

I. COURSE DESCRIPTION:

The course is grounded in a primary health care framework. Basic concepts, principles and theoretical frameworks informing community health nursing in the context of prevention, health protection and health promotion are explored. Health will be examined from the population health promotion perspective. Through class discussion, small group activities and course assignments students will develop their understanding of community as client and partner and develop their repertoire of strategies for prevention, health promotion and health protection in the community setting.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**Ends In View:**

At the end of this course the student will be able to:

1. Describe basic principles, concepts, theoretical frameworks informing community health nursing.
2. Delineate the diversity of roles and functions of community health nurses.
3. Interpret key epidemiological concepts and common epidemiological measurements.
4. Conduct a community health assessment on an assigned community to identify community health needs for an aggregate; planning appropriate health promotion activities to address priority community health needs.
5. Describe the health program planning process and its application to nursing in the community.
6. Summarize models, theories and frameworks of health promotion and community change.
7. Demonstrate knowledge of strategies for prevention, health protection and health promotion when working with individuals, families, groups, aggregates and communities.
8. Demonstrate knowledge of environmental health, international health and global health issues as they apply to community health nursing.
9. Demonstrate knowledge and strategies required to work as a team member.
10. Prepare a health promotion grant application to address a health need of an aggregate based on the conducted community health assessment.

Process:

Active co-operative learning is the philosophical approach in this course. Participants will develop a sense of community health nursing practice and develop social and political awareness in a variety of community contexts by engaging in a variety of learning experiences such as: discussion, debate, case study analysis, health communication development, class presentation, community health assessment, health promotion grant proposal preparation, and critical reflection.

Note: NURS 3005 is interactive, experiential and participative in design to promote co-operative learning. Class activities will draw upon students' personal, professional, and clinical experiences. Active student participation in NURS 3005 is an expectation.

III. TOPICS:

The course content is organized around learning activities that reflect the following topics:

- Key concepts of community health nursing
- Historical evolution of community health nursing in Canada
- Canadian Community Health Nursing Standards of Practice
- Primary health care
- Determinants of health
- Settings, roles and functions of community health nurses
- Ethics in community health nursing practice
- Epidemiological applications
- Community health nursing process
- Program planning, monitoring and evaluation
- Models and frameworks of health promotion and theories of community change
- Social marketing, advocacy and community development
- Tools for community health nursing practice
- Sustaining healthy communities
- Environmental health
- International/global health
- Communicable and Infectious Diseases
- Team/group process

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Community Health Nurses of Canada. (2011). *Canadian community health nursing: Professional practice model and standards of practice*. Author. Available for purchase in bookstore or in non-printable format from <http://www.chnc.ca/documents/CHNC-ProfessionalPracticeModel-EN/index.html>

Stamler, L. & Yiu, L. (2012). *Community health nursing: A Canadian perspective* (3rd ed.). Toronto, ON: Pearson.

Vollman, A., Anderson, E., & McFarlane, J. (2012). *Canadian community as Partner: Theory and multidisciplinary practice* (3rd ed.). Philadelphia, PA: Lippincott.

Reference Resources

Hales, D. & Lauzon, L. (2010). *An invitation to health* (2nd Canadian ed.). Toronto, ON: Nelson. (or other Growth and Development text).

Selected Websites: Students are encouraged to explore the following websites and others to assist in completion of course activities and assignments. Additional links are often embedded within the links and may provide helpful information.

Site	Web Address
Canadian Council on Social Development: Canadian and provincial information on poverty, welfare and income.	http://www.ccsd.ca
CIHI Health Indicator Report 2012: search by subject and place	https://secure.cihi.ca/free_products/health_indicators_2012_en.pdf
Community Health Assessment Guidelines, 2009. A Province of Manitoba guide that provides a process that can be used to conduct a community health assessment.	http://www.gov.mb.ca/health/rha/docs/chag.pdf
Eat Right Ontario: Dietitians provide information on menu planning, food and nutrition and healthy eating.	http://www.eatrightontario.ca/en/Default.aspx
Effective Public Health Practice Project: evidence-informed decision-making resource. Systematic reviews are conducted on the effectiveness of public health interventions, and summarizes recent, high quality reviews produced by others.	http://www.ephpp.ca/aboutus.html
Enhancing Program Performance with Logic Models: an online course for planning and evaluating education and outreach programs using Program Logic Models.	http://www.uwex.edu/ces/lmcourse/
Health Canada, the Federal department responsible for helping Canadians maintain and improve their health.	http://www.hc-sc.gc.ca/index_e.html

<p>Health Nexus (formerly - Ontario Prevention Clearinghouse) a source for health-promotion related print and electronic resources, educational events and workshops. They also provide personalized consultations utilizing expert advice, and will provide referrals p.r.n.</p>	<p>http://en.healthnexus.ca/</p>
<p>Michigan Health Tools: a site that includes online assessments and websites to help promote and support better health in communities, at work, at school and in places of worship.</p>	<p>http://www.mihealthtools.org/</p>
<p>National Collaboration Centre for Determinants of Health</p>	<p>http://nccdh.ca/resources/entry/integrating-social-determinants-of-health-and-health-equity-into-canadian-h</p>
<p>Ontario Health Promotion Resource System (OHPRS) online course: "Health Promotion 101".</p>	<p>http://www.ohprs.ca/hp101/main.htm</p>
<p>Ontario Healthy Communities Coalition: mission of working with Ontario communities to strengthen their social, environmental and economic well-being.</p>	<p>http://www.greatersudbury.ca/cms/index.cfm?app=div_earthcare&currID=7078&lang=en</p>
<p>Public Health Agency of Canada (PHAC): an excellent site of resources pertaining to all age groups re: health and safety related topics.</p>	<p>http://www.phac-aspc.gc.ca/index-eng.php</p>
<p>Sudbury & District Health Unit (SDHU): The SDHU is very progressive in their application of the Social Determinants of Health (SDOH) and this site provides resources for community health care providers to assist them in understanding and applying the SDOH.</p>	<p>http://www.sdhu.com/content/healthy_living/doc.asp?folder=3225&parent=3225&lang=0&doc=11749</p>
<p>The Community Tool Box provides free information on crucial skills for building healthy communities.</p>	<p>http://ctb.ku.edu/en/tablecontents/</p>
<p>Tobacco Free RNAO: This site contains fact sheets, health education guides, Policy action kits and other resources pertaining to smoking cessation.</p>	<p>http://www.tobaccofreernaoc.ca/en/resources</p>

World Health Organization (WHO): the United Nations world health authority providing leadership on global health matters.	http://www.who.int
<p>Journals to explore:</p> <ul style="list-style-type: none"> • Health and Social Care in the Community • Journal of Community Health Nursing • Journal of Community Health • Canadian Journal of Public Health 	

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignments have been selected to complement the course content and the community clinical practice component in NURS3084 & NURS3094.

Credit for this course requires completion and submission of all of the following evaluation components are to be turned in (both hard copy and electronic LMS copy) at the start of class.

Date Due	Value	Evaluation Component
November 28, 2014	15%	Assignment #1 Community Health Assessment, Analysis and Diagnosis
October 31, 2014	15%	Test 1
February 13, 2014	15%	Test 2
March 27, 2013	20%	Assignment #2 Health Promotion Program
TBA	35%	Final Exam

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
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.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Punctual and regular attendance is **required** of all students. 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 D2L email (preferred). Absences in excess of 20% of the course time may jeopardize receipt of credit for the course as noted in the *Laurentian University Academic Regulations* and as documented in the *Sault College Handbook*. Credits can be forfeited if a student misses over 20% of classes (5 classes throughout the year). If attendance sheets are used for course attendance records, failure to sign the attendance sheet will be considered "absent". Signing in for another student or asking another student to sign in for you will be treated as academic dishonesty.

VII. COURSE OUTLINE ADDENDUM:

1. 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.

2. 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.

3. 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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

4. Accessibility Services:

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 Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

5. Communication:

The College considers ***Desire2Learn (D2L)*** 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 this Learning Management System (LMS) communication tool.

6. Academic Dishonesty:

Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct* and the *Laurentian University Academic Calendar Policy*. 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.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Recording Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.