

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:

NURS 3007 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 culture 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 and community participation
- Tools for health promotion (focus group, group process; development of health promotion materials; grant proposal writing)
- Planning and 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
- Research and the community health nurse

III. TOPICS:

**Class Schedule
January – April 2007
Friday 1230-1530**

Learning Activity #	Date	Topic	Evaluation
1	Jan 12	Health Promotion Introduction <ul style="list-style-type: none"> historical milestones of health promotion and key strategies of the health promotion movement Population Health Promotion model review 	
2	Jan 19	Working with Communities: Community Development <ul style="list-style-type: none"> Role of the Nurse in Health Promotion Program Planning & Evaluation in HP 	
3	Jan 26	Models for Health Promotion & Approaches to Program Planning	
4	Feb 2	Tools for Health Promotion <ul style="list-style-type: none"> focus groups development of promotional materials (fact sheet) 	
	Feb 9	Consultation – proposal development	Midterm
5	Feb 16	Helping People to Change	
6	Feb 23	Social Marketing	
	Mar 2	Winter Break	
7	Mar 9	Cultural Competence in Partnerships with Communities	Proposal due @ 1230
8	Mar 16	Healthy Public Policy Building	Webposting due prior to 1230
	Mar 23	Health Promotion Proposal Presentations	
	Apr 30	Health Promotion Proposal Presentations & Course Review	

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

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

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

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

Additional Resources

Coley, S, S., & Scheinberg, C. (2000). *Proposal writing (2nd ed.)*. London: Sage Publications Inc.

Stanhope, M., & Lancaster, J.(2004). *Community & Public Health Nursing(6th ed.)*. St. Louis: Mosby, Inc.

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignments have been selected to complement the NURS 3007 course content and to assist in preparation of the learner for their community clinical component in NURS 3094.

Evaluation Strategy	Value	Date
Midterm – short answer and multiple choice	15%	February 9, 2007
Health Promotion Proposal: Group Assignment <ul style="list-style-type: none"> • Written proposal = 30% • Webposting = 5% • Presentation = 10% requires Executive summary (5 minutes) and ability to address questions (10 minutes) Note: All members of a group may not receive the same mark for the group assignment, as individual contribution will be assessed	45%	Written component due no later than 1230 March 9, 2007 Web posting to be posted prior to 1230 on March 16, 2007 Class presentation will be scheduled March 23 rd or March 30 th
Final Exam – combination of multiple choice and short answer	40%	Scheduled during exam week

General Information Regarding Assignments/Exams; Regulations

Note: All assignments must adhere to the Guidelines for Written Assignments on p. 30-33 of the NEOCNP Sault College Student Manual 2006-2007. Written assignments must use APA format.

- Two copies (one electronic and one paper based) are to be submitted for all graded assignments

Academic Dishonesty

This course upholds the Academic Integrity Policy on p. 29 of the NEOCNP Sault College 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 course professor. If there are extenuating circumstances bearing upon a learners absence, the course professor should be notified by any means such as in person, voice mail, email or written.

As active participants in the learning process, it is expected that all students will attend classes. Absence in excess of 20% may jeopardize receipt of credit for the course(refer to NEOCNP handbook).

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:**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.

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 instructor 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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in the *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.

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.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor.

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.