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/2008   **PREVIOUS OUTLINE DATED:** Jan/2007

APPROVED:

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            CHAIR, HEALTH PROGRAMS   **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:

Learners will develop an understanding of the theoretical and contextual considerations in health promotion. The focus of this course is on population health, socio-environmental conditions at the community, national and global levels and identification of community health nurses roles and responsibilities in health promotion.

Process:

NURS 3007 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, theories, and frameworks in health promotion will be examined. Examples of concepts explored are: culture, health, community, community development, and empowerment. Students will have the opportunity to apply health promotion principles and strategies in activities such as development of a health information resource, conducting a focus group, and development of a grant application. Through discussion, examination of student community experiences for application of health promotion knowledge and skills utilized in community health nursing clinical practice is encouraged. Theory, research, and practice links help participants gain an understanding of health promotion and the role of the community health 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
- Theories, models and frameworks for health promotion
- Community engagement
- Tools for health promotion(focus group, group process; development of health promotion materials; grant proposal writing)
- Program planning and evaluation
- Role of the community health nurse in health promotion
- Culture and health promotion
- Ethical issues in health promotion
- Health promotion strategies
- Evidence-based practice and the community health nurse

III. TOPICS:

NURS 3007 - Health Promotion Class Schedule

January – April 2008

Learning Activity #	Class Date	Topic	Evaluation
1	Jan 11	- Course Introduction including course syllabus, group assignments and presentation dates, - Health Promotion(HP) Introduction	
2	Jan 18	- Strengthening Community Action - Role of the Community Health Nurse in Health Promotion Program Planning & Evaluation in HP 15 minutes for group project discussion	
3	Jan 25	- Principles of Health Promotion; Health Promotion Capacity - Theories, Models and Frameworks for Health Promotion 15 minutes for group project discussion	
4	Feb 1	- Building Healthy Public Policy 15 minutes for group project discussion	
5	Feb 8	Health Communication, Social Marketing & Advocacy	**Midterm**
6	Feb 15	- Creating Supportive Environments, Developing Personal Skills Mutual Aid & Reorienting Health Services 15 minutes for group project discussion	
7	Feb 22	- Skills and Tools for Health Promotion 15 minutes for group project discussion	
	Feb 29	Winter Study Break	
8	Mar 7	- Skills and Tools for Health Promotion 15 minutes for group project discussion	
9	Mar 14	- Cultural Competence - Health Promotion Grant Application Presentations –	**HP paper due**
10	Mar 21	Good Friday	
11	Mar 28	Health Promotion Grant Application Presentations –	
12	Apr 4	Health Promotion Grant Application Presentations & Course Review	

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Required Resources

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

Stanhope, M., Lancaster, J., Jessup-Falcioni, H., & Viverais-Dresler, G. (2008). *Community*
         Health Nursing in Canada. Toronto: Elsevier.

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

Additional Resources

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

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.

Evaluation Strategy	Value	Date
Midterm – short answer, multiple choice, and essay questions	15%	February 6, 2008
Health Promotion Grant Application: Group Assignment	40%	Written component prior to 0830 on March 17, 2008 Class presentations start on March 19th
Final Exam – short answer, multiple choice, and essay questions. All content covered in the course, including presentation content, will be tested.	45%	Scheduled by Registrar

All relevant policies described in the Student Manual will apply to assignments. Up to 10% may be deducted for errors in APA format. Two copies of the entire assignment must be handed at time and date specified by the course professor. If, for personal reasons, you are not able to meet the deadlines, it is your responsibility to contact the course professor <u>prior</u> to the due date.

Failure to achieve a grade of "60" in the class component or satisfactory in both clinical areas **constitutes a failure in NURS 3094**. The philosophical beliefs surrounding praxis preclude students from repeating parts of nursing practice courses. **Therefore, a failure in ANY component will require that the student repeat ALL areas of the course. There are no exceptions to this policy.**

Attendance

Punctual and regular attendance at the various academic exercises is required of all students. After a lecture has started, learners may not be admitted to a classroom without permission of the course professor. If there are extenuating circumstances bearing upon a learners absence, the course professor should be notified by any means such as in person, voice mail, email or written.

As active participants in the learning process, it is expected that all students will attend classes. Absence in excess of 20% may jeopardize receipt of credit for the course(refer to the Student Manual).

<u>Health Promotion Grant Application Group Assignment</u>

Value: 40%
Part I: Written Grant Application: 30%
Part II: Presentation: 10%

Overview
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 concern in the community. For this assignment you will be assigned to a group. As a group (approximately 4 members) you will prepare a health promotion grant application to address a health promotion need of an assigned aggregate. You will identify a health promotion need based on the literature. Following a process that is similar to the preparation of a grant application (see LMS grant application document) your group will prepare a written grant application for submission to a pseudo funding agency.

Grant funding programs aim to strengthen community groups and to increase public participation in the definition and solution of health concerns. 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 coordinated approach
- ensuring participation of target populations
- ensuring health is a priority and responsibility of all sectors
- include social determinants of health

The grant application form and the "Grant Application Guide" are available on the LMS 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 two 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.

Part I: Written Grant Application (30%)
Program Logic Model must be utilized to plan, monitor and evaluate your program. Prior to preparing the grant application, ensure that you have familiarized yourself with the specific components of the model. Utilize this model to organize, develop and plan your program for the assigned aggregate group. Be sure to prepare a schematic diagram of this application and include as an Appendix with your Grant Submission. Include a diagram of your plan for monitoring and evaluating the program in the appendix.

The grant application must:
- justify the aggregate need for the health promotion initiative
- look at a full range of relevant health actions
- aim to foster participation of aggregate
- reflect health as a priority and responsibility of all sectors
- reflect consideration of the determinants of health
- identify potential funding sources for the grant application
- not exceed 15 pages using 12 point font (excluding appendices)

Part II: Grant Presentation (10%)
The group will:
• prepare a 25-30 minute presentation that describes the identified health promotion concern and the implications of this health concern 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 health concerns 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 3-4 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. Student evaluator scores will be assigned a value of 20% total and the professor evaluation will be worth 80% of the end grade for the presentation. It is expected that each evaluator will evaluate independently, with depth and critically to mirror honest reflective practice. All presentations are to be videotaped by students and submitted following the presentation. Students are responsible for arranging for the videotaping.

Note: Ten per cent (10%) deduction will be applied for any presentation not adhering to the time lines (either too short or extending past the 30 minutes).

Grant Application Topics
• Aboriginal Health
• Homelessness & Health
• Child Health
• School Health
• Older Adult Health
• Occupational Health
• Environmental Health
• Immigrants & Health
• Rural Health
• Mental Health
• Urban Health

Group Process
Community health nurses often work in groups. For this grant application project you are expected to work individually and as a group member. It is important that you will utilize group process skills when working on this assignment.

Note: Not all students may receive the same mark for this group assignment, as this will depend on the group process and individual contribution to the completion of the assignment. Details of the group process evaluation are described in the syllabus. Each group will attend a minimum of 1 meeting with the course professor to discuss group process and progress.

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%	4.00
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 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:**

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.

Communication:
The College considers *WebCT/LMS* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the *Learning Management System* communication tool.

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 Chair's secretary. Students will be required to provide a transcript and course outline related to the course in question.