



**CAMOSUN COLLEGE**  
**School of Health & Human Services**  
**Nursing**  
**NURS 132– Nurses Promoting Health**  
**Fall 2017**

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## **COURSE OUTLINE**

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The calendar description is available on the web @

<http://camosun.ca/learn/calendar/current/web/nurs.html#NURS132>

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*Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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### **1. Instructor Information**

<b>(a) Instructor</b>	Melissa Paul
<b>(b) Office hours</b>	Mondays 1230-1500 & Thursdays 1030-1230
<b>(c) Location</b>	F324A
<b>(d) Phone</b>	250-370-3209 <b>Alternative:</b> <a href="#">Click here to enter text.</a>
<b>(e) E-mail</b>	<a href="mailto:paulm@camosun.bc.ca">paulm@camosun.bc.ca</a>

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### **2. Course Description**

Learners will be introduced to health promotion. They will explore how health is conceptualized and examine their own personal beliefs relating to health. They will evaluate the health of diverse Canadians using a variety of health information sources in order to understand the individual and macro level conditions that impact health. Learners will critically evaluate the Canadian health care system, its effect on health status, and factors that contribute to health inequity, including gender and exigencies that impact Indigenous health. Learners will be introduced to the concept of primary health care. Learners explore the contributions of professional nursing to the health of individuals, families, and communities.

### **3. Intended Learning Outcomes**

Upon successful completion of this course a student will be able to:

- describe the theory and history of health, health promotion and primary health care.
- compare and contrast perspectives of health that informed key health promotion documents.
- demonstrate a foundational knowledge of epidemiology.
- use the tools of epidemiology to analyze the health status of Canadians.
- demonstrate an understanding of the concept of health literacy.
- describe the social determinants as the context for health and well-being.
- identify factors contributing to health inequity in Canada and globally.
- identify the key principles of primary health care.
- begin to explore the impact professional nurses have on the health status of Canadians.
- recognize the relationship between colonization, the social determinants of health, and health inequities for Indigenous peoples.

## 4. Required Materials

Oberle, K., & Bouchal, S. R. (2009). *Ethics in Canadian nursing practice: Navigating the journey*. Toronto, ON: Pearson Prentice Hall.

### Resources

- *Selected readings, articles, and textbooks*
- *Relevant government policy related to health promotion, prevention and primary health care (e.g. Public Health Act, Ottawa Charter)*
- *Audiovisual materials*
- *Computer resources, on-line sites*
- *Personal experiences*

### Important websites for this course

There are many important on-line resources recommended for this course. When you are asked to access and read these resources, you may find it helpful to first browse the websites to educate yourself about the organization or source, the context, and then focus on reading the recommended resource.

- Canadian Institute for Health Information: [www.cihi.ca](http://www.cihi.ca)
- Health Canada: [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)
- Public Health Agency of Canada: <http://www.phac-aspc.gc.ca/chn-rcs/index-eng.php>
- International Union for Health Promotion and Education: <http://www.iuhpe.org/>
- Network Environments for Aboriginal Research BC (NEARBC). Aboriginal Health Resource Site: <http://cahr.uvic.ca/nearbc/>
- Stats Canada: <http://statcan.gc.ca>
- World Health Organization: [www.who.int/en](http://www.who.int/en)
- [World Health Organization Global Health Promotion: www.who.int/healthpromotion/conferences/en](http://www.who.int/healthpromotion/conferences/en)
- [World Health Organization Statistics on Millennial Development Goals: http://www.who.int/gho/publications/world\\_health\\_statistics/2013/en/index.html](http://www.who.int/gho/publications/world_health_statistics/2013/en/index.html)
- United Nations Sustainable Development Goals <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

### *Key Words*

- *health*
- *health promotion*
- *primary health care*
- *determinants of health (social determinants of health)*
- *health equity*
- *health literacy*
- *epidemiology*

## 5. Course Content and Schedule

Week 1	Course Introduction and Skills Required to Promote Success. Student Evaluation.  Module 1: Investigating the Spectrum of Health and Well-being. Notions of “healthy” and “unhealthy”
Week 2	Module 2: Statistical Literacy and Analyzing the Health of Canadians <b>Quiz 1 for Modules 1 &amp; 2</b>
Week 3	Module 3: Health Literacy and Prevention <b>Quiz 2 for Module 3 Health Literacy &amp; Prevention</b>
Week 4	Module 4: The Evolution of Health Promotion
Week 5	Module 4: Health Promotion (continued) <b>Assignment 1 due</b>
Week 6	Module 5: Exploring the Social Determinants of Health
Week 7	Flex Week to compensate for Stat Holidays
Week 8	Module 6: Population Health and Healthy Public Policy <b>Quiz 3 for Module 6 Pop Health &amp; Policy</b>
Week 9	Module 7: Health Inequality and Health Inequity <b>Quiz 4 for Module 7 Health Inequality/Inequity</b>
Week 10	<b>Assignment 2 due: Student Presentations</b>
Week 11	<b>Assignment 2 due: Student Presentations</b>
Week 12	Module 8: Investigating the Canadian Health Care System
Week 13	Module 9: Understanding Primary Health Care <b>Quiz 5 for Module 9 Primary Health Care</b>
Week 14	Module 10: Professional Nursing and Health Promotion

## 6. Basis of Student Assessment (Weighting)

### Basis of Student Assessment

*Five Quizzes: 5% each for a total of 25% of course grade (see schedule)*

*Assignment 1: Academic paper on health literacy and disease prevention 25%*

*Assignment 2: Group presentations on social determinants of health 20%*

*Final Exam: Content from weeks 1 to 14 30%*

## 7. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

### A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

#### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

#### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## 8. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

**Please note: The use of personal technology (cell phones, email, texting) or social media by students during scheduled practicum hours can negatively impact the health and**

**safety of both the practicum student and the individual, and is not permitted except during scheduled breaks or with the permission of the practicum supervisor.**

## **LEARNING SUPPORT AND SERVICES FOR STUDENTS**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

## **STUDENT CONDUCT POLICY**

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.  
<http://www.camosun.bc.ca/policies/policies.html>