SAMPLE COURSE OUTLINE *

*Please note this is a sample course outline, you will be provided with a confirmed course outline with scheduling details on your first day of class.

**Lead Instructor:** Margaret M. Malone  
**Lead Instructor Phone:** 416.979.5000 x 6302  
**Lead Instructor e-mail:** mmalone@ryerson.ca  
**Office and Hours:** TBA &/or by appointment (will vary by Section Instructor)

Every effort will be made to manage the course as stated. However, adjustments may be necessary at the discretion of the instructor. If so, students will be advised and alterations discussed in the class prior to implementation.

It is the responsibility of students to ensure that they understand the University's policies and procedures, in particular those relating to course management and academic integrity. A list of relevant policies is included at the end of this outline.

**Course hours:** 3 hours per week  
**Pre-requisites:** CNUR 816 & CNUR 830  
**Co-requisite:** CNUR 600

**COURSE DESCRIPTION:**

This course will focus on the role of the community health nurse in working with individuals, families, communities, and populations. It will examine in detail current frameworks of illness prevention, health promotion, and community development. Nursing roles in a variety of health promotion approaches will be examined. These will include the medical approach, behavioural change strategies, educational strategies, empowerment and advocacy, and social change related to socio-economic environment. The theoretical concepts will be linked to a discussion of current examples of community health promotion programs and research.
TEXTBOOK & READING LISTS:
* Please CHECK FULL C/NUC832 Course Outline - posted on Blackboard in “Course Materials” as the term begins.


2. NUC832 / CNUC832: Community Nursing, selected required readings will be posted by the Library on Blackboard in “Course Readings”.
* Please follow the CNUC832 Full Course Outline posted on Blackboard in the folder: “Course Materials”.

* Selected chapters from this textbook are included in Required Reading as noted on Full Course Outline.

4. Electronic References/Resources: See weekly ‘required readings’ for “Course Readings” that are in the library reserve system, “Course Readings” &/or for other resources.
* Note: Additional references and/or resources may be suggested during the course, if and where relevant.

Website: [http://www.ryerson.ca/nursing/](http://www.ryerson.ca/nursing/)

METHOD OF INSTRUCTION:

In this course, each module is related to all of the others. Therefore, we strongly encourage you to review the course outline as a whole before you begin moving through each of the individual modules. We hope this will give you a sense of the course as a whole, the interconnections and intersections between each of 4 course units, the modules within each unit, the overall perspectives addressed in this course, and the critical thinking and learning we are encouraging you to engage in regarding community nursing. The central focus is on health inequities and disparities, especially as they relate to socially excluded, marginalized, and/or at-risk populations, and how we as community health nurses can work together strategically to advocate for and promote health equity and social justice.

This course is offered in two (2) different modalities:

1. **Hybrid** for full-time day students and part-time Continuing Education Post Diploma Degree Program students.

2. **Fully online** for Distance Education Post Diploma Degree Program students.

* Both versions of this course will be conducted through the Blackboard course management system, inclusive of the web-based modules using WebCT.

* Both versions will combine a number of student assessment/evaluation strategies: These include individual and small group work, written assignments submitted through Turnitin; student
presentations, and, where relevant, participation in discussion board, plus a final examination to enhance teaching and learning, i.e., unless otherwise informed.

* Both versions of this course will be conducted through the Blackboard course management system, inclusive of the web-based modules using WebCT.

Note: The use of computers and the internet for literature searches and management, and for communication and discussion board course related activities, are essential basic skills for all your academic work. Therefore, students must have regular access to a computer, with Microsoft Office, inclusive of Microsoft Word software internet and Google Chrome.

1. Post Diploma Day and Continuing Education Courses: Hybrid Version

All components of this course contain a hybrid of the conventional in-class and online course delivery modes. The online component is delivered via Blackboard course management system while scheduled in-class time may consist of a combination of informal lectures, small group work, case-study analyses, critical debates, related discussions emerging from posted critical questions, and audio-visual materials as determined by each instructor.

2. Post Diploma Distance Education Course: Fully Online

All components of the course consist of a fully online course delivery modality, via Blackboard. We will integrate a combination of on-line course related discussions, on-line group discussions, e.g., critical analysis of posted critical questions, problem-based case studies, and audio-visual materials etc., as determined by each instructor.

**COURSE OBJECTIVE/LEARNING OUTCOMES:**

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

- Examine critically concepts of health, community, community health, healthy community, social determinants of health, health promotion, community development, empowerment, health literacy, health equity, social justice, and community health nursing.
- Appraise the Canadian Community Health Nursing Standards of Practice and the Public Health Nursing Discipline Specific Competencies for their relevance to addressing health inequities and disparities, and social determinants of health in community health nursing theory and practice.
- Consider critically socially organized health inequities and disparities in Canada, locally, provincially, and nationally.
- Examine the concepts and evidences regarding the social determinants of health from differing perspectives.
- Investigate the interconnections and impacts of the broad social determinants of health, including gender, race, ethnicity, culture, class, age, sexuality, ability, religion, and culture in relation to existing health inequities and disparities and to community health nursing competencies and practice.
• Analyze community health nursing issues framed by critical theory/ies, an analysis that addresses the intersections of gender, race, class, ethnicity, age, sexuality, ability, culture, among other variables, together cultural safety and social justice.

• Reflect critically upon nursing practice within health care institutions as they relate to community health nursing theory and practice.

• Critique a range of philosophical and theoretical approaches and strategies for health promotion within the context of community health nursing.

• Examine critically concepts of community assessment, program planning, and evaluation as they relate to community health promotion.

• Explore community development and community-based participatory research as dynamic ways to engage communities in addressing and reducing health inequities and disparities.

• Investigate ethical issues and considerations for real community participation and empowerment together with their implications for health promotion and community nursing practice.

• Unpack and analyze critically common assumptions, myths, misconceptions, and stereotypes about socially excluded, marginalized, and/or at-risk populations.

• Examine critically socially excluded, marginalized, and/or at-risk populations with attention to the broad social determinants of health within social, political, cultural, and economic contexts.

• Engage in a process of applying critically concepts of community assessment, health promoting program planning, and evaluation relevant to a community health issue/s and population.

• Working with community development approaches, design a community based, theoretically informed, political action project that will effect change in health damaging conditions while facilitating and enabling health equity and social justice.

**Note-1:** See FULL COURSE OUTLINE posted on Blackboard in “Course Materials” for specific objectives for each module.

**Note-2:** See FULL COURSE OUTLINE posted on Blackboard for any changes in “Required Readings” and/or “Methods of Evaluation” as each term begins.
METHOD AND SCHEDULE OF STUDENT EVALUATION:

Methods of Evaluation:

**Academic Integrity and Plagiarism:** Policies related to academic integrity and plagiarism will be enforced. Students must refer to information on this and other related policies in the School of Nursing Student Handbook, Ryerson University Calendar, and the websites noted below.

* See the Ryerson University Student Handbook for academic considerations for tests and exams. ** Requests for changes of test dates for vacation schedules will not be considered.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Value</th>
<th>Due</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
<td>Weekly &amp;/or by unit (as per each instructor)</td>
</tr>
<tr>
<td>(On-line; Hybrid &amp; In-Class)</td>
<td></td>
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</tr>
<tr>
<td>Critical Analysis Paper</td>
<td>15%</td>
<td>Week 4</td>
</tr>
<tr>
<td>Community Assessment</td>
<td>10%</td>
<td>Week 7</td>
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<tr>
<td>Community Development,</td>
<td>25%</td>
<td>11 &amp;/or 12 (as per each instructor)</td>
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<tr>
<td>Political Action Project</td>
<td></td>
<td></td>
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<tr>
<td>Final Examination</td>
<td>35%</td>
<td>Final Exam Week/s Week 13:</td>
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<td></td>
<td></td>
<td>[Specific time and dates TBA].</td>
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<td></td>
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<td>RU Full-time section/s: See RU Exam schedule.</td>
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**Note:** Be sure to discuss any concerns about your papers and/or assignments with your instructor well in advance of the due date/s.

**MISSED TERM WORK OR EXAMINATIONS:**

Students are expected to complete all tests, and exams within the identified time frames and by the dates indicated in this outline and these dates/times and the course syllabus that will be provided day 1 of class.

Consideration for a deferral of a term test, or final examination is only permitted for a medical or personal emergency or due to religious observance (for the latter, requests must be received within the first two weeks of the course).

The instructor must be notified by e-mail prior to the test/exam date, and the appropriate documentation must be submitted.

For absence on medical or religious observance grounds, official forms may be downloaded from the Ryerson website at [www.ryerson.ca/undergraduate/currentstudents/forms](http://www.ryerson.ca/undergraduate/currentstudents/forms)
Scheduled Hours:

1. **Hybrid Version:** 2 hours per week in class: 1 hour per week online and/or as arranged by your instructor.

2. **Distance Education Version – Fully Online:** 3 hours per week on-line
   All components of the course consist of a fully online course delivery modality, via Blackboard.

**Note-1:** If needed, i.e., depending on the enrollment, some classes may be replaced by fully online.

**Note-2:** To contribute to both individual & collective learning, each week students are expected to

(i) **Read** the weekly required readings
(ii) **Participate** by demonstrating your critical engagement with the required reading in your weekly online, and/or in class discussions with your class colleagues.

* All ‘required readings’ and assignments are essentially same in each course delivery method.

1) **Hybrid Version:**

2) **Distance Education Version:**

   All components of the course contain a hybrid of conventional in-class and online course delivery modes. The online component is delivered via Blackboard course management system while scheduled in-class time may consist of a combination of lectures, tutorial, small group work, tests, and exams as determined by each instructor.

**COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
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| Module 1 | **Unit 1: Community Health Nursing (CHN): Concepts, Politics, Research, Theories, Frameworks, & Approaches** (Modules 1 to 4)  
Community health nursing concepts & practice: What are some of the major concepts relevant to community health & community health nursing practice? |
| Module 2 | **Research:** What determines health &/or health inequities & disparities? Please review briefly the Selected Topics (M-9) and Selected Issues (M-10). |
| Module 3 | **Theory:** What theoretical frameworks best guide CHN practice for population groups more at risk to health inequalities & disparities? |
| Module 4 | **Health promotion models & approaches:** What health promotion models & approaches help to frame, enable, & promote health & wellness? |
| Module 5 | **Unit 2: Working with Communities: Community Organizing, Capacity Building, Creating Supportive Environments, & Strengthening Community Action** (Modules 5 to 8)  
<p>| <strong>BREAK WEEK</strong> | <strong>NO CLASSES</strong> |</p>
<table>
<thead>
<tr>
<th>Module 6</th>
<th><strong>Program planning &amp; evaluation:</strong> What program planning models &amp; approaches are most effective in reducing health inequities and disparities while promoting health?</th>
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<tr>
<td>Module 7</td>
<td><strong>Community development, community-based participatory research (CBPR), &amp; political action for “healthy” social change:</strong> How do we collaborate with communities in addressing and reducing health inequities &amp; disparities while promoting health?</td>
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<tr>
<td>Module 8</td>
<td><strong>Health promoting &amp; empowering communication:</strong> What health literacy, information, education, &amp; communication strategies central to empowerment will increase people’s control over their health &amp; that of their community/ies?</td>
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| Module 9 | **Unit 3: Socially Excluded, Marginalized, &/or At-Risk Populations in the Community: Converging Social Determinants of Health** (Modules 9 to 10)  
**Addressing & reducing health inequities & disparities for selected socially excluded, marginalized, &/or at-risk populations:** Disabled Peoples; Sexual Minorities; Aboriginal Peoples; Immigrants & Refugees; Older Adults. |
| Module 10 | **Selected issues:** Violence; Poverty; Homelessness; Disability; Mental Health |
| Module 11 & 12 | **Unit 4: Moving into the future: Theory to practice - Promoting health equity & social justice in communities** (Modules 11 & 12)  
**Visions for shaping the future:** How can CHNs act to transform health care politics, policies, funding, & practice to promote health equity and social justice for all?  
**Political action presentations & review**  
[* The activities for modules 11 & 12 may be dependent on the size of the class & time available for presentations] |
| Module 13 | **WEEK OF FINAL EXAM** (Exception: Full Time students - as per RU exam schedule) |

**Expectations of Students**

Please refer to: Ryerson University, Daphne Cockwell School of Nursing, Post Diploma Degree Program, Student Handbook, 2014-2015. Website: [http://www.ryerson.ca/nursing](http://www.ryerson.ca/nursing)

**Course Policies:**

1. **Student Code of Conduct:** Students must be familiar with and abide by all University and School of Nursing policies including the “Student Code of Academic Conduct”, the “Student Code of Non-Academic Conduct” and “Professional Conduct”. A student may be WITHDRAWN from the nursing program for reasons of unprofessional behaviour or professional misconduct.

2. All students are required to activate and maintain a Ryerson Matrix email account and access Ryerson mail on a regular basis.

3. Students need to inform faculty of any situation that arises during the semester which may have an adverse effect upon their academic performance and that they must request any necessary considerations (e.g., medical or compassionate), or accommodations [e.g., religious observance, disability (should be registered with the Access Centre), etc.] according to policies and well in advance. Failure to do so will jeopardize any academic appeals.
4. Turnitin, an electronic plagiarism detection service, may be used. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with the instructor to make alternate arrangements. When an instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor shall be permitted to submit that work to any plagiarism detection service.

You will be expected to submit your paper through the Turnitin system. Details of how to submit your paper will be provided in week 1.

5. All students enrolled in the Post Diploma Degree Completion Program in Nursing must have valid or pending registration with the College of Nurses of Ontario (CNO). Students are required to notify the School of Nursing of any change in CNO registration status. Failure to attain/maintain CNO registration will result in WITHDRAWAL from the Nursing course(s) and a REQUIRED TO WITHDRAW status from the program. The exception to the policy of CNO registration are those students from an approved bridging program.

6. Requests for accommodation of specific religious or spiritual observance must be presented to the instructor no later than two weeks prior to the conflict in question (in the case of final examinations within two weeks of the release of the examination schedule). In extenuating circumstances this deadline may be extended. If the dates are not known well in advance because they are linked to other conditions, requests should be submitted as soon as possible in advance of the required observance. Given that timely requests will prevent difficulties with arranging constructive accommodations, students are strongly encouraged to notify instructors of an observance accommodation issue within the first two weeks of classes. To facilitate timely requests and decision making, the University will take all practical steps to ensure that students and instructors are aware of the policy and related observance issues.

7. All policies can be found at [http://www.ryerson.ca/senate/policies/index.html](http://www.ryerson.ca/senate/policies/index.html)

Students are expected to be familiar with all University and School of Nursing policies concerning academic performance (e.g., academic misconduct, submission of late assignments, etc.) and academic integrity. Please refer to the Post Diploma Degree Nursing Program Student Handbook and to the Ryerson University Calendar for detailed information regarding academic policies and academic integrity.

**Professionalism in our Learning Community**

Students and faculty within the school of nursing are colleagues in nursing. All members of our learning community are expected to act with professionalism and academic integrity. Honesty is the basic hallmark of academic integrity ([http://www.ryerson.ca/~acadpol/policies.html](http://www.ryerson.ca/~acadpol/policies.html)). Community members are expected to credit others’ ideas in written work, make a fair contribution to group work, and behave with integrity during tests and exams. Trust, respect and fairness are values that underpin effective collaboration and life-long learning (The Center for Academic Integrity, 1999). The Ryerson, Centennial, George Brown Collaborative Nursing Degree program and The Ryerson Post RN Nursing Degree Program expect students to listen to one another’s viewpoints and to be respectful in communication. Students are required to attend all classes and labs, to be prepared, to be on time and to give adequate notice if circumstances prevent them from attending. Positive collegial professional relationships between students and faculty members contribute to excellence in both nursing education and nursing practice.

*“The Recipient of Health Care is Considered the End Goal of Nursing Education.”* (Final Candidacy Report, 2004, p. 13).

Post Diploma Degree students must also maintain their College of Nurses registration.
Students with disabilities that require academic adaptations or services may discuss their needs with the course instructor and/or contact the Student Services Access Centre, 285 Victoria Street, BUS-lower level and 350 Victoria Street, JOR-300; phone: (416) 979-5290 (voice), (416) 979-5274 (TDD/TTY), fax: (416) 979-5094; e-mail: accesctr@ryerson.ca. Those with learning disabilities or attention deficit disorders may contact the Access Centre Annex at 55 Gould St., lower level, also at (416) 979-5290.

Note: Promotion Policies
Students must achieve a grade of 'C' or above in all nursing theory and practice courses (all NCL, NUC, NUR courses) in order to be eligible to enroll in nursing courses in subsequent semesters.

Students who earn a grade of 'C-' or below in any nursing theory or practice course will be given a PROBATIONARY Standing regardless of their overall GPA.

Students will remain on PROBATION until they receive a grade of 'C' or above in all nursing courses.

Students on PROBATION who earn a grade of 'C-' or below in a nursing theory course other than the nursing theory course(s) in which they previously obtained a grade of 'C-' or below, OR who receive a first time 'C-' or below in a nursing practice course, will be given a REQUIRED TO WITHDRAW status.

Students who receive a second grade of 'C-' or below in the same nursing theory course (either a repeated or subsequent practice course) will result in a PERMANENT PROGRAM WITHDRAWAL Standing. This variation will be enacted even when the student has taken less than three courses and has not acquired a cumulative grade point average.

At any point during the academic year, the School of Nursing reserves the right to terminate a student's experience in a nursing practice setting when patterns of behaviour place self, clients or others at risk. This will result in the student receiving an 'F' grade for the course. In this circumstance, students shall have established rights of appeal; however, they cannot remain in the course while the appeal is underway. The appeal will be conducted promptly in order to protect students' rights.

The student may be assigned PERMANENT PROGRAM WITHDRAWAL from the Nursing program for reasons of unprofessional behaviour or professional misconduct.

All nursing theory courses must be completed within five years of the prerequisite professional course. (For example, no more than five years can elapse between completion of Year 1 professional courses and enrollment in Year 2 professional courses.)