confirmation page.

How to Enter a Student Access Code:

- Open the front cover of your Vollman textbook and scratch off the gray box
- Type your access code in the **Have An Access Code** field in the middle of the **Sign Up Complete** page(you only have to enter this code once)
- Select **Continue** and you're ready to access all of the great online student resources that accompany your purchase

Accessing Student Resources:

- Login to The Point and navigate to the product page for your title
- Select the **Student Resources** tab
- Click on that and you're all set.

- Just in case you need any assistance contact: techsupp@lww.com

This video link may also be helpful:

<http://www.brainshark.com/lww/vu?pi=zG2zG0kIuz1BJQz0>

VI. SPECIAL NOTES:

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.

Lateness

with permission: extensions are granted without penalty in the case of student illness supported by medical proof of illness or in the event of extenuating circumstances approved by the course professor. A written request for an extension should be submitted to the course professor at least 48 hours prior to the due date. The request for extension needs to include: the course designation (NURS 3005); assignment title; original due date; reason for lateness request, negotiated or requested due date, student name, and professor name.

without permission: if an assignment is late without permission, there will be a loss of 10% per day every day the assignment is late. The weekend will count as one day. After three (3) days the assignment will not be accepted and the student will receive a 0 grade for the assignment. If an assignment is submitted at 1000 hours when the assignment is due at 0900 hours the assignment is considered one day late.

Academic Dishonesty

NURS3005 upholds the LU Academic Calendar policy statement on academic dishonesty found at:

http://laurentian.ca/Laurentian/Home/Departments/Commerce/H.B.Com.+Program/Curent+Students/School+Year/HBCOM-Academic+Dishonesty.htm?Laurentian_Lang=en-CA

Which is also documented in the Sault College Handbook. Examination items are the proprietary intellectual property of the university and are not to be shared by students. Sharing of exam items by students is considered cheating and is subject to disciplinary action.

Attendance

“Punctual and regular attendance is **required** of all students”. If there are extenuating circumstances bearing upon a learner’s absence, the instructor should be notified by any means such as in person, voice mail or LMS email (preferred). Absences in excess of 20% of the course time may jeopardize receipt of credit for the course as noted in the Laurentian University Academic Regulations:

http://laurentian.ca/NR/rdonlyres/B9301246-257B-4F7C-AD8E-F15204727B57/0/Acad_Regulations.pdf and as documented in our Sault college handbook.

Note: Missing up to 20% is not acceptable. Some employers are now asking about an applicant’s record of class attendance during reference checks. Class attendance is taken in each NURS3005 class. Regular attendance and participation is expected and required. Absence, tardiness and early departures are not advised and can adversely impact your final grade. Absences may be excused in case of illness, injury or emergency and need to be communicated to the professor within one week of missing class. Student departure at the break counts as 1/2 of an unexcused absence unless previously cleared with the professor.

Credits can be forfeited if a student misses over 20% of classes (5 classes). If attendance sheets are used for course attendance records, failure to sign the attendance sheet will be considered “absent”. Signing in for another student or asking another student to sign in for you will be treated as academic dishonesty.

Classroom Etiquette/Civility in the classroom: It is expected that students will:

1. Avoid using laptops except with the permission of the course Professor or unless authorized by Accessibility Services. If permitted, laptop use is only permitted in the first two classroom rows.
2. Turn off all cell phones and beepers. Texting is to be avoided.
3. Show respect towards classmates and course professor by being prepared to engage in classroom activities in a collaborative and collegial manner.
4. Refrain from talking with others unless during organized discussion time. Individual side conversations are disruptive and disrespectful for those who have paid their tuition with the expectation of an appropriate learning environment.
5. Please dispose of your garbage in the appropriate containers prior to leaving classroom.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.