



## COURSE OUTLINE: BSCN3005 - HEALTH & HEALING IV

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Approved: Bob Chapman, Chair, Health

<b>Course Code: Title</b>	BSCN3005: HEALTH AND HEALING IV					
<b>Program Number: Name</b>	3400: COLLAB BSCN					
<b>Department:</b>	BSCN - NURSING					
<b>Semesters/Terms:</b>	20F, 21W					
<b>Course Description:</b>	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.					
<b>Total Credits:</b>	6					
<b>Hours/Week:</b>	3					
<b>Total Hours:</b>	72					
<b>Prerequisites:</b>	BSCN2057, BSCN2107, BSCN2144, CHMI2220					
<b>Corequisites:</b>	There are no co-requisites for this course.					
<b>Substitutes:</b>	NURS3005					
<b>This course is a pre-requisite for:</b>	BSCN4057, BSCN4084, BSCN4156, BSCN4206, BSCN4416					
<b>Course Evaluation:</b>	<p>Passing Grade: 60%, C</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>					
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	Credit for BSCN3005 requires completion and submission of all evaluation components.					
<b>Books and Required Resources:</b>	<p>Community Health Nursing in Canada by Marcia Stanhope          Publisher: Elsevier Edition: 3rd          ISBN: 9781771720182</p> <p>Canadian Community as Partner: Theory and Multidisciplinary Practice by Ardene Robinson Vollman          Publisher: Lippincott Williams &amp; Wilkins Edition: 4th          ISBN: 9781496339980          or 9781496355225</p>					
<b>Ends in View and Processes:</b>	<table border="1"> <thead> <tr> <th>Ends in View</th> <th>Process</th> </tr> </thead> <tbody> <tr> <td>On completion of this course the student will be able to:</td> <td>The course content provides the foundational theory and Canadian health policies in relation to community health</td> </tr> </tbody> </table>	Ends in View	Process	On completion of this course the student will be able to:	The course content provides the foundational theory and Canadian health policies in relation to community health	
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In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



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1. Describe basic principles, concepts, theoretical frameworks, and standards of practice informing community health nursing.
2. Identify the 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 concerns for an aggregate and plan appropriate health promotion activities to address priority community health concerns.
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 working with individuals, families, groups, aggregates and communities
8. Describe knowledge of environmental and global health issues as they relate to community health nursing.
9. Create a community based strategy to address an identified health need of a population or aggregate.
10. Demonstrate knowledge and strategies required to work as a member of

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.

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.

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.

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.

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

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intraprofessional, interprofessional, intrasectoral, and intersectoral teams.  
 11. Examine how the disparities and inequities facing Indigenous peoples in Canada are shaped by the social determinants of health.  
 12. Examine the impact of culture on the health of individuals, families, aggregates, and communities.

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 & 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%

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	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:** September 11, 2020

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

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