SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Health IV: Health Promotion

CODE NO. : NURS3007   **SEMESTER:** 2

PROGRAM: Collaborative BScN

AUTHOR: Kay Vallee, Debbie Shubat, Kim Sheppard and Dan Dutrisac, Irene Koren, Heather Jessup-Falcioni

DATE: Jan. 2009   **PREVIOUS OUTLINE DATED:** Jan. 2008

APPROVED: "Fran Rose"

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                CHAIR, HEALTH PROGRAMS   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): NURS2144, NURS3006

HOURS/WEEK: 3

Note : When contacting the above course Professor please use the Sault College NURS3007 LMS email address. Students must avoid using their personal email address e.g. Smith@hotmail.com; and should use their assigned Sault College address. Please check regularly for possible bulletin board postings on LMS.

It is not expected that course professors will respond to messages out of Sault College office hours.

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. Community, 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
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
Nursing 3007 will explore and examine health promotion from a variety of different perspectives such as environmental, political and social. 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. Discussion is encouraged of student community health nursing clinical experiences for application of health promotion knowledge and skills utilized in community health nursing. Theory, research, and practice links help participants gain an understanding of health promotion and the role of the community health nurse.

III.   TOPICS:

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 and skills for health promotion (such as focus groups; group process; development of health promotion materials; grant proposal writing)
- Program planning and evaluation
- Role of the community health nurse in health promotion
- Ethical issues in health promotion
- Health promotion strategies
- Evidence-based practice and the community health nurse

NURS3007 – Health IV - Health Promotion
Class Schedule January – April 2009
Friday @ 0830 - 1130, Room A2040
Professor Kay Vallee

Learning Activity	Class Date	Topic	Student Lead	Evaluation
1	Jan 16	• Course Introduction including course syllabus, group assignments and presentation dates • Health Promotion(HP) Introduction		
2	Jan 23	• Strengthening Community Action • Role of the Community Health Nurse in Health Promotion • Program Planning & Evaluation in HP		
3	Jan 30	• Principles of Health Promotion; • Health Promotion Capacity • Theories, Models and Frameworks for Health Promotion		
4	Feb 6	• Building Healthy Public Policy • 15 minutes for group project discussion		
5	Feb 13	• Health Communication; Social Marketing; Advocacy		**Midterm**
6	Feb 20	• Creating Supportive Environments; • Developing Personal Skills; • Mutual Aid; & • Reorienting Health Services		

Class Schedule January – April 2009 (cont.)

Learning Activity	Class Date	Topic	Student Lead	Evaluation
No Class	Feb 27	Winter Study Week		
7	Mar 6	• Skills and Tools for Health Promotion		
8	Mar 13	• Skills and Tools for Health Promotion		
9	Mar 20	• Health Promotion Grant Application Presentations • 3 Groups		**Paper due March 20**
10	Mar 27	• Health Promotion Grant Application Presentations • 4 Groups		
11	Apr 3	• Health Promotion Grant Application Presentations • 3 Groups • **Course Review** (time permitting)		
No Class	Apr 10	Good Friday		
	Registrar	All course content including presentation material		**Final exam**

* **15 minutes for group project discussion will be attempted at the end of every class.**

Mid-term = 15%; HP Grant Application = 40%; Final Exam = 45%

V.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Required Resources

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

Vollman, A., Anderson, E., & McFarlane, J. (2008). *Canadian community as partner:
        Theory and multidisciplinary practice.* (2nd ed.). Philadelphia: Lippincott.

Additional Reference Resources

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

Murray, R.B., Zentner, J.P., Pangman,V., & Pangman, C. (2006). *Health promotion
        strategies through the lifespan, Canadian edition.* Toronto, ON: Pearson.

Selected Websites: Students are expected to explore the following websites.

Site	Web Address
The Ontario Health Promotion Resource System (OHPRS) developed this online course, titled "Health Promotion 101".	http://www.ohprs.ca/hp101
This site provides the services offered by the Ontario Prevention Clearinghouse	http://www.opc.on.ca/english/index.htm
Within the United Nations system, the World Health Organization (WHO) is the directing and coordinating authority for health. WHO provides leadership on global health matters, outlines the health research agenda, sets norms and standards, communicates evidence-based policy options, provides technical support to countries and monitors and assesses health trends.	http://www.who.int
The Community Tool Box identifies as the largest resource in the world providing free information on crucial skills for building healthy communities.	http://ctb.ku.edu/
The goal of this bilingual national health promotion program is to help Canadians find the information they are looking for on how to stay healthy and prevent disease.	www.canadian-health-network.ca
The Federal department responsible for helping Canadians maintain and improve their health is **Health Canada**. This site provides information about health-related legislation and activities.	http://www.hc-sc.gc.ca/index_e.html
This Ontario Healthy Communities site provides information, training materials and workshops, consultation, facilitation, referrals and networking opportunities to community groups and coalitions that are working on the Healthy Community initiatives.	http://www.healthycommunities.on.ca/ohcc.htm
The Public Health Agency of Canada works directly with provinces and territories to keep Canadians healthy by efforts to prevent chronic diseases which will help reduce pressures on the health care system.	http://www.phac-aspc.gc.ca/

Note: Student participation in class. All students are expected to participate in every class.

One of the major roles of a community health nurse working in health promotion is that of educator. Often students are not comfortable in this role. To develop this comfort:

- In the first class session student teams/groups (the assigned health promotion grant application team/group) will be assigned one class to facilitate during the term
- Facilitation will involve working with their assigned team/group members to summarize the "In Preparation" readings and prepare the discussion for that class period.
- Facilitation teams can use any format they wish (e.g. guided discussion, group exercises, videos, guest speakers, etc.) when conducting the class. **The course professor is a resource.**
- Identify at least one new additional reading to supplement the class preparation
- Optional to develop a power point presentation (ppt) for sharing with classmates
- Each class should include a teambuilding energizer which is an activity that prompts participants to work as a cooperative unit/team to:
  - build team spirit and sharing of common goals
  - work together with greater trust, respect and cooperation
  - build stronger relationships that hold up under pressure and help to discover strengths in self and others
  - develop better communications based on greater understanding
  - learn how to make best use of resources and coaching each other.

Energizers are usually icebreakers that are fun, build self-confidence, trust and cooperation.

V.   EVALUATION PROCESS/GRADING SYSTEM:

Assignments have been selected to complement the NURS3007 course content and to assist in preparation of the learner for their community clinical component in NURS3094.

Evaluation Strategy	Value	Date
Midterm – short answer, multiple choice, and essay questions	15%	February 13, 2009
Health Promotion Grant Application: Group Assignment Submission of weekly group progress reports (Pass/Fail)	40%	Written component prior to 0830 on March 20, 2009 Class presentations start on March 20, 2009
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

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	
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.

Health Promotion Grant Application Group Assignment

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 in class one. As a group (approximately 4 - 5 members) you will prepare a pseudo health promotion grant application to address a health promotion concern for an assigned aggregate. You will identify a health promotion concern based on an assessment of the literature and community using the Community As Partner Model. Following a grant application process (see grant application process documents) 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 (1994), 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 illness prevention. Projects will be supported that contribute to this process by:
- focusing on health promotion
- looking at a full range of health actions
- apply the principles of Primary Health Care (PHC) including accessibility, public participation, health promotion, appropriate skills and technology, and intersectoral cooperation
- apply the Canadian Community Health Nursing Standards of Practice (CCHNSoP): promoting health, building individual and community capacity, building relationships, facilitating access and equity, professional responsibility and accountability
- using a multi-disciplinary co-ordinated approach
- include social determinants of health

Each student group is to identify potential funding sources in the proposal of the proposed project.

- The grant application form and the "Grant Application Guide" are available on LMS for NURS3007 under assignment #1 in the Content section.
- Submit, per group, one paper copy and one web-based email 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.
- A weekly summary of group activities is to be submitted to the course Professor using the summary report found on LMS under assignment #1

Part I: Written Grant Application (30%)
Use the Program Logic Model framework to organize, develop, plan, monitor and evaluate your program. Prior to preparing the grant application, ensure that you have familiarized yourself with the specific components of this required model. Be sure to prepare a schematic diagram of this application and include as an Appendix with your Grant Submission. The diagram template is found in the Assignment #1 module. As well, include as an Appendix a diagram of your plan for monitoring and evaluating the program. Refer to chapter 10 "Program Management" in Stanhope, Lancaster, Jessup-Falcioni & Viverais-Dresler (2008).

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 the aggregate
- reflect health as a priority and responsibility of all sectors
- reflect consideration of the determinants of health
- identify involvement of community health nurses
- identify potential funding sources for the grant application
- not exceed 15 pages using 12 point font (excluding appendices)
- include a Program Logic Model diagram depicting the project

Part II: Grant Presentation (10%)

The student group will:
- Prepare a 30 minute presentation that describes the identified health promotion concern, the implications of this health concern for the community and how community health nurses are involved. Remember that you need to convince granters to accept and fund your grant application
- Present your grant application presentation to a panel: course Professor (may involve students)
- Include the Growth and Development stage and health concerns pertaining to the aggregate
- Present the Program Logic Model and its application to the specific aggregate
- Five minutes are 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
- An official time keeper will be designated for all presentations

- The course Professor(s) will be grading the applications as the "official" grant review panel
- Submit a one page presentation overview/plan for the review panel the day of the presentation (determine copies required)
- All presentations are to be videotaped by student groups and a DVD submitted to the course professor within 2 days of 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) and 10% will be deducted if the DVD is not submitted on time.

Grant Application Aggregates
- Aggregates will be assigned in class one.
- Aggregate groups assigned may be: occupational health (servers, waiters, nurses, teachers, police officers, etc.); environmental health; rural health (farmers, residents, etc.); toddler health; transgendered health; middle-aged women; middle-aged men; residents in long-term care, retirement home residents; etc.

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.
- If your group is not functioning well to meet the assignment requirements it is the responsibility of the group members to address and attempt to resolve the situation. If a resolution cannot be attained within the group the course professor should be consulted immediately so that resolution strategies can be initiated.
- Student groups are to schedule two meetings with the course professor to discuss group process and progress (it is suggested that these meetings are spanned across the meetings and additional meetings may be scheduled at the groups' request).
- Students will be required to complete an evaluation of their group members. This peer feedback will be a required component for your Professional Portfolio assignment in Year IV, NURS4057.

Note: All students may not receive the same mark for a group assignment, as this will depend on the group process and member contribution to the completion of the assignment. A review of member contributions to the group may be conducted if deemed necessary.   Groups are required to record group meeting dates, time, and group process such as task delegation and completion of tasks on the weekly summary form posted under Assignment #1. These records are to be submitted weekly to the course Professor through LMS email. Submission of weekly group progress reports are a requirement and are graded as Pass/Fail.

General Information Regarding Academic Regulations

Note**: **All assignments must adhere to the Nursing Program policies regarding assignments. Written assignments must use APA format.
- Two copies (one electronic via LMS email and one paper based) are to be submitted for all graded assignments
- The LMS email copy prior to 0830 on the day the assignment is due. The email copy document file name should contain: student last name and assignment title (e.g. SmithHP project.09). All assignments need to be sent as MS Word 2003 documents (.doc) (not 2007 -.docx- version so that course professor campus and home computers can open documents).
- Submit paper based assignments in class or upon special arrangement to D1142
- Marks will be deducted for poor form (up to 10%)
- Assignments/exams will be marked and returned usually within two weeks*. Please do not ask the professor for your assignment prior to this time frame*.

Note: The references in this syllabus follow APA format however the double spacing requirement, due to space limitations, has not been applied in the learning activity references.

<u>**Lateness**</u>
Lateness policy in the BScN student manual will be applied to all late assignments.

<u>**Attendance**</u>
Punctual and regular attendance is required of all students. After a lecture has started, learners may not be admitted to a classroom without permission of the instructor. 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 written. Absences in the excess of 20% of the course time may jeopardize receipt of credit for the course.

VI.   SPECIAL NOTES:

<u>**CLASSROOM EXPECTATIONS**</u>**:**
It is expected that all students will:
1. Refrain from talking during classroom lecture time, as individual conversations are disruptive.
2. Turn off all cell phones and beepers during class time.
3. Show respect towards classmates and instructor.
4. Only use laptops/audiovisual recorders with the permission of the course Professor

<u>Disability Services</u>:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

<u>Retention of Course Outlines</u>:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

<u>Communication</u>:
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.

<u>Plagiarism</u>:
Students should refer to the definition of "academic dishonesty" in *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.

<u>Course Outline Amendments</u>:
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 advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.