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: Jan/2006   **PREVIOUS OUTLINE DATED:** Jan/2005

APPROVED:

_____   _____
                               ASSOCIATE DEAN   DATE

TOTAL CREDITS: 3

PREREQUISITE(S): NURS2007, NURS3006

NUMBER OF HOURS PER WEEK 3

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:

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:

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 culture 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; grant proposal writing)
- 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:

Week	Date	Topic	Evaluation
1	Jan 6	Health Promotion Introduction & Assessment How to utilize community resources & data	
2	Jan 13	Role of the Nurse in Health Promotion Program Planning & Evaluation in HP	
3	Jan 20	Working with Communities; Community Development	
4	Jan 27	Models for Health Promotion & Approaches	
5	Feb 3	Tools for Health Promotion: focus groups; development of promotional materials(fact sheet); dissemination strategies	**Grant Appl. Part A**
6	Feb 10	Helping People to Change	
7	Feb 17	Social Marketing	
	Feb 20-24	Study Week	
8	Mar 3	Cultural Competence in Partnerships with Communities	
9	Mar 10	Healthy Public Policy Building	
10	Mar 17	Grant Application Presentations	**Grant Appl. Part B + Pres**
11	Mar 24	Grant Application Presentations	**Pres.**
12	Mar 31	Grant Application Presentations & Course Review	**Pres.**

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

*Required Texts***:**

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

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

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

*Reference Texts***:**

Coley, S. & Scheinberg, C. (2000). *Proposal writing* (2nd ed.). London: Sage Publications Inc.

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: Bailliere Tindall.

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

Websites

http://www.ohprs.ca/hp101
http://www.opc.on.ca/english/index.htm
http://www.who.int
http://ctb.ku.edu/
www.canadian-health-network.ca
www.hc-sc.gc.ca/hppb/healthcare/pubs/quest/appendices.html#b

V.   EVALUATION PROCESS/GRADING SYSTEM:

Evaluation/Assignment Summary

Assignment	Grade Value	Due Date
#1 - Grant Application	30%	Classes 5, 10
#2 - Grant Presentation	20%	Classes 10, 11, 12
#3 - Exam	50%	Final Exam Schedule

Assignment #1 -Grant Application
Worth: Part A: 15%; Part B: 15%   **Group Mark**

Due: Part A: Sections 2, 3 – Week 5;   Part B: Sections 1, 4, 5, 6 – 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 3-4 other students (determined in class one). These group members will work with a similar aggregate in their community placement. The group will complete a grant application (found on WebCT), plus present the grant application to the class. Each group will identify an issue for an aggregate that will be assigned by the Course Professor. In order to identify an issue each group will be required to meet with 3 - 4 members of the aggregate group/placement contacts to identify health promotion issues for that aggregate. It is necessary to review & consider the growth and development issues of the aggregate group & include them in the planning.

"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
- include social determinants of health

Each group is to identify funders who could potentially fund the project identified in the proposal.

The grant application form and the "Grant Application Guide" are available on the WebCT for NURS 3007. Submit, per group, one paper copy and one web-based copy. 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.

The Program Logic Model is required for this application (refer to Stamler & Yiu, p. 207 – 209). A work plan is to be submitted weekly to the course Professor.
Part A: Section 2, 3, is to submitted on Week 5 and
Part B: Section 1, 4, 5, 6 of the application is to be submitted week 10

Assignment #2: Grant Presentation   **Worth: 20%**
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 members)
- include the Growth & Development stage and issues pertaining to the aggregate
- present the Program Logic Model and its application to the specific aggregate
- 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 (6 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 critical thinking to mirror honest reflective practice. **All presentations will be videotaped by students and submitted following the presentation. Students are responsible for arranging the video equipment and must provide their own tape.**

The group presentation will be evaluated for:
- organization & time
- comprehensive and relevant content; inclusion of the Program Logic Model
- appropriate presentation strategies and identification of health promotion strategies
- content delivery and presentation style
- group skills and participation

Note: One per cent (1%) deduction will be applied for any presentation not adhering to the time lines and one per cent (1%) deduction will be applied to the presentation for each group that does not provide an overview/summary prior to the presentation. A time keeper will be designated for all presentations.

Important Note Re Group Assignments:
If a group is having concerns regarding a group member's contribution, and they are unable to resolve the issue on their own, it is expected that the group will make an appointment immediately with the course professor. The course professor will have the final discretion for assigning different marks for members of a group based on the group members' contribution.

Assignment #3 - Exam - **50%**

A multiple choice and short answer exam will be scheduled during the Final Exam Schedule. 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

Assignment	Grade Value	Due Date
#1 - Grant Application: Part A: sections 2, 3	15%	Class 5
Part B: sections 1, 4, 5, 6	15%	Class 10
#2 - Grant Presentation	20%	Classes 10, 11, 12
#3 - Exam – scheduled by Registrar	50%	Final Exam Schedule

The following semester grades will be assigned to students in post-secondary courses:

Grade	Definition	Grade Point Equivalent
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:
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 <u>NURS</u> courses require 60% for a passing grade.

All <u>science courses</u>, including BIOL2105, BIOL2111, CHMI2220 and <u>elective</u> <u>courses</u> 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 instructor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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 postsecondary institutions.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in the *Student Code of Conduct*. 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.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor.

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.