

***The University of Western Ontario  
Faculty of Health Sciences***

**Health Sciences 3011G  
Creative Service Delivery in Rural Communities**

**Course Director:** Cathie Brown  
**Time:** Tuesdays, 2:30 – 5:30 PM  
**Office:** TBD  
**Office hours:** email for an appointment

**Term:** Winter 2011  
**Location:** SCC 3022  
**Email:** cbrown72@uwo.ca  
**TA:** TBD

**Prerequisite:** Health Sciences 3010F

**Note:** Unless you have either the requisites for this course or written permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**1 - Course Description**

This course provides an overview of health service delivery in rural areas. It will focus both on Ontario, Canadian and international examples. The course will evaluate the ways in which services are delivered to meet the unique challenges of rural and remote populations.

NOTE: This course will include a non-optional field trip March 26<sup>th</sup>. As well, guest speakers have been invited to join our class so the schedule may be adjusted as needed.

**2 - Course Objectives**

Students will come to understand:

- Recruitment and retention issues in rural areas
- The economics and politics of rural health care
- The importance of research in meeting the challenges of rural people
- The use of technology as a cost effective means of delivering health services to rural and remote communities
- The policy implications of regional health delivery systems

**3 - Texts**

There is no required textbook to purchase. Links to all the course materials are provided in this course outline. You are responsible for accessing the materials.

**4 – Course conduct**

It is expected that students will be considerate of their colleagues and the instructor. Students are reminded to keep any noise and disruption to an absolute minimum in class, and to use email judiciously and not frivolously. Cell phone, MSN, email or internet use in the classroom is strictly prohibited.

### **5 - Course Evaluation**

Students' academic performance will be assessed in the following ways:

| Task                                 | Value | Due Date                                                          |
|--------------------------------------|-------|-------------------------------------------------------------------|
| A. Creative Service Delivery Project |       |                                                                   |
| 1. Group Presentation                | 10%   | March 1 – April 5                                                 |
| 2. Outline                           | 5%    | January 25                                                        |
| 3. Individual Paper                  | 50%   | March 1st                                                         |
| B. Final examination                 | 35%   | To be scheduled between April 10 <sup>th</sup> – 30 <sup>th</sup> |

#### ***A. Creative Service Delivery: Group presentation & Individual Paper on a rural health service delivery topic (65%)***

You will be assigned to a group of five to undertake a critical analysis of an aspect of rural health services delivery.

Helpful website for rural health research...

<http://crhrs-scrsr.usask.ca/links/links.php>

A helpful website for this assignment is Statistics Canada Community profiles:

<http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E>

There are **three** parts to this assignment:

- **Part 1, due on January 25<sup>th</sup>, is an outline for your individual paper (worth 5% of the final mark)** that summarizes the final paper that you will hand in.
  - The outline (maximum 2 pages) must provide the table of contents for your paper, in which you organize the headings that you will use in your paper, with a one paragraph summary under each heading stating what you will discuss in the section of the paper
  - The outline must also have a list of the reference materials you will be using for the final paper. The materials may be drawn from the reading list for this course, but you should include additional materials you have found independently.

The possible topics include the following:

- Mental Health Services
- Primary Health Care
- Health Promotion (vaccine programs)
- Nutrition Promotion
- Sexual Health Promotion
- Poverty Assistance Programs
- Delivery of services to unique populations (eg: Mennonites)
- Housing Programs
- Services for the Elderly
- Recreation/physical activity programs

Other topics will be considered; discuss these with the instructor either during breaks in class, by appointment or by email before the outline is due.

- **Part 2, due on March 1<sup>st</sup>, is a 10-page final paper (worth 50%)** based on your own outline.
- **Part 3, given between March 1<sup>st</sup> and April 5<sup>th</sup> is a group presentation of the research on the topic (worth 10%). Each member of the group will make a presentation** based on their own paper within the context of the group topic. Each group should provide an overview of the issue (relevant rural research), the challenges for rural or remote service delivery. Look at how one or more Canadian communities is delivering service, compare to at least 2 programs from other countries, and examine how the assigned LHIN is grappling with the issue. The presentation will be approximately one hour.

The PowerPoint slides or handouts you use in the presentation must be emailed to the instructor on the day of the presentation for posting on WebCT so that all students will have the benefit of your work. The content of students' presentations will be subject to testing in the final examination.

**NOTE:** Both the outline and the final paper must be submitted in hard copy *and* electronically to turnitin.com (see below, under **Academic Integrity**). They both must meet the following technical requirements:

- Title page with title of assignment, your name, student number, instructor's name, course number, date of submission, number of pages (including title page).
- Print your assignment 8.5" by 11" paper
- **Use a 12 point font**
- **Lines must be double-spaced**
- 1" margins

- Spell-checked
- Include a list of references using APA style (a couple of internet resources on APA style):

<http://www.apastyle.org/faqs.html#8> and  
<http://owl.english.purdue.edu/owl/resource/560/01/>)

### **C. Final examination (35%)**

There will be a final examination covering all the material in the course. It will consist of multiple choice and short essay questions.

## **6 - General rules and guidelines for assignments and marks**

### **Academic integrity**

Misrepresenting the work of others as your own constitutes academic dishonesty and is a punishable offence in the University. Suspected academic dishonesty will be investigated and, if found, disciplinary action will be taken. Make sure you know what plagiarism is and what your obligations are.

*TurnItIn.* Turnitin.com provides information to instructors about textual similarity of a student's paper with other papers and internet sources. Turnitin.com uses commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Grading of assignments**

Written assignments will be graded using the following criteria:

#### 1. Content

- Overall analysis – synthesis of material rather than mere re-presentation
- Integration of source material – sources are integrated into a coherent whole rather than presented as isolated facts
- Sources are properly acknowledged
- Good use of a variety of secondary materials – books, journals, websites, etc.
- In-depth coverage and analysis of topic

#### 2. Style

- Good sentence structure and fluent writing
- Correct spelling and grammar
- Proper length
- Clear, easy to follow the analysis
- Correct use of APA reference style

### 3. Organization

- a. Paragraph structure is coherent and logical
- b. Logical structure to the argument(s)

#### **Writing programs**

Effective writing skills are essential for completing the assignments in this course. If you need assistance, visit Western's Writing Support Centre:

<http://www.sdc.uwo.ca/writing/>.

#### **Note taking**

Being effective at taking notes from your reading and from lectures is important: it enhances your long-term understanding of the course material (which may pay off later in your work) and increases your academic performance, including in the final examination. Some good tips for note-taking can be found on University of Winnipeg Professor Christopher Leo's blog for February 12, 2006:

<http://blog.uwinnipeg.ca/ChristopherLeo/archives/2006/02/>

(Scroll down to the section called TIPS FOR SUCCESSFUL NOTE-TAKING)

#### **Lateness and lateness penalties**

You are expected to complete and turn your assignments in on time.

- There are **no exceptions** to the deadlines for the Short Summaries or the academic integrity summary. If you do not hand a summary in, be prepared not to receive a mark for it.
- **5% will be deducted each day** past the due date (including weekends) unless there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Here is an excerpt from the University's policy on accommodating medical illness indicating the process and your responsibilities if you are seriously affected by illness.

### **7 – Weekly schedule and required reading**

Shortly a list of required readings will be posted (approximately one journal article per week). There is no text book. Readings will focus on a variety of strategies rural health service providers have used to creatively deliver services to rural and remote communities. These techniques include:

Circuit riding/staff sharing  
Cooperatives  
Amalgamations  
Team work

Recruitment and Retention  
Enhanced skills training  
Technologies  
Peer Mentoring

There will be several guest speakers who will share how their organization grapples with service delivery to rural or remote areas. As well a field trip is planned (full day). All students are expected to participate on the field trip. There will be a cost of under \$20 to defray transportation expenses. Students should plan on bringing a lunch on the bus. This field trip will replace two evening classes.

**Week 1      January 4      Introduction**

Introduction and overview of the course outline and procedures, the organization of the course, assignments, grading. The schedule for presentations, assignments and the field trip will be assigned.

READING:

*What do we mean by sustainable rural health services?*, Implications for rural health research, John S. Humphreys,<sup>1</sup> John Wakerman<sup>2</sup> and Robert Wells, *Aust. J. Rural Health* (2006) **14**, 33–35 Retrieve from:  
<http://web.ebscohost.com.proxy1.lib.uwo.ca:2048/ehost/pdfviewer/pdfviewer?vid=2&hid=111&sid=38b143ee-7cdc-4a6f-80ca-525a0ce56e52%40sessionmgr110>

*How far can systematic reviews inform policy development for "wicked" rural health service problems?*, John S Humphreys; Pim Kuipers; John Wakerman; Robert Wells; Judith A Jones; L...*Australian Health Review*; Nov 2009; 33, 4; ABI/INFORM Global pg. 592. Retrieve from:  
<http://proquest.umi.com.proxy1.lib.uwo.ca:2048/pqdlink?vinst=PROD&fmt=6&startpage=-1&ver=1&vname=PQD&RQT=309&did=2026581391&exp=12-112015&scaling=FULL&vtype=PQD&rqt=309&cfc=1&TS=1292168292&clientId=11263>

**Week 2      January 11<sup>th</sup>      Circuit riding, staff sharing**

READINGS:

*Operator Assistance*, Chu, Tina, WaterCanada, May-June 2010 p. 29 –n 31  
Will Post on WebCT

- 1) Guest Speaker: TBD

**Week 3      No Class January 18<sup>th</sup>**

**Week 4,      January 25<sup>th</sup>      Amalgamations**

READINGS:

*Abridged version of the Society of Rural Physicians of Canada's discussion paper on rural hospital service closures*, Peter Hutten-Czapski, MD, *CJRM* 2009;14(3):111-4 [http://www.cma.ca/index.cfm/ci\\_id/89476/la\\_id/1.htm](http://www.cma.ca/index.cfm/ci_id/89476/la_id/1.htm)

Facilitating organizational mergers: amalgamation of community care access centres, Mercer, Kevin, [Journal of Health Services Research & Policy](#) (J HEALTH SERV RES POLICY), 2008 Jan; 13: Supplement 1: 46-51 (13 ref)  
WILL POST on WebCT

1) Guest Speaker: TBD

| <b>Week 5</b> | <b>February 1<sup>st</sup></b> | <b>Cooperatives</b> |
|---------------|--------------------------------|---------------------|
|---------------|--------------------------------|---------------------|

READINGS:

Rural Wisconsin Health Co-op (click on Core Values)  
<http://www.rwhc.com/>

Aylmer Quebec Health Co-op – Browse the entire website  
<http://www.coopsa.org/en/page1.php>

Government of Canada Co-op – How to start a health co-operative – Browse website  
<http://coop.gc.ca/COOP/display-afficher.do?id=1237300557168&lang=eng>

1) Guest Speaker: TBD

| <b>Week 6</b> | <b>February 8<sup>th</sup></b> | <b>Recruitment &amp; Retention</b> |
|---------------|--------------------------------|------------------------------------|
|---------------|--------------------------------|------------------------------------|

READINGS:

*Increasing access to health workers in remote and rural areas through improved retention*, WHO, February 2009  
[http://www.who.int/hrh/migration/background\\_paper\\_draft.pdf](http://www.who.int/hrh/migration/background_paper_draft.pdf)

1) Guest Speaker: TBD

| <b>Week 7</b> | <b>February 5<sup>th</sup></b> | <b>Team Work</b> |
|---------------|--------------------------------|------------------|
|---------------|--------------------------------|------------------|

READINGS:

*Nurse-Physician Collaborative Partnership: A Rural Model For The Chronically Ill*, Mitton, C. et al, *CJRM* 2007;12(4):208-16 (click on Fall 2007 issue)  
[http://www.cma.ca/index.cfm/ci\\_id/36545/la\\_id/1.htm](http://www.cma.ca/index.cfm/ci_id/36545/la_id/1.htm)

1) Guest Speaker: TBD

| <b>Reading Week</b> | <b>February 26<sup>th</sup></b> |
|---------------------|---------------------------------|
|---------------------|---------------------------------|

| <b>Week 8</b> | <b>March 1<sup>st</sup></b> | <b>Enhanced Skills Training</b> |
|---------------|-----------------------------|---------------------------------|
|---------------|-----------------------------|---------------------------------|

READINGS:

*A Review and Synthesis of Strategies and Policy Recommendations on the Rural Health Workforce*, Pong, Raymond, et al, 2003  
[http://www.cranhr.ca/pdf/TORC\\_Ruralhealthworkforcesynthesis-finaldraft-May.pdf](http://www.cranhr.ca/pdf/TORC_Ruralhealthworkforcesynthesis-finaldraft-May.pdf)

*General Emergency Training Skills (GEMS) for Rural Physicians: An evaluation of the Pilot Project*, Woloschuk, W. et al; Cah. Socio Demo Med, 47 (4) 490- 510, 2007

Will post on WebCT

1) Research Presentations 1 & 2

**Week 9      March 8<sup>th</sup>      Technology**

READINGS:

*Telehealth and the recruitment and retention of physicians in rural and remote regions: a Delphi study*, Duplantie, J., et al, *CJRM* 2007;12(1):30-6

[http://www.cma.ca/index.cfm/ci\\_id/51228/la\\_id/1.htm](http://www.cma.ca/index.cfm/ci_id/51228/la_id/1.htm)

1) Research Presentations 3 & 4

**Week 10      March 15<sup>th</sup>      Local Peer Mentoring**

READINGS:

New York State – Browse website

[http://www.health.state.ny.us/facilities/long\\_term\\_care/waiver/nhtd\\_manual/section\\_06/peer\\_mentoring.htm](http://www.health.state.ny.us/facilities/long_term_care/waiver/nhtd_manual/section_06/peer_mentoring.htm)

Organization “Peer Resource”, Vancouver Canada -Browse Website

<http://www.peer.ca/peerprograms.html>

1) Research Presentations 5 & 6

**Week 11      March 24<sup>th</sup>**

READINGS:

*Rural community and health care interdependence: an historical, geographical study*, Denise Grafton, Michael Troughton, James Rourke, *CJRM* 2004;9(3):156

[http://www.cma.ca/index.cfm/ci\\_id/40597/la\\_id/1.htm](http://www.cma.ca/index.cfm/ci_id/40597/la_id/1.htm)

1) Research Presentations 7 & 8

**Week 12      March 26<sup>th</sup>**

FIELD TRIP      Details to be provided on WebCT as they become available

NOTE: No Class January 18 and March 22 due to Field trip March 26<sup>th</sup>.

**Week 13      April 7<sup>th</sup>      Review**

1) Research Presentations 9 & 10