



NURSING 401: COMMUNITY HEALTH THEORY (LEC 01-02) COURSE OUTLINE

Fall 2009
September 8 – December 8, 2009

BNRT/BNAT PROGRAMS

Lecture Section 1

Mondays 0800 – 1050
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Lecture Section 2

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Calendar Description

Exploration of concepts related to the focus of the community as a client. Public health, populations at risk for physical and psychosocial disruptions in health, environmental health, cultural health patterns and beliefs, group dynamics and communications with groups.

Course Description:

The Community Health Theory course focuses on the essential theoretical concepts that underpin community health. These conceptual areas of Population Health Promotion, Primary Health Care, and Community Health Nursing Standards of Practice will provide students with the knowledge and understanding they require in order to make sound judgments and build effective partnerships in the community health practice setting. A strong focus on social justice and the socio-ecological determinants of health underpin the redevelopment of this theory course. This course uses inquiry approaches to better engage students in ways that enhance understanding of the theory and the ways in which it has meaning in clinical practice.

Prerequisites:

Nursing 213 (BNRT students only)

Corequisite:

Nursing 402

Course Intent:

Nursing 401 is designed to examine concepts, theoretical models, and practice roles and activities related to Community Health Nursing within the Canadian health care context. The course content will focus on the concepts of **Primary Health Care, Health Promotion, Population Health, and the Socio-ecological Determinants of Health** as they relate to Community Health and the Community Health Nursing Standards of Practice (CHNAC, 2005). **Primary Health Care** is essential health care made universally accessible to communities by means acceptable to them through their full participation and at a cost the community and country can afford (World Health Organization, 1987). **Health Promotion** is the process of enabling people to increase control over and to improve their health (World Health Organization, 1986). **Population Health** articulates the broad determinants of health (Federal, Provincial, & Territorial Ministers of Health, 1994). The theoretical model of **Population Health Promotion** (Hamilton & Bhatti, 1996) and in-depth analyses of the socio-ecological determinants of health will be utilized to clarify the nature of Community Health Nursing practice. Various Community Health Nursing roles and activities will be examined for their inter-relationship to public/population health, environmental health, illness and disease prevention, and health promotion and protection.

Course Purpose:

The purpose of this course is to provide a learning experience that illuminates theory-practice relationships surrounding the concepts central to Community Health Nursing, including Primary Health Care, Health Promotion, Population Health, Social Justice and Community Development. This course is intended to increase students' theoretical knowledge of working in partnership with the community and to provide a depth of understanding of the socio-ecological determinants of health and their interconnectedness with nursing practice.

Course Objectives:

This course will provide opportunities for the student to:

1. Examine the conceptual foundations of Community Health Nursing.
2. Analyze the theoretical perspectives of Primary Health Care, Health Promotion, and epidemiology as they contribute to an understanding of Community Health Nursing.
3. Discuss selected community models that are useful in Community Health Nursing, including the *Population Health Promotion Model*.
4. Explore the socio-ecological determinants of health as they relate to Community Health Nursing.
5. Debate selected issues affecting nursing practice and the health of communities.
6. Examine the dimensions, components and techniques of developing political competence in Community Health Nursing.

Teaching and Learning Strategies:

This course will be interactive, participative, and experiential in design and expectation to the extent that is possible within the time and faculty constraints of the course. Subject matter will be presented in ways that draw upon the students' personal and professional experiences, as well as observations and experiences from Nursing 402, Community Health Practice. Teaching and learning strategies will serve to generate innovative ways of knowing and understanding fundamental concepts relevant to Community Health Nursing in Canada.

1. **In-Class Time** (150 minutes/week plus breaks): lectures, large and small group discussions, guest speakers, audio-visual resources
2. **Required Textbook & Readings (available for purchase at the U of C bookstore):**
 - Vollman, A. R., Anderson, E. T., & McFarlane, J. M. (2008). *Canadian community as partner: Theory and multidisciplinary practice (2nd ed.)*. Philadelphia, PA: Lippincott.
 - Required reading package of articles
 - additional resources will be posted on the N401 blackboard site

Evaluative Activities:

Due Date:

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| 1. In Class Midterm Examination | 35% | October 19, 2009 |
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A Midterm Exam will utilize multiple choice questions to determine knowledge, comprehension, and application of course content.

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| 2. In Class Debate | 25% | November 16, 2009
November 23, 2009
November 30, 2009 |
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Faculty will provide assignment guidelines and an evaluation rubric. From a total of eight debate topics, three debates will be heard on each of November 16 and 23; and two debates will be heard on November 30. Each student is required to sign up for **only one** debate topic and will work in a team of approximately 4 students presenting **one side** of the chosen debate topic. Therefore, six teams present on each of November 16 and 23; four teams present on November 30th. Debate topic sign ups will be available electronically. A group mark will be assigned based on the quality of each side of the debate. Therefore, two teams debating either side of one topic may receive two different marks based on the arguments presented.

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| 3. Concept Map Assignment | 25% | December 7, 2009 |
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Faculty will provide assignment guidelines and an evaluation rubric. Hard copies of assignments will be submitted in class. Electronic copies will not be accepted.

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| 4. In Class Activities | 15% | September 14 to December 7, 2009 |
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Eleven (11) in-class activities will consist of a mix of 8 brief quizzes on daily class content and 3 peer evaluations of peers' debate presentations. Each activity will be of equal value. The lowest mark received for the 11 activities will be removed from final grading, and the combined value of all activities is 15%. No make-up dates will be available.

Grading System:**Weighted Grade Point Calculation**

Evaluative components will receive numerical scores which are converted to letter grades. The letter grade on each piece of work is converted to university scale grade points X weighting factor for assignment = weighted grade points. The total of all the requirements yields the grade point for the semester. Sample: A- converted to: 3.7 X .15 = .555 for a piece of work weighted at 15% of the final course grade.

FACULTY OF NURSING UNDERGRADUATE GRADING SCALE

If the percentage on your assignment is:	The grade on your assignment is:	The weighted grade points will be taken from:	If the total for all assignments is:	Your final grade will be:	And the GPA for the course will be:
98.0 – 100	A+	4.0	3.95-4.00	A+	4.0 Outstanding -- exceptional analysis and synthesis of subject matter.
93.0 – 97.9	A	3.9	3.85-3.94	A	4.0 Excellent -- superior performance, showing comprehensive understanding of subject matter.
88.0 – 92.9	A-	3.7	3.50-3.84	A-	3.7
83.5 – 87.9	B+	3.3	3.15-3.49	B+	3.3
78.0 – 83.4	B	3.0	2.85-3.14	B	3.0 Good -- clearly above average performance with knowledge of subject matter generally complete.
73.5 – 77.9	B-	2.7	2.50-2.84	B-	2.7
69.0 – 73.4	C+	2.3	2.15-2.49	C+	2.3
63.5 – 68.9	C*	2.0	1.85-2.14	C	2.0 Satisfactory - basic understanding of the subject matter. [Minimum passing grade for NURS 203/211.]
59.0 – 63.4	C-	1.7	1.50-1.84	C-	1.7
54.5 – 58.9	D+	1.3	1.15-1.49	D+	1.3
50.0 – 54.4	D	1.0	0.50-1.14	D	1.0 [Minimum passing grade for theory courses.]
49.9 or less	F	0	0.00-0.49	F	0.0

Approved by Faculty of Nursing, Executive Committee of Council, June 9, 2005 [Editorial Revisions: August 7, 2009]

***Note: The minimum passing grade for this course is “D”.**

The Faculty of Nursing requires that all written assignments follow prescribed American Psychological Association (2001) format, except where otherwise noted. Unless otherwise negotiated, the final grade on late assignments will be reduced by 10% for each 24 hour period (or portion thereof) that the assignment is late.

Mid-Term Examination:

A student who becomes ill *prior* to the mid-term examination and is unable to write the examination at the scheduled time must notify the Instructor prior to the examination time. The student must leave a telephone message, stating the date and time that the student called, the reason for missing the scheduled examination, and a phone number where the student

can be reached, so that arrangements can be made for the student to write a deferred examination. A student **may** be asked to submit a doctor's certificate. Students who call in **after** the scheduled examination has commenced will not be excused from the examination and will receive 0% for the examination missed.

Debates:

A student who becomes ill **prior** to the debate and is unable to participate at the scheduled time must notify the Course Instructor by telephone prior to the scheduled start of class time, leave a message stating the date and time the student called, the reason for missing the scheduled debate, and a phone number where the student can be reached so that arrangements can be made for the student to conduct an alternate assignment. A student **will** be asked to submit a doctor's certificate. Students who call in **after** the scheduled class has commenced will not be excused from the debate and will receive 0% for the missed debate.

Faculty/University/Government Regulations:**STUDENT MISCONDUCT**

Plagiarism is a serious offence which will result in the following penalty and application:

1. In cases in which the dean and/or faculty is satisfied that a student is guilty of plagiarism, cheating or other academic misconduct in circumstances which suggest a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be either suspension or expulsion from the faculty.
2. In cases in which the dean and/or faculty is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the faculty, and in the most serious cases, expulsion from the University.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged.

For further information on Student Misconduct Policies, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, K. Student Misconduct: www.ucalgary.ca/pubs/calendar/

Intellectual honesty is viewed most seriously at the University of Calgary and compliance with standards of intellectual honesty is an expectation.

ACADEMIC WRITING

The University supports the belief that throughout their University careers, students should be taught how to write well; therefore, written assignments in this course will be evaluated based on the required elements as well as quality academic writing.

For further information, please refer to the online University of Calgary Calendar 2009-2010, Academic Regulations, E. Course Information, E.2 Writing Across the Curriculum: www.ucalgary.ca/pubs/calendar/

TAPE RECORDING OF LECTURES

Policies relevant to the use of tape recorders in teaching situations can be found in the University of Calgary Calendar 2009-2010, Academic Regulations, E.6 Tape Recording of Lectures: www.ucalgary.ca/pubs/calendar/

REAPPRAISALS AND APPEALS

For information on reappraisals and appeals, refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, I. Reappraisal of Grades and Academic Appeals: www.ucalgary.ca/pubs/calendar/

Please note the 15 day timeline from the receipt of a mark and a request for reappraisal and/or appeal to the Associate/Assistant Dean, Undergraduate Programs.

ACADEMIC ACCOMODATIONS

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation, you must officially register with the Disability Resource Centre. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor within the first week of the start of this course.

Further information can be obtained at: www.ucalgary.ca/drc/ or by calling 403-220-8237.

WITHDRAWAL POLICIES

Please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, B.14 Withdrawal from Courses and Withdrawal from the Term: www.ucalgary.ca/pubs/calendar/

Course Schedule

Blackboard will be used to post class announcements and documents relevant to N401. **Concepts of Primary Health Care, Population Health Promotion, and Socio-ecological Determinants of Health will be discussed in an ongoing manner throughout the semester as they relate to Community Health Nursing. The course schedule presented below is meant to be an outline and will allow for flexibility where required.**

<i>Week Number</i>	<i>Date</i>	<i>Topic</i>	<i>Required Readings</i>	<i>Evaluative Pieces</i>
Class 1	Sept 14	Course introduction, review of course outline, course evaluations, interactive nature of classes, examples of Community Health Nurse practice settings, “rocketship” model that shows where N401 and N402 exist in relation to each other, CasP model introduction		
Class 2	Sept 21	Epidemiology, primary health care (history leading up to where we are now i.e. Alma Ata & Ottawa Charter documents), principles of health promotion, population health promotion	<ol style="list-style-type: none"> 1) Vollman, Anderson & McFarlane (2008). Canadian Community as Partner, Chapter 3 (pp. 48-53; 56-61) 2) Stamler & Yiu (2008). Community Health Nursing, Chapter 7 (pp. 111-117, and Brock Youth Centre example box pp 118-119) 3) Munster, F. (2008). The Ottawa Charter and acute health care (Commentary). <i>IUHPE</i>, 15(2), 35-36. 	
Class 3	Sept 28	Canadian Community Health Nursing Standards of Practice, community development, harm reduction, inclusiveness, public participation; connections with N402	<ol style="list-style-type: none"> 1) Stamler & Yiu (2008). Community Health Nursing, Appendix A (pp. 408-412) 2) Stamler & Yiu (2008). Community Health Nursing, Chapter 3, 7, 11 (pp. 46-47; 116; 189-90) 3) Aston, M., Meagher-Stewart, D., Edwards, N. & Young, L.M. (2009). Public health nurses' primary health care practice: Strategies for fostering citizen participation. <i>Journal of Community Health Nursing</i>, 26, 24-34. 	
Class 4	Oct 5	Social justice, equity, power, oppression, social activism, developing political competency	<ol style="list-style-type: none"> 1) Drevdahl, D., Kneipp, S.M., Canales, M.K., & Dorcy, K.S. (2001). Reinvesting in social 	

			<p>justice: A capital idea for public health nursing? <i>Advances in Nursing Science</i>, 24(2), 19-31.</p> <p>2) Falk-Rafael, A. (2005). Speaking truth to power: Nursing's legacy and moral imperative. <i>Advances in Nursing Science</i>, 28(3), 212-223.</p>	
NO CLASS OCTOBER 12 - THANKSGIVING DAY BREAK				
Class 5	Oct 19	Midterm exam	NO READINGS	In Class Midterm Exam
Class 6	Oct 26	<p>Introduction of socio-ecological determinants of health and their connections to the Population Health Promotion Model (PHPM)</p> <p>S-EDofH – Physical environments</p> <p>S-EDofH – Work and working conditions</p> <p>S-EDofH – Income & social status (housing)</p> <p>S-EDofH – Education (literacy)</p>	<p>1) Stamler & Yiu (2008). Community Health Nursing, Chapter 6 (pp. 93-107)</p> <p>2) Reutter, L.I., Stewart, M.J., Veenstra, G., Love, R., Raphael, D. & Makwarimba, E. (2009). "Who do they think we are, anyway?": Perceptions of and responses to poverty stigma. <i>Qualitative Health Research</i>, 19, 297-311.</p> <p>3) Keon, W.J. & Pepin, L. (2009). A healthy, productive Canada: A determinant of health approach. The Standing Senate Committee on Social Affairs, Science and Technology, Canada. (pp. 7-14). [Note: this report is available on N401 blackboard site]</p>	
Class 7	Nov 2	<p>S-EDofH – Genetic endowment (biology)</p> <p>S-EDofH – Healthy child development</p> <p>S-EDofH- Health practices & coping</p> <p>S-EDofH- Health services</p>	<p>1) Whiting, L. & Miller, S. (2009). Traditional, alternative and innovative approaches to health promotion for children and young people. <i>Pediatric Nursing</i>, 21(2), 45-50.</p>	
Class 8	Nov 9	<p>S-EDofH – Culture</p> <p>S-EDofH – Social environments (inclusion/exclusion, stigma, marginalization, colonization)</p> <p>S-EDofH – Gender</p>	<p>1) Baker, C. (2007). Globalization and the cultural safety of an immigrant Muslim community. <i>Journal of Advanced Nursing</i>, 57(3), 296-305.</p> <p>2) Adelson, N. (2005).</p>	

			<p>The embodiment of inequity: Health disparities in Aboriginal Canada. <i>Canadian Journal of Public Health, March-April</i>, S45 – S61.</p> <p>3) Bent-Goodley, T. B. (2007). Health disparities and violence against women: Why and how cultural and societal influences matter. <i>Trauma, Violence & Abuse, 8</i>(2), 90-104.</p>	
Class 9	Nov 16	Full Debate Day	NO READINGS	In Class Debates x3
Class 10	Nov 23	Full Debate Day	NO READINGS	In Class Debates x3
Class 11	Nov 30	Full Debate Day	NO READINGS	In Class Debates x2
Class 12	Dec 7	<p>S-EDofH – Social support networks</p> <p>S-EDofH – Politics and war</p> <p>S-EDofH – Hope</p>	<p>1) Barenbaum, J., Ruckin, V. & Schwab-Stone, M. (2004). The psychosocial aspects of children exposed to war: Practice and policy initiatives. <i>Journal of Child Psychology and Psychiatry, 45</i>(1), 41-62.</p> <p>2) Lind, C. & Smith, D. (2008). Analyzing the state of community health nursing: Advancing from deficit to strengths-based practice using appreciative inquiry. <i>Advances in Nursing Science, 31</i>(1), 28-41.</p>	Concept Map Due in Class