



**I. COURSE DESCRIPTION:**

The focus of this course is peoples' experience with health in the context of illness prevention / health protection / health promotion. Relevant principles and theory related to prevention/protection, health promotion and primary health care are explored. Participants will build on concepts in Health I, Health II and other related learning. In this course primary health care is viewed as a level of care, a philosophy, and a strategy. It is the foundational core of prevention, health promotion and Community Health Nursing.

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

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

**Ends In View:**

This course will provide participants with opportunities to explore the concepts basic to primary health care as they examine the principles of prevention and health promotion theory in relation to caring for individuals, families and groups/aggregates within the context of communities. Participants will focus on comparative analysis of theories of prevention and health promotion and will explore critical issues in the delivery of primary health care and the inherent challenges presented by the current transitional changes in the Canadian health care system. Participants will apply principles of epidemiology, experience interdisciplinary and intersectoral collaboration and research evidenced-based practice as they work with or consider working with individuals, families and populations in the primary, secondary, and tertiary levels of prevention.

**Process:**

As with other courses, active learning is the philosophical approach in this course. It is the intent to provide participants with a variety of learning experiences pertaining to prevention at the primary, secondary and tertiary levels of prevention. Through discussion, debate, case studies, and critical reflection participants will have opportunities to understand the concept of primary health care and explore options/choices in terms of prevention and health promotion. Participants will be able to develop a sense of community, and develop social and political awareness in a variety of community contexts.

**Overview:**

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

**health:** population health, disease prevention, health protection

**context/culture:** community, rural

**primary health care:** accessibility, health promotion, public participation, intersectoral collaboration, appropriate technology

**prevention:** primary, secondary, tertiary

## III. TOPICS:

## Proposed Class Schedule for Nursing 3006 - Health III - Primary Health Care

September - December 2003

	<b>Date Week of:</b>	<b>Course Content</b>	<b>Textbook Readings: I: Stanhope &amp; Lancaster II: Streiner &amp; Norman</b>
1	Sept 8	Community as Context: Dimensions Model of Community Nursing and Classical Epidemiology	I: chapter 1 II: chapters 1 and 2
2	Sept 15	Determinants of Health: Population Health	I: pages: 185-186
3	Sept 22	Principles of Primary Health Care	I: chapter 3
4	Sept 29	Epidemiology: Measurement	I: chapter 11 II: chapter 4
5	Oct 6	<b>Class Test</b> followed by a consultation session	
6	Oct 13	Disease Prevention; Health Protection; Health Promotion - HIV, Cardiovascular	I: chapters 38 and 39
7	Oct 20	Epidemiology: Research Methodology	I: chapter 11 II: chapters 3 and 5
8	Oct 27	Epidemiology: Research Methodology (continued)	I: chapter 11 II: chapters 3 and 5
9	Nov 3	History of Community Health Nursing/Standards of Practice/Roles of Community Health Nurses	I: chapter 2
10	Nov 10	Accessibility	I: chapter 31, 32
11	Nov 17	Rural Health	I: chapter 16
12	Nov 24	<b>Poster Presentations</b>	
13	Dec 1	Course Review & Exam Preparation	
		<b>Multiple Choice Exam Scheduled during exam period</b>	

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

Stanhope, M., and Lancaster, J. (2000). *Community and public health nursing* (5<sup>th</sup> ed.). St. Louis: Mosby.

Streiner, D.L., and Norman, G.R. (1996). *PDQ Epidemiology*. St. Louis: Mosby.

**Supplemental Resources:**

Clark, M.J. (2003). *Community health nursing: Caring for populations*. New Jersey: Prentice Hall.

Kerr, J. & MacPhail, J. (1996). *An introduction to issues in community health nursing in Canada*. St. Louis: Mosby.

Stewart, M. (Ed.). (2000). *Community nursing: Promoting Canadians' health*. Toronto: W. B. Saunders.

A supplemental reading list may be provided containing references specific to course content. Learners are encouraged to utilize and share supplemental materials to further enhance learning.

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

Success in this course will be demonstrated by learners through successful completion of the following:

<b>Assignment</b>	<b>Value</b>	<b>Completion Date</b>
Class Test (multiple choice)	20%	October 7
Prevention Paper and Poster Presentation	30% 10%	November 11 November 25
Exam (multiple choice)	40%	Exam Schedule

\*The marking scheme will be discussed in class.

### **General Overview of Prevention Paper and Poster Presentation**

Communicable diseases were the leading cause of death at the start of the twentieth century. Since 1900 the nature and scope of communicable disease has changed remarkably, however, they continue to pose significant health problems. Community health nurses play a key role in the prevention, identification, and control of communicable diseases.

This assignment will enable students to increase their knowledge and understanding of communicable disease in selected communities and the variety of roles community health nurses play in controlling communicable diseases in individual clients and in population groups. Using the Dimensions Model of Community Health Nursing students will explore a communicable disease of interest in a specific community. Each of the three elements of the Dimensions Model: the dimensions of health, the dimensions of health care and the dimension of nursing will be used to shape the paper and poster presentation. The dimensions of health will enable the student to assess the risk for the disease by focusing on the critical factors that influence the development of the communicable disease in the selected community. The dimensions of health care and the dimensions of nursing will guide the student in consideration of the nursing interventions.

Following completion of the paper students will develop a poster to disseminate their findings during a poster session. During the poster session students will have 5 minutes to present their project to the rest of the class and then be available to address questions or discuss their poster during the remainder of the session. The poster must use a 2' x 3' size poster board. Titles should use distinct lettering that is large enough to read from a distance of at least 4-6 feet. To attract the interest of the target audience students must highlight their findings in a way that arouses curiosity and makes information meaningful for nursing practice. Tables, figures and photos should be incorporated where possible to replace narratives to make the poster visually appealing.

A specific outline for the paper and poster presentation and the marking schemes will be provided in a separate document.

**Note: All assignments must adhere to the policies in the NEOCNP Student Manual.**

**The following semester grades will be assigned to students in postsecondary courses:**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
F (Fail)	59% or 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.

## 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.

### 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 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 *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.