



**I. 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.

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

Upon successful completion of this course, the student will demonstrate the ability 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;
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:

1. Key concepts of community health nursing
2. Historical evolution of community health nursing in Canada
3. Canadian Community Health Nursing Standards of Practice
4. Primary health care
5. Determinants of health
6. Settings, roles and functions of community health nurses
7. Ethics in community health nursing practice
8. Epidemiological applications
9. Community health nursing process
10. Program planning, monitoring and evaluation
11. Models/frameworks of health promotion and theories of community change
12. Social marketing, advocacy and community development
13. Tools for community health nursing practice
14. Sustaining healthy communities
15. Environmental health
16. International/global health
17. Communicable and infectious diseases
18. Team/group process

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Community Health Nurses of Canada. (2011). *Canadian community health nursing: Professional practice model and standards of practice*. Retrieved from: <https://www.chnc.ca/documents/CHNC-ProfessionalPracticeModel-EN/index.html> (link is for a “read-only” copy, PDF copy is available on D2L)
2. Stanhope, M., Lancaster, J., Jakubec, S., & Pike-MacDonald, S. (2016). *Community health nursing in Canada 3<sup>rd</sup> ed.* Toronto, ON: Elsevier Canada.  
**Note:** Publication date is October 3, 2016. Upon purchase, you will receive a package with chapter proofs according to the assigned readings in BSCN3005 and 3084 as well as a proof of purchase voucher. The textbook will then be available for pick up some time after October 3 from the Bookstore with the proof of purchase voucher.
3. Vollman, A., Anderson, E., & McFarlane, J. (2012). *Canadian community as Partner: Theory and multidisciplinary practice (3rd ed.)*. Philadelphia, PA: Lippincott.

**Selected Websites:**

Students are encouraged to explore the following websites and others to assist in completion of course activities and assignments.

Site	Web Address
<b>Algoma Public Health:</b> Sault Ste. Marie and area's Board of Public Health that provides many useful local resources.	<a href="http://www.algomapublichealth.com">http://www.algomapublichealth.com</a>
<b>Canadian Council on Social Development:</b> Canadian and provincial information on poverty, welfare and income.	<a href="http://www.ccsd.ca">http://www.ccsd.ca</a>
<b>CIHI Health Indicator Report 2012:</b> Search health information by subject and place	<a href="https://secure.cihi.ca/free_products/health_indicators_2012_en.pdf">https://secure.cihi.ca/free_products/health_indicators_2012_en.pdf</a>
<b>Community Health Assessment Guidelines, 2009:</b> A guide from Manitoba that provides a process for community health assessment.	<a href="http://www.gov.mb.ca/health/rha/docs/chag.pdf">http://www.gov.mb.ca/health/rha/docs/chag.pdf</a>
<b>Eat Right Ontario:</b> Dietitians provide information on menu planning, food and nutrition, and healthy eating.	<a href="http://www.eatrightontario.ca/en/Default.aspx">http://www.eatrightontario.ca/en/Default.aspx</a>
<b>Effective Public Health Practice Project:</b> Evidence-informed decision-making resource (systematic reviews on the effectiveness of public health interventions).	<a href="http://www.ehphp.ca/aboutus.html">http://www.ehphp.ca/aboutus.html</a>
<b>Enhancing Program Performance with Logic Models:</b> Online course for planning and evaluating education/outreach programs.	<a href="http://www.uwex.edu/ces/lmcourse/">http://www.uwex.edu/ces/lmcourse/</a>
<b>Health Canada:</b> Federal department responsible for helping Canadians maintain and improve their health.	<a href="http://www.hc-sc.gc.ca/index_e.html">http://www.hc-sc.gc.ca/index_e.html</a>
<b>Health Nexus (formerly - Ontario Prevention Clearinghouse):</b> Health-promotion related print and electronic resources, educational events and workshops.	<a href="http://en.healthnexus.ca/">http://en.healthnexus.ca/</a>
<b>Michigan Health Tools:</b> Includes online assessments and websites to help promote health in communities (e.g., work, school, places of worship).	<a href="http://www.mihealthtools.org/">http://www.mihealthtools.org/</a>
<b>National Collaboration Centre for Determinants of Health</b>	<a href="http://nccdh.ca/resources/entry/integrating-social-determinants-of-health-and-health-equity-into-canadian-h">http://nccdh.ca/resources/entry/integrating-social-determinants-of-health-and-health-equity-into-canadian-h</a>
<b>Ontario Health Promotion Resource System (OHPRS):</b> Online course	<a href="http://www.ohprs.ca/hp101/about_course_faq.htm">http://www.ohprs.ca/hp101/about_course_faq.htm</a>
<b>Ontario Healthy Communities Coalition:</b> Focuses on working with Ontario communities to strengthen their social, environmental, and economic well-being.	<a href="http://www.greatersudbury.ca/cms/index.cfm?app=div_earthcare&amp;currID=7078&amp;lang=en">http://www.greatersudbury.ca/cms/index.cfm?app=div_earthcare&amp;currID=7078&amp;lang=en</a>

<b>Public Health Agency of Canada (PHAC):</b> Resources pertaining to all age groups (e.g., health and safety related topics).	<a href="http://www.phac-aspc.gc.ca/index-eng.php">http://www.phac-aspc.gc.ca/index-eng.php</a>
<b>Sudbury &amp; District Health Unit (SDHU):</b> Resources for community health care providers to assist health care providers in understanding and applying the SDOH.	<a href="http://www.sdhu.com/content/healthy_living/doc.asp?folder=3225&amp;parent=3225&amp;lang=0&amp;doc=11749">http://www.sdhu.com/content/healthy_living/doc.asp?folder=3225&amp;parent=3225&amp;lang=0&amp;doc=11749</a>
<b>The Community Tool Box:</b> Free information on crucial skills for building healthy communities.	<a href="http://ctb.ku.edu/en/tablecontents/">http://ctb.ku.edu/en/tablecontents/</a>
<b>Tobacco Free RNAO:</b> Factsheets, health education guides, policy action kits, and other resources pertaining to smoking cessation.	<a href="http://tobaccofreernaoc.ca/">http://tobaccofreernaoc.ca/</a>
<b>World Health Organization (WHO):</b> United Nations world health authority providing leadership on global health matters.	<a href="http://www.who.int">http://www.who.int</a>
<b>Journals to explore:</b>	
<ul style="list-style-type: none"> <li>• Health and Social Care in the Community</li> <li>• Journal of Community Health Nursing</li> <li>• Journal of Community Health</li> <li>• Canadian Journal of Public Health</li> </ul>	

## 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 and are to be turned in (electronic copy) at the start of class.

Value	Evaluation Component
15%	Test 1
10%	Team Assignment I: Part A
5%	Team Assignment I: Part B
15%	Test 2
10%	Team Assignment II: Part A
5%	Team Assignment II: Part B
5%	Team Assignment II: Part C
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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	

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.

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

## **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.

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 and as documented in the Sault College Bachelor of Science in Nursing Program Handbook. Credits can be forfeited if a student misses over 20% of classes (5 classes throughout the year). 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.

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal and D2L form part of this course outline.