

The University of Western Ontario
Faculty of Health Sciences

Health Sciences 3090B
Special Topics in Rural Health

Course Professor: Dr. Beverly Leipert, PhD, RN **Term:** Winter 2012
Time: Mondays 2:30-5:30 pm **Location:** Sommerville House Room 3317
Office: Health Sciences Addition Room H029 **Email:** bleipert@uwo.ca
Office hours: email for an appointment **TA:** TBD

Requirement: Students must be enrolled in 3rd or 4th year of a BHSc degree.

Note: Unless you are a third or fourth year student (ie. not in second year) or have written permission from your Dean or the course professor to enroll in this course, you will be removed from the 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 meet this requirement.

1 - Course Description

This course provides an overview of health issues for various groups in rural areas. It will focus on Ontario, Canadian, and some international examples using a social determinants of health perspective. Other factors that affect rural health, such as policy and politics, culture, human resources, and health services, will also be addressed.

2 - Course Objectives

Students will come to:

- identify and discuss health issues of particular groups in rural areas
- recognize and assess barriers and supports to health services in rural areas
- analyze environmental, social/cultural, political and policy, and demographic factors that influence rural health and health care.
- assess the importance of research in meeting the health challenges of rural people

3 - Text

Kulig, J., and Williams, A. (2011). *Health in Rural Canada*. Vancouver: UBC Press.

4 - Course conduct

It is expected that students will be considerate of their colleagues and the instructor, and that they will participate in an informed and respectful manner in class. Students are reminded to keep noise and disruption to an absolute minimum in class. Cell phones, MSN, and social networking (email, etc.) in the classroom are not acceptable. In addition, the class as a collective will also establish a Classroom Civility Charter to guide classroom conduct.

5 - Course Evaluation

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

- | | |
|------------------------|-----|
| 1. Class Participation | 30% |
| 2. Class Presentation | 30% |
| 3. Scholarly Paper | 40% |

All course assignments are considered essential. Assignments not submitted will receive a grade of zero in the computation of the final course grade. While severe extenuating circumstances may be taken into consideration, normally late submissions will initially be graded in keeping with specified criteria, and the assessed grade reduced by 3% (3 marks) for each day of delayed submission. A zero grade will be assigned after five days. Even if assigned a zero grade, all papers/assignments must be submitted for course completion. There are no supplemental assignments or rewrites in this course.

Assignment 1: Class Participation

Due Date: Throughout the Course

Active participation in weekly classes is an expectation of all students. This includes preparing for class discussion by reading and reflecting on the weekly readings, contributing to the flow of ideas in class, and engaging in constructive feedback to colleagues in such a way as to further the development of ideas. Prior to each class, each student will prepare questions and brief reflections that arise from each week's readings and submit them as **one page at the end of each class**. Each submission is to be submitted with the **student's name, printed clearly and legibly and signed to indicate the student's presence in class**. As these reflections are scholarly documents, **handwritten submissions will not be accepted**.

Questions/reflections must address all of the readings and should not restate the content of the readings, but should analyze, critique, or extend the ideas raised by the paper's authors in some way. In classes that consist of both lectures with pre-reading and presentations, students will submit reflections that address the readings. In classes that consist entirely of student presentations, students will prepare reflections during the class to **analyze, critique, or extend** the ideas raised by the presenters. Reflections on student presentations may be hand written. In addition, **during some classes, students may be asked to prepare in class a reflection or response to a brief question posed by the professor.**

For two reflections, instead of the above, students must submit two exam questions in each of the two reflections that are relevant to course content, and submit them at the end of the class. Students may determine which two reflections will consist of the exam questions. The exam questions may include multiple choice or short answer questions, but not true or false questions, and must include the questions and their answers. Examples of exam questions are:

MULTIPLE CHOICE QUESTION:

The Stanfords are a family considering moving to a rural area based on a job transfer. As they find out information on the challenges facing rural communities, they will discover that

- A) rural areas within commuting distances are decreasing in population.
- B) youth migration out of rural communities has escalated.
- C) more distant rural areas are experiencing an in-migration of all age groups.
- D) rural communities are often less dependent upon a limited range of economic opportunities.
- E) there is more infrastructure in rural communities.

Answer: B

SHORT ANSWER QUESTION. Write the word or phrase that best completes each statement or answers the question.

Outline 4 key features of rural nursing. Give a community health nursing (CHN) practice example for each feature.

Answer: Leadership e.g. CHNs have a leader at a distance

Quality Work Environment e.g. CHNs work alone

Nursing Education for Rural/Remote Environments e.g. CHNs recognize the need to have multicultural education that addresses more than only First Nations cultures

Policy Issues in Rural/Remote Environments e.g. Need to increase education for CHNs regarding political action and policy development initiatives and skills

Marking rubric for each reflection: 1) is one page in length, appropriately signed 2) clearly addresses all of the readings/presentations/exam questions/ in class requirements; 3) does not repeat content contained in the readings 4) asks questions, suggests what is good or not about the readings/ presentations, identifies and explains personal meanings and reflections, links to own situations, contexts, and learning in other readings and/or in class, makes suggestions, extends ideas.

In the 12 class opportunities for this assignment, some submissions will be worth 2 marks and some will be worth 3 marks. Please see 7- Weekly Schedule included in the syllabus for the value of each week's submission. Each student's mark will be recorded each week on the course web CT. At the end of the course, each student's marks will be tallied to achieve her/his total mark out of 30. Preparation for the course and participation are important aspects of the course and are evaluated seriously.

Students who miss classes or who leave class early will not be able to submit questions/reflections prior to, during, or after a class; **students must attend to the end of the class and effectively participate in this assignment to achieve a mark.**

Assignment 2: Class Presentation

Due Date: To Be Determined in Class

Each group of 4 students is to critically analyze one topic important to the health of rural people and present this analysis in class. Each presentation will be a half hour in length ie. 20 minutes for presenting and 10 minutes for class discussion. Be creative and original - for example, use dramatic representations, art work, role playing, music or teaching aids. Whatever you choose to do, the presentation must contribute to a *scholarly analysis* of an important rural health topic. Thus, considered critique of relevant literature and research must be a part of your presentation. **You must provide to the professor on the day of the presentation a page with the presentation title and names of the group members and/or a copy of the powerpoint presentation if this is used. All members of the group must present equally.** *It is advisable to consult with the course professor to ensure that your presentation suitably explores a relevant topic in a scholarly manner. It is also advisable that you review the documents included in the syllabus and on-line that provide useful advice for making effective presentations and developing appropriate powerpoint presentations.* Presentations will occur at times designated in the syllabus and discussed in class. Evaluation will be conducted according to: a) Content and Literature b) Analysis and Critique, and c) Presentation Skills and Methods

Due Date for submission of names and email addresses of the members in each group: January 30, 2012. You must also submit your preferred date to present in class.

This information must be typed, not hand written.

Assignment 3: Scholarly Paper

Due Dates: February 13 and April 9, 2012

This assignment consists of two parts. In the first part, you will submit a 2 page document that outlines the issue you will address in the paper, answer the question “What 3 questions do I need to know more about regarding my issue”?, and provide 3 references key to your issue, cited according to APA. This 2 page document is due in class **February 13**, and is worth 10%.

In the second part of the assignment you will submit a scholarly paper of 10 double-spaced pages (exclusive of the Reference list, Type font Times New Roman 12, 1” margins) that articulates a critical analysis of an issue relevant to rural health. It is expected that you will extensively **review relevant literature as part of your paper. In addition, you should address: the magnitude and nature of the issue, why it is significant, factors that affect the issue positively and negatively, and how the issue could be effectively addressed through policy, research, practice, or education endeavors.** You may wish to consult with the professor regarding the issue selected and the approach you intend to take. Please follow writing requirements and processes discussed in class and included in the syllabus. *The Writing Tips, Checklist, and Steps for Improving Writing documents included in the syllabus and on line*

provide important useful information - please review these documents before and as you write your paper. This document is due in class **April 9**, and is worth 30%.

This paper must be your work, and must not be a paper that you have submitted for another course.

Be sure to follow the required criteria for the paper listed below:

- 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 Time New Roman font**
- **Lines must be double-spaced**
- 1" margins
- Spell-checked by you as well as the computer
- 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/>)
- Submit your paper to Turnitin as well as a hard copy to the professor.

6 - General rules and guidelines for assignments, marks, and course policies

Academic integrity and Scholastic Offences

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.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf

Additionally, all required papers may be subject to submission for textual similarity review to the 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 scholarly paper

Scholarly papers will be graded using the following criteria:

1. Content

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

2. Style

- a. Good sentence structure and fluent writing
- b. Correct spelling and grammar
- c. Proper length
- d. Clear, easy to follow the analysis
- e. 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 or the academic integrity summary. If you do not submit an assignment as required, be prepared to not receive a mark for it.
- **3% will be deducted each day** past the due date (including weekends).

Course Policies

Email: Your Teaching Assistant and I will reply to email during regular business hours (Monday to Friday 9:00 am-4:30 pm). Emails sent after Friday at 4:30 pm will be responded to on Monday morning. During the work week you can usually expect a reply within 48 hours. Please note that for many concerns, an email is no substitute for a face-to-face meeting.

English Proficiency for the Assignment of Grades

Students must demonstrate the ability to write clearly and correctly in English. Work presented which shows a lack of proficiency in English and is, therefore, unacceptable for academic credit, will either be failed or, at the discretion of the instructor, returned to the student for revision to a literate level.

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

Accommodation for Medical Illness or Non-Medical Absences

Please see http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm>.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for needed documentation.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Submit documentation as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty). When submitting the certificate to your Dean's office, **please also inform Professor Leipert**

via email that this step has been taken as the processing of your request can take a significant amount of time.

Documentation for any request for accommodation shall be submitted by the student, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

7 – Weekly schedule and required reading

Date	Topic
Class 1 January 9:	Introduction to Course
Class 2 January 16:	Rural Health Status; Rural Health Determinants (2 marks)
Class 3 January 23:	Rural Health Human Resources and Health Services Delivery (2 marks)
Class 4 January 30:	The Health of Rural Women and Rural Men (2 marks) Due Date for Names and Email Addresses of Co-Presenters
Class 5 February 6:	The Health of Rural Children and Rural Youth (3 marks)
Class 6 February 13:	Culture and Rural Health (3 marks); Paper Part 1 Due
Class 7 February 27:	Aging in Rural Contexts; Two (2) Student Presentations (2 marks)
Class 8 March 5:	Rural Settings and Health Issues; Two (2) Student Presentations (2 marks)
Class 9 March 12:	Rural Health Policy and Research (2 marks)
Class 10 March 19:	Four (4) Student Presentations (3 marks)
Class 11 March 26:	The Practice of Rural Health Care; Three (3) Student Presentations (3 marks)
Class 12 April 2:	Four (4) Student Presentations (3 marks)
Class 13 April 9:	The Future of Rural Health Research (3 marks) Final Paper Due

Class 1 January 9 Introduction

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

READING: du Plessis, V., & Beshiri, R., Bollman, R., & Clemenson, H. (2001). Definitions of rural. *Rural and Small Town Canada Analysis Bulletin*, 3 (3). Ottawa: Statistics Canada Catalogue No. 21-006-XIE.
Available at: www.statcan.ca/english/freepub/21-006-XIE/free.htm

Ontario Ministry of Health and Long Term Care. (2010). *Rural and Northern Health Care Report: Executive Summary*. Available at:
http://www.health.gov.on.ca/en/public/programs/ruralnorthern/docs/exec_summary_rural_northern_EN.pdf

Class 2 January 16 Rural Health Status and Rural Health Determinants

READINGS: Chapter 1: Health and Place in Rural Canada
Chapter 2: Rural health status and determinants in Canada
Leipert, B., & George, J. (2008). Determinants of rural women's health: A qualitative study in southwest Ontario. *The Journal of Rural Health*, 24(2), 210-218.

Guest Speaker: Dr. Aniko Varpalotai, Professor, Faculty of Education

Class 3 January 23 Rural Health Human Resources and Health Services Delivery

READINGS: Chapter 5: Geographical Distribution of Rural Health Human Resources
Chapter 7: Building Capacity in Rural Health Services: The Effect of Continuing Education
Chapter 10: Virtual Health Care Communities: The Use of Web-Based and Mobile Intelligent Technologies for Risk Assessment and Health Management in Rural and Remote Communities
Chapter 11: Service Delivery Change in Three Prairie Communities

Guest Speaker: Dr. Claudio Munoz, 2:30-4:00

Class 4 January 30 The Health of Rural Women and Rural Men

READINGS: Chapter 19: Reflections on the Socio-Economic and Psycho-Social Impacts of BSE on Rural and Farm Families in Canada

Chapter 26: Rural Women's Health Promotion Needs and Resources: A Photovoice Perspective.

Denner, B. & Bowering, D. (no date) Comparing the Health of Rural Men in Australia and Canada. Available at <http://www.mannet.com.au/home/pdf/CompRMHealthAust-Canada.pdf>

Guest Speaker: Dr. Belinda Leach, University of Guelph

Class 5 February 6 The Health of Rural Children and Rural Youth

READINGS: Chapter 3: Children, youth, and young adults and the gap in health status between urban and rural Canadians

Bilinski, H., Duggleby, W., & Rennie, D. (2010). The meaning of health in rural children: A mixed methods approach. *Western Journal of Nursing Research*, 32 (7), 949-966.

Boydell, K., Pong, R. et al. (2006). Family perspectives on pathways to mental health care for children and youth in rural communities. *Journal of Rural Health*, 22 (2), 182-188

Guest Speaker: Saagar Walia, 4:00-5:00

Class 6 February 13 Culture and Rural Health

READINGS: Chapter 21: Access to primary health care in rural and remote Aboriginal Communities: Progress, Challenges, and Policy Directions

Browne, A., & Fiske, J. (2001). First Nations women's encounters with mainstream health care services. *Western Journal of Nursing Research*, 23 (2), 126-147.

Dabrowska, E., & Bates, J. (2010). The health beliefs of old order Mennonite women in rural Ontario, Canada. *Canadian Journal of Nursing Research*, 42 (1), 92-111.

Guest Speaker: Guy Hagar, Southwest Ontario Aboriginal Health Access Centre

Reading Week February 20-25

Class 7 February 20 Aging in Rural Contexts; Student Presentations

READINGS: Chapter 23: Diversity among Older Adults in Rural Canada: Health in Context

Chapter 24: Looming Dementia Care Crisis: Are Canadian Rural and Remote Settings Ready?

Chapter 25: Health and Social Care Issues in Aging Resources Communities

Class 8 March 5 Rural Settings and Health Issues; Student Presentations

READINGS: Chapter 13: Rural Mental Health Services in Canada: A Model for Research and Practice

Chapter 17: Shifting the Burden: The Effects of Home-Based Palliative Care on Family Caregivers in Rural Areas

Class 9 March 12 Rural Health Policy and Research

READINGS: Chapter 12: Integrating Policy, Research, and Community Development: A Case Study of Developing Rural Palliative Care

Chapter 15: Potholes Along the Roads: The Ethics of Health Research in Rural and Remote Canada

Speaker: Dr. Sandra Regan, 2:30-4:00

Class 10 March 19 Student Presentations

Class 11 March 26 The Practice of Rural Health Care; Student Presentations

Readings: Chapter 14: Health Literacy in Rural Communities: Challenges and Champions

Canadian Association for Rural and Remote Nursing. (2008). *Rural and remote nursing practice parameters*. Available on line and posted on course web ct.

Leipert, B., Kloseck, M., McWilliam, C., Forbes, D., Kothari, A., & Oudshoorn, A. (2007). Fitting a round peg into a square hole: Exploring issues, challenges, and strategies for solutions in rural home care settings. *Online Journal of Rural Nursing and Health Care*, 7 (2), 5-20.

Reay, T., Patterson, E., Halma, L., & Steed, W. (2006). Introducing a nurse practitioner: Experiences in a rural Alberta family practice clinic. *Canadian Journal of Rural Medicine*, 11 (2), 101-107.

Scott, G. (1999). Physician practice in a rural setting. In W. Ramp, J. Kulig, I. Townshend, & V. McGowan, *Health in rural settings: Contexts for action* (pp. 179-188). Lethbridge, ALTA: University of Lethbridge.

Class 12 April 2 Student Presentations

Class 13 April 9 The Future of Rural Health Research

Readings: Chapter 27: The Future of Rural Health Research: Concluding Thoughts

Standing Senate Committee on Agriculture and Forestry. (2008). Executive Summary. *Beyond freefall: Halting rural poverty*. Ottawa: Author.

The Countryside Agency. (2002). *Rural proofing: Policy makers' checklist*. Cheltenham, Gloucestershire, UK: The Countryside Agency.