

I. COURSE DESCRIPTION:

In this course, learners will integrate people's experiences with health and healing focusing on community as client. Societal responsibility for health will be examined from a health promotion perspective. National and international issues related to the role of nursing in health promotion are explored.

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

In this course learners will develop an understanding of population approaches to shifting the health culture of a community. The focus of this course is on socio-environmental conditions at the community, national and global level.

Process:

In NURS 3007 the learner will explore and examine health promotion from a variety of different perspectives including ontological, epistemological, and ethical. The course will examine the historical and philosophical roots of health promotion. Various models and themes of health promotion will be discussed. Concepts of empowerment and health will be explored and processes of community mobilization and community development will be defined and differentiated. Students will have the opportunity to apply principles of health promotion in community activities. Critical examination of knowledge used in clinical practice will be encouraged through discussion of community experiences. Theory, research, and practice links will be articulated to help participants gain an understanding of health promotion and the role of the nurse.

Overview:

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

- Historical, philosophical and theoretical perspectives of health promotion
- Models of health promotion
- Community development & community participation
- Tools for health promotion (focus group, group process; development of health promotion materials including media releases)
- Mental health promotion
- Planning & evaluation for health promotion
- Role of the nurse in health promotion
- Culture and health promotion
- Ethical Issues in health promotion
- Health policy and political advocacy

III. TOPICS:

Class Schedule for NURS 3007 - Health Promotion

January – April, 2004

Class	Date	Topic	Readings and Assignments
1	Jan 5	Health Promotion Defined: Historical & Philosophical Perspectives	N&W: ch 4 S&L: ch. 1 & 14
2	Jan 12	Models & Approaches to Health Promotion	N & W ch 5 S & L ch 10, 13
3	Jan 19	Tools for Health Promotion: focus groups; dissemination strategies	N&W: ch 17 S&L: ch. 23
4	Jan 26	HP Planning & Evaluation Role of the nurse in HP	N&W: ch 18 & 19 S&L: 14, 15 & 17; p. 867-868
5	Feb 2	Empowerment, Collaboration & Advocacy in Health Promotion; Group Process	N&W: ch 8; 12; pp 86, 98 -99 S&L: p. 388 - 395; 523, 656 - 658, 894; ch 23
6	Feb 9	Mental Health Promotion	N&W: p.6, 172 (Fact sheet due) S&L: ch 35 & evaluated)
7	Feb 16	Working with Communities: Community Development & Comm. Participation	N & W: ch. 4 & 10
8	Feb 23	No class - Group project preparation time	S&L: 26, 27, 28, 29, 35, 43, 44, 45
9	Mar 1	Health Promotion: Ethics & Culture; Policy & politics	N&W: ch. 6, 9-21 S&L: ch 6, 7
10	Mar 8	Presentations: Groups 1, 2 & 3	Grant Application Due
11	Mar 15	March Break	
12	Mar 22	Presentations: Groups 4 & 5	
13	Mar 29	Review & evaluation re: class participation	completion of participation mark form

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

Naidoo, J., & Wills, J. (2000). *Health promotion: Foundations for practice (2nd ed.)*. London: Baillière Tindall.

Stanhope, M., & Lancaster, J.(2000). *Community & public health nursing (5th ed.)*. St. Louis: Mosby, Inc.

Reference Texts:

Gorin, S., & Arnold, J. (1998). *Health promotion handbook*. St. Louis: Mosby.

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

Internet Resources:

Internet resources will be included in each learning activity where possible.

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

	Assignment	Grade Value	Due Date
#1	Grant Application & Presentation	35%	Week 9 - 10
# 2	Development of Health Information Item	10 %	Week 6
# 3	Class Participation	5 %	Week 13
# 4	Exam	50 %	Final Exam Schedule

Course Evaluation:

Assignments have been selected to complement the NURS3007 course content and to assist in preparation of the learner for their community clinical component in NURS3094.

Assignment #1 -Grant Application and Presentation(Two Parts)

Grant applications are often required in community health to obtain funding to sustain existing programs or to initiate a new program to meet or address a health promotion issue. In this group project you will work with 3 other students (determined in class one) and complete a grant application (distributed to group in class one) plus present the grant application to the class. Each group will identify an issue for an assigned aggregate for a community within the Algoma district. In order to identify an issue each group will be required to meet with 3 - 4 members of the assigned aggregate group to learn about health promotion issues for that aggregate. Consider the growth and development needs of the aggregate group. **Required target groups to be covered by all sites are: Child Health, Adolescent Health, Women's Health, Men's Health, Elder Health, and Mental Health with Aboriginal Health an option.**

Part I: Grant Application Proposal**Worth: 25%****Group Mark****Due: Week 10**

"Where shall I begin?" he asked. "Begin at the beginning," the King said, "and stop when you get to the end." Lewis Carroll, *Alice in Wonderland*

Grant funding programs aim to strengthen community groups and to increase public participation in the definition and solution of health issues. According to the World Health Organization, health is a "state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". This may indicate that there are other elements affecting health outside the health care service system. They include such factors as low income, poverty, education, lifestyle, and the physical environment. It has become evident that increases in health care spending no longer result in comparable improvements in health status or outcome. Therefore changes to the health system are being considered, through project grants, which would provide a greater balance and linkage between health promotion activities and the treatment of illness and broaden the range of actions for health. Projects will be supported that contribute to this process by:

- focusing on health promotion
- looking at a full range of health actions
- using a multi-disciplinary co-ordinated approach
- ensuring participation of target populations
- ensuring health is a priority and responsibility of all sectors

Complete the grant application form which will be provided in the first class (one copy per group as only one copy is to be submitted/group). The grant application follows the "Grant Application Guide" that will be provided to each group for reference/guidance. It is critical that work on this assignment be initiated in week one in order to ensure that all components of the proposal are covered and work should be divided into segments to be completed by all group members.

Part II: Presentation

Worth: 10%

Group Mark

Due Date: Weeks 10 & 12

The group will:

- prepare a 40 minute presentation that describes the identified health promotion issue and the implications of this issue for the community - need to convince granters to accept and fund your grant application
- present your application as a "mock" grant application presentation to a panel of granters(class)
- include the growth & development stage and issues pertaining to the aggregate group

All members of the class are encouraged to "come in character" for the presentations. For example you will need to play the part of the panel that would decide on whether the project has met the application criteria and rate it for possible funding. There will be 5 minutes after each presentation in which the audience can ask questions, raise issues, and make comments. The audience is advised to frame their comments and critique as if they were part of the granting agency. The course Professor and four select students will be grading the applications as the official grant review panel. A one page presentation overview/plan should be submitted to the review panel the day of the presentation(5 copies required). Student evaluation will be worth 10% each (40% total) and the professor evaluation will be worth 60% of the end grade for this assignment. It is expected that each evaluator will evaluate independently, with depth and critical analysis to mirror honest reflective practice.

The group presentation will be evaluated for:

- organization
- comprehensive and relevant content
- appropriate presentation strategies and identification of health promotion strategies
- content delivery and presentation style
- group skills and participation

Note: Penalties will be applied for any presentation not adhering to the time lines and deductions will be applied to the presentation for each group that does not provide an overview/summary prior to the presentation. A timekeeper will be designated for all presentations.

Assignment #2 - Development of a Health Promotion Information Item**Worth: 10%****Individual Assignment****Due Date: Week 6**

Health promotion resources are used as communication tools. There is often the need for health promoters to produce resources that are tailored to the target audience's specific needs. Leaflets and handouts are useful as they can reinforce points and can be easy and cheap to produce. A reference guide has been prepared to assist with development of an information piece titled "Guidelines for Developing Health Promotion Information". A copy of this Guide will be left with each work group. The guide is to be returned to the professor at the end of the course.

Each student will:

- select a health promotion topic that could be generated from Assignment # 1
- develop a health promotion fact sheet
- utilize knowledge of normal growth & development when planning the fact sheet
- produce a typed or type set fact sheet not exceeding one page(double sided)
- apply a readability test on the developed material
- organize **three** copies of the following to be handed in:
 - a title page(student number only - *no name*; plus title of info. piece);
 - prepared fact sheet with student # on it;
 - scoring sheet with title indicated and student # identification only (obtain class 2)
 - readability result identified on fact sheet;
 - the readability test used and results
 - reference page of materials used for preparation(APA style)

The fact sheet will:

- have a clear title
- have content that is current, relevant, accurate and appropriate for the target group
- contain appropriate community services/resources notation as a further information source for the target audience such as "For further information contact the Algoma Health Unit" (include phone numbers and web sites as appropriate)
- contain student # only as identifier of whose fact sheet is handed in for marking
- contain the readability result in same proximity of student # (pencil both these on sheet)

Evaluation

The fact sheet product will be evaluated by two student reviewers and by the course professor using a score sheet. The student evaluators will be from a different work group and will identify themselves as an evaluator by marking their student number on the score sheet they mark. The Professor will mark every fact sheet and will compile their mark with that of the student evaluators. The student evaluators will each contribute to 10% of the mark and the Professor will have the remaining 80%. The fact sheets will be scored by the student evaluators in class 6. This process should take about 15 minutes per fact sheet which means that ½ hour of class 6 will be devoted to scoring the fact sheets.

It is important to keep the fact sheet non-identifying by using the student # to try to ensure anonymity.

Assignment #3: Participation in group/class**Worth: 5%****Individual Assignment****Due Date: Completed & Collected Week 13**

You have the opportunity to evaluate your classmates regarding their assisting you to learn and to complete your group project and activities. Your group will participate in some small group work during class time, as well as work on group assignments. Each member of the group will be responsible for grading every other members' participation in group work and in classroom activities using a standardized grading sheet (end of syllabus). Please consider attendance, preparation, involvement, and how group members assume group roles as well as consideration of others in the class (i.e. paying attention and not talking etc.). During the last class, each member of the group will assign all members of their group a mark out of 10 including a self-evaluation score. These ratings are anonymous and confidential. This part of your course grade is yours to control and to ensure that you learn as much as you can in collaboration with your peers.

Note: Should your evaluation sheet of yourself and other group members not be received in class 13 then you shall receive a 0 for this evaluative component. It is important to participate in this reflective process, therefore ensure that you obtain your personal group ranking sheet (mid-term class) and then submit the completed evaluation form during the last class.

Consider your group process and evaluate your strengths and limitations in the following areas:

- willingness to listen to others, waiting on decisions, inviting everyone to express their ideas
- letting go of your own vested interests, supporting others in learning something new, trusting the group's decisions
- working with others, equalizing power within the group
- addressing conflict openly and constructively
- taking responsibility for the work required in the group
- treating others with respect acknowledging the unique strengths of others
- participating in classroom activities

Final Exam - 50%

A multiple choice exam will be scheduled during the exam period. You will be examined on all aspects of the course including presentation content. Further details about the exam will be available during the latter part of the course.

General Information regarding assignments/exams; regulations

Note: All assignments must adhere to the Collaborative BScN program policies regarding assignments. Written assignments must use APA format.

- Two copies are to be handed in of all graded assignments.
- **Assignments are to be submitted by noon of the due date.**
- Assignments are to be dropped into the nursing office assignment drop box.
- 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

*Without penalty: is allowed when learners are ill and are able to provide a medical proof of illness. A new due date must be arranged by the learner consulting the professor prior to the due date and obtaining a written extension. *This request should be made in writing and will include the course number, assignment title, original due date, negotiated or requested due date & reasons, learner signature and date, professor signature with indication of whether request is approved and any special conditions applicable to the request.**

With penalty: If an assignment is late without permission, there will be a loss of 10%, out of the total assignment mark, per day every day that an assignment is late. This may continue for three (3) days time, after which time the assignment will not be accepted and the student will receive a 0 grade for that assignment. If an assignment is submitted after the deadline but on the deadline day it is considered one day late, i.e., an assignment due at noon submitted at 1300 hours is considered one day late.

Academic Dishonesty

Refer to the current Collaborative BScN Student Manual.

Attendance

Punctual and regular attendance at the various academic exercises 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 learners absence, the instructor should be notified by any means such as in person, voice mail or written. Absences in excess of 20% may result in dismissal from the course.

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 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.