

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Health IV - Health Promotion

**CODE NO. :** NURS3007 **SEMESTER:** 6

**PROGRAM:** Collaborative Bachelor of Science in Nursing

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**DATE:** **PREVIOUS OUTLINE DATED:**

**APPROVED:**

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**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** NURS2007, NURS3006

**HOURS/WEEK:** 3

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**I. COURSE DESCRIPTION:**

In this course, learners will integrate people's experiences with health and healing focusing on community as client. Societal responsibility for health will be examined from a health promotion perspective. National and international issues related to the role of nursing in health promotion are explored.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

**Ends-In-View:**

In this course learners will develop an understanding of population approaches to shifting the health culture of a community. The focus of this course is on socio-environmental conditions at the community, national and global level.

**Process:**

The NURS 3007 course will explore and examine health promotion from a variety of different perspectives including ontological, epistemological, and ethical. The course will examine the historical and philosophical roots of health promotion. Various models and themes of health promotion will be discussed. Concepts of empowerment and health will be explored and processes of community mobilization and community development will be defined and differentiated. Students will have the opportunity to apply principles of health promotion in community activities. Critical examination of knowledge used in clinical practice will be encouraged through discussion of community experiences. Theory, research, and practice links will be articulated to help participants gain an understanding of health promotion and the role of the nurse.

**Overview:**

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

- Historical, philosophical and theoretical perspectives of Health Promotion
- Models of Health promotion
- Community Development & Community Participation
- Tools for Health Promotion (focus group, group process; development of health promotion materials including media releases)
- Planning & Evaluation for Health Promotion
- Role of the Nurse in Health Promotion
- Culture and Health Promotion
- Ethical Issues in Health Promotion
- Health Policy and political advocacy
- Research and the community health nurse

## III. TOPICS:

**Class Schedule for NURS 3007 - Health Promotion  
January - April/2004**

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
1	Jan 13	Health Promotion Introduction & Assessment	
2	Jan 20	District Health Council(DHC): How to utilize community resources & data	
3	Jan 27	Tools for Health Promotion: focus groups; development of promotional materials(fact sheet); dissemination strategies	
4	Feb 3	Role of the Nurse in Health Promotion Program Planning & Evaluation in HP	
5	Feb 10	Models for Health Promotion & Approaches	<b>Fact sheet due</b>
6	Feb 17	Social Marketing	
	Feb 21- Feb 25	Winter Break Week	
7	Mar 3	Working with Communities; Community Development	
8	Mar 10	Healthy Public Policy Building	
9	Mar 17	Helping People to Change	
10	Mar 24	Project Proposal Presentations	<b>Grant application due</b>
11	Mar 31	Project Proposal Presentations	
12	Apr 7	Project Proposal Presentations Course Review	

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

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

Nutbeam, D., & Harris, E. (2004). *Theory in a nutshell: A practical guide to health promotion theories*. North Ryde NSW, Australia: McGraw-Hill.

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

***Reference Texts:***

Edelman, C. & Mandle, C. (2002). *Health promotion throughout the lifespan*(5th ed.). St. Louis: Mosby.

Gorin, S., & Arnold, J. (1998). *Health Promotion Handbook*. St. Louis: Mosby.

Naidoo, J., & Wills, J. (2000). *Health promotion: Foundations for practice*(2nd ed.). London: Baillière Tindall.

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

Stanhope, M., & Lancaster, J.(2004). *Community & Public Health Nursing*(6th ed.). St. Louis: Mosby, Inc.

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

Assignments have been selected to complement the NURS 3007 course content and to assist in preparation of the learner for their community clinical component in NURS 3094.

**Assignment #1 - Development of a Health Promotion Information Sheet****Worth: 10%****Individual Assignment****Due Date: Class 5**

Health promotion resources are used as communication tools. There is often the need for health promoters to produce resources that are tailored to the target audience's specific needs. Leaflets and handouts are useful as they can reinforce points and can be easy and cheap to produce. A reference guide has been prepared to assist with development of an information piece titled "Guidelines for Developing Health Promotion Information". A copy of this Guide will be left with each NURS 3007 work group.

**Each student will:**

- select a health promotion topic that could be used with your aggregate group & state why this was selected
- develop a health promotion information fact sheet
- utilize knowledge of normal growth & development when planning the piece
- produce a typed information piece not exceeding one page(double sided)
- apply a readability test
- organize **three** copies of the following to be handed in:
  - a title page (**student number only for 2 copies - no name**; plus title of info. piece); the **third copy should have your name & your student # on it** as this will be the Course Professors copy)
  - prepared fact sheet with your student # on it
  - evaluation sheet with title and student # identification only
  - readability result identified on fact sheet (i.e. Smog readability = grade 5; Fry readability = grade 4)
  - APA reference page of materials used for preparation(on separate page)
  - brief summary of rationale for selecting this topic(separate page)

**The fact sheet will:**

- have a clear title
- have content that is current, relevant, accurate and appropriate for the aggregate group
- contain appropriate community services/resources notation as a further information source for the aggregate audience such as “For further information contact the Algoma Health Unit at 759-5417.”
- contain student # only as identifier of whose fact sheet is handed in for marking
- contain the readability result in same proximity of student # (pencil both these on sheet)

**Evaluation**

The fact sheet product will be evaluated by two student reviewers and by the course professor using a score sheet. The student evaluators will be from a different work group and will identify themselves as an evaluator by marking their student number on the score sheet they mark. The professor will mark every fact sheet and will compile their mark with that of the student evaluators. The student evaluators will each contribute to 10% of the mark and the Professor will have the remaining 80%. The fact sheets will be distributed to the students in class 5 for evaluation. This process should take about 15 minutes per fact sheet which means that ½ hour of class 6 will be devoted to scoring the fact sheets. It is important to keep the fact sheet non-identifying by using the student #.

**Assignment #2 -Grant Application****Worth: 30%****Group Mark****Due: Week 10**

Grant applications are often required in community health to obtain funding to sustain existing programs or to initiate a new program to meet or address a health promotion issue. In this group project you will work with 3 or 4 other students (determined in class one) and complete a grant application (distributed in class one). Each group will identify an issue for an assigned aggregate for a community within the City of Sault Ste. Marie. In order to identify an issue each group will be required to meet with 3 - 4 members of the assigned aggregate group to learn about health promotion issues for that aggregate. Review & consider the growth and development needs of the aggregate group.

“Where shall I begin?” he asked. “Begin at the beginning,” the King said, “and stop when you get to the end.”  
Lewis Carroll, *Alice in Wonderland*

Grant funding programs aim to strengthen community groups and to increase public participation in the definition and solution of health issues. According to the World Health Organization, health is a “state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”. This may indicate that there are other elements affecting health outside the health care service system. They include such factors as low income, poverty, education, lifestyle, and the physical environment. It has become evident that increases in health care spending no longer result in comparable improvements in health status or outcome. Therefore changes to the health system are being considered that broaden the range of actions for health, through project grants, which would provide a greater balance and linkage between health promotion activities and the treatment of illness. Projects will be supported that contribute to this process by:

- focusing on health promotion
- looking at a full range of health actions
- using a multi-disciplinary co-ordinated approach
- ensuring participation of target populations
- ensuring health is a priority and responsibility of all sectors

Complete the grant application form which will be provided in class one (one copy per group is required to be submitted). The grant application follows the “Grant Application Guide” that will be provided to each group for reference/guidance. It is critical that work on this assignment be initiated in week one to ensure that all components of the application are covered. Work should be divided into segments so that all group members contribute to the process.

***An assessment theoretical framework/model is required for this application. The framework selected is the choice of the group. A work plan is to be submitted weekly to the course Professor. Section B, C, & D of the application are to be submitted week 8 to the Professor.***

**Assignment #3: Grant Presentation****Worth: 15%****Group Mark****Due Date: Weeks 10, 11, 12****The group will:**

- prepare a 30 minute presentation that describes the identified health promotion issue and the implications of this issue for the community. Remember that you need to convince granters to accept and fund your grant application
- present your application as a “mock” grant application presentation to a panel of granters(class)
- include the Growth & Development stage and issues pertaining to the aggregate group
- identify the theoretical assessment framework used

All members of the class are encouraged to “come in character” for the presentations. For example you will need to play the part of the panel that would decide on whether the project has met the application criteria and rate it for possible funding. Five minutes are to be allotted after each presentation to allow the audience to ask questions, raise issues, and make comments. The audience is advised to frame their comments and critique as if they were part of the granting agency. The course professor and four students, selected prior to each presentation, will be grading the applications as the “official” grant review panel. Submit a one page presentation overview/plan for review by the panel the day of the presentation (5 copies required). Student evaluator scores will be assigned a value of 5% each (20%total) and the professor evaluation will be worth 80% of the end grade for this assignment. It is expected that each evaluator will evaluate independently, with depth and critically to mirror honest reflective practice.

**The group presentation will be evaluated for:**

- organization & time
- comprehensive and relevant content; inclusion of a framework
- appropriate presentation strategies and identification of health promotion strategies
- content delivery and presentation style
- group skills and participation

*Note: Penalties will be applied for any presentation not adhering to the time lines and deductions will be applied to the presentation for each group that does not provide an overview/summary prior to the presentation. A timekeeper will be designated for all presentations.*

**Assignment #4 - Exam - 45%**

A multiple choice and short answer exam will be scheduled during the final exam w  
You will be examined on all aspects of the course including presentation content.  
Further details about the exam will be available during the latter part of the course.

**Evaluation/Assignment Summary**

<b>Assignment</b>	<b>Grade Value</b>	<b>Due Date</b>
#1 - Development of Health Information Piece	10 %	Class 5
#2 - Grant Application	30%	Class 10
#3 - Grant Presentation	15%	Classes 10, 11, 12
#4 - Exam (April 9 - 30th)	45 %	Final Exam Schedule

***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%	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.	



**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:****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.**

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 703 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 *Student Rights and Responsibilities*. 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.