



**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:**

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

Concepts foundational to community practice will be explored. Participants will expand their conception of health to the population level and develop their knowledge of primary health care as a strategy for achieving health for all. Prevention will be the primary focus as community health nursing roles and standards of practice are considered in the context of population-focused practice. Community will be conceptualized in a variety of ways and several frameworks and models for community assessment will be considered.

Active learning is the philosophical approach in this course. Participants will engage in a variety of learning experiences pertaining to population-focused practice in the community. Through discussion, debate, case studies, and critical reflection participants will have opportunities to understand concepts that are basic to primary health care and to explore prevention strategies. Participants will develop a sense of community practice and develop social and political awareness in a variety of community contexts.

**III. TOPICS:**

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

- health: population health, public health, determinants of health
- health care: primary health care, levels of prevention, health protection
- nursing: community health nursing, population-focused practice
- community: community as client and partner
- community assessment: nursing frameworks, epidemiologic frameworks, equity models

**Proposed Class Schedule  
N3006: Health III - Primary Health Care  
September - December 2008**

<b>Week</b>	<b>Date</b>	<b>Content</b>	<b>Evaluations</b>
1	Sept 8	Introduction to Primary Health Care: Community as Client and Partner	
2	Sept 15	Foundations for Community Health Nursing: Settings, Functions, Roles and Standards	
3	Sept 22	Ethics in Community Health	
4	Sept 29	Determinants of Health: Primary Health Care and Population Health	
5	Oct 6	Epidemiology: Levels of Prevention and Measures of Health	<b>Prevention Assignment Outline due</b>
6	Oct 13	<b>Thanksgiving</b>	
7	Oct 20	<b>Midterm</b> Community Health Assessment I	<b>Midterm (25%)</b>
8	Oct 27	<b>Study Week</b>	
9	Nov 3	Community Health Assessment II	
10	Nov 10	Threats to Community Health: Poverty and Homelessness	
11	Nov 17	Supportive Environments for Health	<b>Prevention Paper (25%) due in class. Web Posting (10%) due prior to class</b>
12	Nov 24	Community Health Professional Panel	
13	Dec 1	Wrap Up Session	
		<b>Exam period (December 2008)</b>	Final Exam (40%)

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

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

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

**Suggested reference textbook resources:**

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

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

Credit for this course requires successful completion of the following:

Evaluations	Value	Completion Date
<b>1. Midterm Exam</b>	25%	<ul style="list-style-type: none"> <li>October 6th</li> </ul>
<b>2. Prevention Assignment</b> <ul style="list-style-type: none"> <li><b>Outline (1 page)</b></li> <li><b>Paper</b></li> <li><b>Web Posting</b></li> </ul>	* 25% 10%	<ul style="list-style-type: none"> <li>Submitted @ 0830 on October 6<sup>th</sup> #</li> <li>submitted @ 0830 November 17<sup>th</sup></li> <li>posted <b>prior</b> to class November 17<sup>th</sup></li> </ul>
<b>3. Final Exam</b>	40%	<ul style="list-style-type: none"> <li>determined by Registrar</li> </ul>

**# Failure to submit the 1 page Prevention Assignment Outline in class on October 6<sup>th</sup> will result in a 15% reduction in the overall final grade for the Prevention Assignment (35%).**

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.

**Prevention Assignment (35%)**

**Due Dates: Mandatory Outline in class on October 6<sup>th</sup>, Paper (25%) due at 0830 on November 17<sup>th</sup> and Web Posting (10%) prior to class on November 17<sup>th</sup>**

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:

- utilize Public Health Agency of Canada website for Disease Surveillance Online at: <http://www.phac-aspc.gc.ca/dsol-smed/index.html> to determine the surveillance tool for the assigned health challenge
- refer to the “How to use ...” section of the appropriate surveillance tool to determine the limitations of the data provided and use this as a reference guide for use of the information

***I. Prevention Paper Outline: (failure to submit as required will result in a 15% deduction in the grade for the Prevention Assignment) – 1 page limit***

1. In a paragraph illustrate an appropriate report and interpretation of epidemiological information for the health challenge for Ontario and your selected comparison population.
2. 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 (2 to 3 sentences) of what the learner intends to obtain from the resource.

***II. Prevention Paper: (25%) – 7 page limit***

1. Provide an overview of the assigned health challenge based on statistics obtained from the Public Health Agency of Canada Disease Surveillance On-Line website and other sources. Demonstrate appropriate report and interpretation of epidemiological information for the health challenge for Ontario and either Canada or another Canadian province/territory. (25 marks)
2. Utilize appropriate framework(s) and/or model(s) to identify the etiologic (risk) factors of the assigned health challenge. Support the identification of etiologic factors with reference to primary sources. (15 marks)
3. Identify strategies for each of the levels of prevention for the assigned health challenge. (15 marks)
4. In the context of primary health care, discuss two key roles of the community health nurse in the control and management of the health challenge. Your discussion should include relevant ethical and legal considerations for community health nursing practice. (20 marks)

### **III. Web Posting: (10%)**

Web posting provides opportunity for information sharing. Learners will develop a PowerPoint presentation to provide an overview of their prevention paper. Class participants will access each others postings to learn about the epidemiology and initiatives for the control and management of major health challenges in the community.

#### **Web Posting Guidelines**

- creativity is encouraged but should not detract from the content of the presentation
- font is to be easily readable when viewed on a standard computer screen (e.g., Arial 18 font)
- identify the health challenge in naming your final PowerPoint file and in the subject line of your posting message so that viewers can readily identify the topic of your posting
- post the final PowerPoint file to the designated LMS site for NURS 3006 Web Posting area (e.g., a section will be created for four major areas: cancer, cardiovascular diseases, major chronic diseases, notifiable diseases and injury)

Web Posting Length: no more than 10 content slides (excluding title page and reference list). Within these 12 slides learners must:

- a) provide a clear definition of the health challenge (1 slide)
- b) illustrate the impact and/or burden of the health challenge in the community - demonstrate relevant person (i.e., sex, age), place (Ontario and another province/territory or Canada must be included) and time (most recent year available and at least one other reference period) consideration in the epidemiologic overview (3 slides)
- c) comment on/summarize 3 key findings from the epidemiologic overview (1 slide)
- d) identify prevention strategies for each level of prevention (1 slide per level = 3 slides)
- e) specify two key roles of the community health nurse in the context of controlling and managing the health challenge within a primary health care system (2 slides)

#### **General Information Regarding Academic Regulations**

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

- One paper copy and an electronic copy are to be submitted in for all graded assignments.
- The electronic version of the assignment must be submitted via LMS before the due date. The paper copy must be handed to the professor in class or by special arrangement in the office (D1203)
- Assignments/exams will be marked and returned as quickly as possible. Please do not ask the professor for your assignment.

**Lateness**

Lateness policy in the BScN student manual will be applied to all late assignments.

**Attendance**

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:****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 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 post-secondary 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 *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.

**This course upholds the policies of Sault College and Laurentian University related to academic dishonesty.**

**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 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.