

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Health III: Primary Health Care
CODE NO. : NURS 3006 **SEMESTER:** 5
PROGRAM: Collaborative Bachelor of Science in Nursing
AUTHOR: Irene Koren, Heather Jessup-Falcioni, Debbie Shubat
DATE: Sept. 2005 **PREVIOUS OUTLINE DATED:** Sept. 2004
APPROVED:

ASSOCIATE DEAN **DATE**
TOTAL CREDITS: 3
PREREQUISITE(S): NURS1007
HOURS/WEEK: 3

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I. COURSE DESCRIPTION:

This is a broad introductory course that focuses on peoples' experiences 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 explore principles of epidemiology and 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, public health
health care:	primary health care, levels of prevention, health protection
nursing:	community health nursing
community:	determinants of health

Proposed Class Schedule
NURS 3006: Health III - Primary Health Care
September - December 2005

Week	Date	Content	Assignments
1	Sept 12	Course Introduction: Foundations for Community Health Nursing	
2	Sept 19	Health Care in the Community: Primary Care vs. Primary Health Care	
3	Sept 26	Principles of Prevention and Protection	
4	Oct 3	Epidemiology I: Measurement & Health Surveillance	
5	Oct 10	Thanksgiving	
6	Oct 17	Community Care: Population Health	
7	Oct 24	Study Week	
8	Oct 31	Epidemiology II: Research Designs	Prevention Paper Outline
9	Nov 7	Community Health Nursing in Canada: History, Roles and Standards of Practice Community Assessment	
10	Nov 14	Accessibility: Poverty and Homelessness	Prevention Paper (30%)
11	Nov 21	Prevention and Health Protection: Communicable and Sexually Transmitted Infections	
12	Nov 28	Community Health Professional Panel	Web Posting (10%)
13	Dec 5	Web Posting Discussion Wrap Up Session	
		Exam period (date TBA)	Final Exam (60%)

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

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

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

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

Suggested reference textbook resources:

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

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.

V. EVALUATION PROCESS/GRADING SYSTEM:

Credit for this course requires successful completion of the following:

Component	Value	Completion Date
<u>Prevention Assignment#</u>		
1. Prevention Paper		
a. Outline	0*	Week 8
b. Final Paper	30%	Week 10
2. Webposting	10%	Week 12
Final Exam Covers all class readings and discussion	60%	Date to be determined

Different grades **MAY** be assigned to each student of a pair if it is determined by the course professor that individual contribution to the assignment was not relatively equal.

* The Prevention Paper Outline must be submitted in class 8. Failure to submit the outline as specified in the Prevention Assignment overview (see below) will result in an automatic 10% reduction of the final grade for the Prevention Paper.

Prevention Assignment (40%)

General Overview:

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 learners will work in pairs and:

- a) visit the Public Health Agency of Canada website for disease surveillance online at: <http://www.phac-aspc.gc.ca/dsol-smed/>
- b) select a health challenge category of interest (e.g., cancer; cardiovascular; major chronic diseases; notifiable diseases and injury surveillance) and then select a specific health challenge of focus from that category (e.g., breast cancer, myocardial infarction)
- c) use the Dimensions of Health as a framework and the literature as support to identify factors that contribute to the development of the selected health challenge
- d) demonstrate appropriate use of measures of morbidity and or mortality by describing the extent of the health challenge in Ontario and comparing Ontario to one other Canadian province or Canada as a whole
- e) provide specific examples of the prevention strategies for the selected health challenge
- f) demonstrate awareness of community health nursing roles that are most applicable to the prevention of the health challenge and,
- g) demonstrate consideration of ethical and growth and development issues when exploring the prevention strategies

Components of Prevention Assignment:

The Prevention Assignment consists of 2 major components:

1. Prevention Paper
2. Web Posting

1. Prevention Paper: (30%)

I. Prevention Paper Outline Submission: * (due in class 8)

An outline of the assignment must be submitted in class 8. This submission will:

- a) indicate the specific health challenge selected and alternate Canadian community of interest
- b) provide an annotated listing of resources (ie., 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 Prevention Paper Outline as specified will result in a 10% reduction of the final grade of the Prevention Paper.**

II. Prevention Paper: (due in class 10)

The Prevention Paper Outline and Marking Scheme follow below.

Prevention Paper length: no more than 10 pages.

This page limitation refers to the main text of the paper. Within these 10 pages learners must fully address all components of the paper.

Appendices may be included to support the content of the paper.

2. Web Posting: (10%)

Website Posting provides 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 other postings and learn about a variety of health challenges in addition to their own health challenge work.

Web Posting Guidelines and Marking Scheme follow below.

Prevention Paper Outline & Marking Scheme
Total = 60marks

Section I: Assessing Risk (35 marks as outlined below)

- a) consider all the Dimensions of Health within the Dimensions model and identify factors that contribute to the development of the selected health challenge **(20 marks)**
- b) describe the extent of the health challenge in the selected community with reference to appropriate measures of morbidity and mortality as well as use of appropriate comparison rates **(15 marks)**

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

- a) discuss relevant issues (e.g., ethical, growth and development) in the prevention of the selected health challenge and provide specific examples of prevention strategies for all three levels of prevention **(15 marks)**
- b) identify community health nursing roles in general and expand on the community health nursing roles that are most applicable to the prevention of the selected health challenge **(10 marks)**

Web Posting Guidelines and Marking Scheme
Total = 10 marks

General 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, surveillance data and prevention strategies
- length is not to exceed 3 pages which will include a title page, a poster page and a reference page (title page, citations and references are to follow APA format)
- creativity is encouraged such as the use of colors, pictures and display format but should not detract from the presentation
- font used is to be easily readable when viewing on a computer screen (usually 12 point)
- post the completed product to WebCT NURS 3006 Poster Presentation area depending on your educational site guidelines.

Web Posting Marking Scheme:

Content	Value	Mark	Comments
Clarity	1		
Organization	1		
Pertinent information: a. overview of health challenge b. surveillance data c. prevention strategies	7		
Aesthetics	1		
Total	10		

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.

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%	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 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 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.