

*The University of Western Ontario  
Faculty of Health Sciences*

**Health Sciences HS 4092G  
Rural Health Topics**

**Course Professor:** Dr. Beverly Leipert, PhD, RN

**Time:** Mondays 2:30-5:30 pm

**Office:** Health Sciences Addition Room H029

**Office hours:** By appointment

**Term:** Winter 2013

**Location:** Health Sciences Building  
Room 9

**Email:** bleipert@uwo.ca

**TA:** Solmaz Azimi Alamdari;  
[sazimial@uwo.ca](mailto:sazimial@uwo.ca)

**Requirement:** Students must be enrolled in 3<sup>rd</sup> or 4<sup>th</sup> year of a Baccalaureate degree program.

**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
- strengthen thinking and writing skills

### ***3 - Text***

Required: Kulig, J., and Williams, A. (2012). *Health in Rural Canada*. Vancouver: UBC Press.

Recommended: Leipert, B., Leach, B., and Thurston, W. (Eds.). (2012). *Rural women's health*. Toronto: University of Toronto 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. Weekly Reflections                      30%
2. Class Presentation                      30% (Group names & date of presentation: 5%; Presentation: 25%)
3. Scholarly Paper                          40% (Part 1: 10%; Part 2: 30%)

All course assignments are considered essential. Assignments not submitted will receive a grade of zero in the computation of the final course grade. 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: Weekly Reflections**

##### **Due Date: Throughout the Course**

Active participation in weekly classes is an expectation of all students. To facilitate informed participation, 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 a Title page that includes 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. In class-reflections on student presentations may be hand written.

**For two reflections, instead of the above, students must submit two course-relevant exam questions** ie. 2 questions in each of two submissions, for a total of 4 questions. 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; provide 5 answer options as below. 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.**

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 non-exam reflections:**

Reflections will be graded using the following criteria:

1. Content (50%)

- a. Analysis and critique of material rather than mere repetition
- b. In-depth relevant coverage and analysis of readings e.g. relevance of findings for rural health and/or rural nursing, 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 for improvement, extends ideas, addresses strengths and limitations of the research and/or findings, future research issues that are revealed, etc.

2. Style (50%)

- a. Good sentence structure and fluent writing
- b. Correct spelling and grammar
- c. Logical structure to the reflections ie. ideas and paragraphs are coherent and flow logically
- d. Proper length and format – includes title page with student's name and date of reflection, 1 page reflection content, another page for references, single spaced, 12 point font

- e. Clear, easy to follow the analysis
- f. Correct use of APA reference style

In the 12 class opportunities for this assignment, some submissions will be worth 2 marks and some will be worth 3 marks. Please see the Weekly Schedule on page 9 of 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 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 and the teaching assistant on the day of the presentation a copy of the powerpoint presentation, including the names of the presenters. 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 course 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.

**Marking rubric:** Evaluation will be conducted according to: a) Content and Literature b) Analysis and Critique, and c) Presentation Skills and Methods. In particular:

- descriptions, discussion, and research information is current and accurate
- information is presented in a logical, organized fashion; analysis is sufficiently in-depth
- presentation flows logically from literature, and is related to course concepts
- recommendations are clear and realistic
- the presenting group is able to effectively respond to questions and facilitate further discussion
- the presentation is stimulating and engages audience interest; adheres to time guidelines.

**Due Date for submission of names of the members in each group and the presentation topic and preferred date: January 27, 2013.** This information must be typed, not hand written.

### Assignment 3: Scholarly Paper

**Due Dates: February 19 and April 7, 2013**

**This assignment consists of two parts. In the first part, you will submit a 1 page document, plus title page,** 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 document is **due in class February 10**, 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, and/or education endeavours.** 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 course on line provide important useful information - please review these documents before and as you write your paper.* This document is due in class **April 7**, and is worth 30%.

**This paper must be your work, and must not have been 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/>)

#### **Marking Rubric for Grading of Scholarly Paper:**

1. Content (40%)
  - c. Overall analysis – synthesis of material rather than mere re-presentation
  - d. Integration of source material – sources are integrated into a coherent whole rather than presented as isolated facts

- e. Sources are properly acknowledged
  - f. Good use of a variety of secondary materials – books, journals, websites, etc.
  - g. In-depth coverage and analysis of topic
2. Style (30%)
- g. Good sentence structure and fluent writing
  - h. Correct spelling, grammar, and length
  - i. Proper margin, font, and heading formatting
  - j. Clear, easy to follow the analysis
  - k. Correct use of APA reference style
3. Organization (30%)
- a. Paragraph structure is coherent and logical
  - b. Logical structure to the argument(s)

## **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](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>).

### ***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.

### ***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 4:30 on Fridays will be responded to on Monday morning. During the 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](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

<b>Date</b>	<b>Topic</b>
<b>Class 1 January 6:</b>	Introduction to Course
<b>Class 2 January 13:</b>	Rural Health Status; Rural Health Determinants (Reflection: 2 marks)
<b>Class 3 January 20:</b>	Rural Health Human Resources and Health Services Delivery (Reflection: 2 marks)
<b>Class 4 January 27:</b>	The Health of Rural Women and Rural Men (Reflection: 2 marks) <b>Due Date for Names of Co-Presenters, Presentation Topic, and Preferred Presentation Dates</b>
<b>Class 5 February 3:</b>	The Health of Rural Children and Rural Youth (Reflection: 3 marks)
<b>Class 6 February 10:</b>	Culture and Rural Health (Reflection: 3 marks) <b>Paper Part 1 Due</b>
<b>Class 7 February 24:</b>	Aging in Rural Contexts; Two Student Presentations (Reflection: 2 marks)
<b>Class 8 March 3:</b>	Rural Settings and Health Issues Two Student Presentations (Reflection: 2 marks)
<b>Class 9 March 10:</b>	Four Student Presentations (Reflection: 3 marks)
<b>Class 10 March 17:</b>	Four Student Presentations (Reflection: 3 marks)
<b>Class 11 March 24:</b>	The Practice of Rural Health Care Three Student Presentations (Reflection: 3 marks)
<b>Class 12 March 31:</b>	Rural Health Policy and Research (Reflection: 2 marks)
<b>Class 13 April 7:</b>	The Future of Rural Health Research (Reflection: 3 marks) <b>Final Paper Due</b>

**Class 1            January 6            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.

READINGS: 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](http://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](http://www.health.gov.on.ca/en/public/programs/ruralnorthern/docs/exec_summary_rural_northern_EN.pdf)

**Class 2            January 13    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.

**Class 3            January 20            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. Belinda Leach, Professor, Rural Researcher, University of Guelph

**Class 4            January 27    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>

Leipert, B., Leach, B., and Thurston, W. (2012). Introduction: Connecting rural women's health across time, locales, and disciplines. In B. Leipert, B. Leach, and W. Thurston (Eds). *Rural women's health* (pp.3-25). Toronto: University of Toronto Press.

Riddell, T., Ford-Gilboe, M., & Leipert, B. (2009). Strategies used by rural women to stop, avoid, or escape from intimate partner violence. *Health Care for Women International* 30, 134-159.

**Class 5      February 3      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

Walia, S., & Leipert, B. Perceived facilitators and barriers to physical activity for rural youth: An exploratory study using photovoice. (2012). *Journal of Rural and Remote Health*, 12:1842.

Guest Speaker: Saagar Walia, Rural Youth Researcher

**Class 6      February 10      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, Aboriginal Counselor and Speaker

<b>Reading Week</b>	<b>February 17-21</b>
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<b>Class 7</b>	<b>February 24</b>	<b>Aging in Rural Contexts; Student Presentations</b>
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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

Guest Speaker: Robyn Plunkett PhD (c), Nurse Researcher

<b>Class 8</b>	<b>March 3</b>	<b>Rural Settings and Health Issues; Student Presentations</b>
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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

<b>Class 9</b>	<b>March 10</b>	<b>Student Presentations</b>
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<b>Class 10</b>	<b>March 17</b>	<b>Student Presentations</b>
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<b>Class 11</b>	<b>March 24</b>	<b>The Practice of Rural Health Care; Student Presentations</b>
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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., Wagner Delaney, J., Forbes, D., & Forchuk, C. (2011). Canadian rural women's experiences with rural primary health care nurse practitioners. *Online Journal of Rural Nursing and Health Care*, 11 (1), 37-53.

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      March 31      Rural Health Policy and Research**

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

Chapter 15: Ethical Potholes Along the Roads of Health Research: Three Potential Concerns when Embarking on Research Involving Rural Populations

Executive Summary for Rural and Northern Health Framework – Available at [http://www.health.gov.on.ca/en/public/programs/ruralnorthern/docs/exec\\_summary\\_rural\\_northern\\_EN.pdf](http://www.health.gov.on.ca/en/public/programs/ruralnorthern/docs/exec_summary_rural_northern_EN.pdf)

Speaker: Dr. Sandra Regan, Nursing Professor and Health Policy Researcher

**Class 13      April 7      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.