

I. COURSE DESCRIPTION:

The focus of this course is peoples' experience with health in the context of illness prevention / health protection. Relevant principles and theory related to prevention/protection and primary health care are explored. Participants will build on concepts from previous 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 and community health nursing.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**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 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 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, explore interdisciplinary and intersectoral collaboration and research evidenced-based practice as they consider primary, secondary, and tertiary levels of prevention in various populations.

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. Participants will be able to develop a sense of community, and develop social and political awareness in a variety of community contexts.

III. TOPICS:**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, primary health care
community:	community assessment, rural
nursing:	community health nursing, nursing roles
epidemiology:	surveillance, measurement, epidemiological research, association and causation
prevention:	primary, secondary, tertiary

**Proposed Class Schedule for NURS 3006 - Health III - Primary Health Care
September - December 2004**

	Date	Course Content	Readings** from Stamler & Lui (2005)
1	Sept.10	Foundations for Community Health Nursing	Chapter 5
2	Sept.17	Community Health Nursing in Canada: History, Roles and Standards of Practice	Chapters 1, 3, 4, Appendix, CPHA manual
3	Sept. 24	Health Care in the Community: Primary Care vs. Primary Health Care	Chapters 2, 6
4	Oct.1	Epidemiology: Measurement Prevention assignment outline due in class	Chapter 7
5	Oct. 8	Guest speaker – AHU epidemiologist Review epidemiology measurement	
6	Oct. 15	Community Care: Population Health	Chapters 8, 10
7	Oct. 22	Class Midterm Test (2 hours)	
8	Oct. 29	STUDY BREAK	
9	Nov. 5	Evidence: Epidemiological Research and Evidence Based Practice	Chapter 7, 14
10	Nov.12	Prevention and Health Protection: Communicable and Sexually Transmitted Infections Assignment due November 12th	Chapter 12, 21
11	Nov.19	Accessibility: Poverty and Homelessness	Chapter 20
12	Nov.26	Community Assessment Frameworks	Chapter 10
13	Dec.3	Web Posting Review and Wrap Up Session	
		Final Examination Scheduled during exam period	

**** additional required readings will be outlined on the weekly learning activities**

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

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

Suggested reference textbook resources:

Canadian Public Health Association (CPHA) (1999). *Community health: Public health nursing in Canada: Preparation and practice*. Ottawa: Author.

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.

Stanhope, M., and Lancaster, J. (2004). *Community and public health nursing* (6th ed.). St. Louis: Mosby.

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

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

V. EVALUATION PROCESS/GRADING SYSTEM:

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

Assignment	Value	Completion Date
Class Midterm Test Covers content from all class readings and discussion	30%	November 5th
Prevention Assignment Outline Prevention Paper Webposting	* 25% 10%	October 1st November 12 th # November 26 th
Exam Covers content from all class readings and discussion	35%	Exam Schedule

* An outline of the prevention assignment **must be submitted in class on October 1, 2004**. Failure to submit the assignment outline as specified in the Prevention Paper Overview (see next page) will result in a 10% reduction in the final grade of the prevention paper.

Two copies of the paper must be handed in at the beginning of class.

Prevention Paper Overview

Context:

Community health nurses engage in a variety of strategies to prevent illness and injury and to protect the health of individuals and communities. For this assignment the learner will:

- a) select a health challenge of interest (i.e., a specific disease such as diabetes or injury classification such as poisoning) within an adult or child population.
- b) focus on a Canadian community of interest (i.e., a group of Canadians with common characteristics **and** geography such as school age children in the Maritimes or injection drug users in Vancouver or senior residents in Ontario).

General Assignment Overview:

The learner will apply course concepts to:

- a) establish the risk of the health challenge in the community,
- b) identify the roles of the community health nurse in the control of the health challenge and
- c) explore the strategies used in the prevention of the health challenge.

Outline Submission:

An outline of the assignment must be submitted in class on October 1, 2004. The content in the assignment outline will be utilized during the class on that day.

The assignment outline content will:

- a) indicate the selected health challenge and community of focus
- b) provide an annotated listing of resources (i.e., literature, websites) that are being explored for the final paper. The annotation will provide the resource citation in APA format followed by a brief synopsis of what the learner intends to obtain from the resource.

Failure to submit the assignment outline as specified will result in a 10% reduction in the final grade of the prevention paper.

Final Paper:

The final prevention paper will consider the health challenge in the context of the community. Using a framework such as the Dimensions Model the learner will identify the risk factors (intrinsic and extrinsic) that contribute to the development of the health challenge in the selected population. It will provide epidemiological evidence that describes the extent of the health challenge in the community. Community health nursing roles and the levels of prevention will be considered. Examples of community health nursing roles applicable to the health challenge and specific prevention strategies considering all levels of prevention will be discussed. It is expected that learners will demonstrate application of current course content as well as content from previous learning (for example consideration of ethical issues and growth and development).

Length of paper: no more than 10 pages. Note that the page limitation refers to the main text of the paper. Within these 10 pages the student must fully address all components of the paper. Appendices may be included to support the content of the paper.

Prevention Paper Marking Scheme

Final paper = 50 marks ----- 25% of final grade

Section I: Assessing Risk (25 marks as outlined below)

Health challenge and focus:

Identification of the health challenge and community of interest including a statement of rationale for selecting this combination as a focus for the paper (2 marks)

Application of epidemiological evidence:

- a) identify an appropriate epidemiological model for the health challenge (3 marks)
- b) describe the extent of the health challenge in the selected community with reference to appropriate rates including reference to appropriate comparison rates (10 marks)
- c) identify factors that contribute to the development of the health challenge in the selected community with reference to epidemiological research (10 marks)

Section II: Community Health Nursing and Prevention (25 marks as outlined below)

- a) identify community health nursing roles in general (2 marks)
- b) expand on the community health nursing roles that are most applicable to the prevention of the selected health challenge and provide specific examples of the prevention strategies considering all three levels of prevention (15 marks)
- c) consider ethical issues in the prevention of the health challenge in the community (4 marks)
- d) consider growth and development issues in the prevention of the health challenge in the community (4 marks)

Web Posting Guidelines (10%)

Website postings provide an opportunity for information sharing. Following completion of the Prevention Paper learners will develop a poster to highlight the key findings of their paper. This poster will be prepared and then posted to a web site that will be accessed by NURS 3006 class participants. This access will allow each learner to review the postings and learn about a variety of health challenges in addition to their own health challenge work.

Guidelines:

- prepare an electronic poster presentation using the medium of your choice such as power point or word
- poster content is to reflect a summary of the prevention paper findings. Include only pertinent information that will provide the reader with an overall view of the health challenge you have selected. For example, information included could be demographic data, the health challenge, relevant findings such as those related to the dimensions model, public health interventions, level of primary care and nursing interventions
- the length is not to exceed 3 pages which will include a title page, a poster page and a reference page. The title page, citations and references are to follow APA format
- creativity is encouraged such as the use of colors, pictures and display format
- font used is to be easily readable when viewing on a computer screen which is usually 12 point
- post the completed product to WebCT for NURS 3006 Poster Presentation area depending on your educational site guidelines.

Evaluation of Posting:

- the posting will be evaluated for: clarity, organization, pertinent information, esthetics, inclusion of: framework such as the Determinants of Health and Dimensions Model; levels of intervention, nursing interventions, public health interventions and demographics.
- peer and professor evaluation will be utilized

Web Posting Evaluation Guidelines

Student: _____
 Health Challenge: _____

The following items will be used to evaluate the web posting.

Content	Value	Actual Mark
appealing arrangement of script and graphics (creativity)	2	
script visible when viewed on computer screen	1	
information makes sense to reader	1	
demographics included	.5	
related a framework model	2.5	
identification of levels of prevention	1	
nursing interventions included	1	
public health interventions included	1	
Total Marks	/10	

Note: All assignments must adhere to the School of Nursing policies regarding assignments. Written assignments must use APA format.

- Two copies are to be handed in of all graded assignments.
- **The final paper is to be submitted by noon on the due date – in the drop box located in School of Nursing main office.**
- Assignments/exams will be marked and returned as quickly as humanly possible. Please do not ask the professor for your assignment.
- Marked assignments will be returned to the learner in the alphabetical accordion file located in the nursing office.

Lateness

Refer to the Guidelines for Written Assignments in your Student Manual (pages 25-28).

Attendance

Refer to the Attendance in Class section of your Student Manual (page 33).

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: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 w

ho 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.