

The University of Western Ontario
Faculty of Health Sciences

Health Sciences HS 3090/N3380
HEALTH PROMOTION AND CARING IN A RURAL CONTEXT

Course Professor: Dr. Beverly Leipert, PhD, RN
Time: Thursdays 6:00-9:00 pm

Office: Health Sciences Addition Room H029
Office hours: By appointment

Term: Fall 2014
Location: Room 3345
Summerville House
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TA: Solmaz Azimi
Alamdari; sazimial@uwo.ca

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

Note: Unless you are a third or fourth year student (ie. not in first or second year) or have written permission from 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.

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.

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

Texts

- Recommended texts:

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

Leipert, B., Leach, B., and Thurston, W. (Eds.). (2012). *Rural women's health*. Toronto: University of Toronto Press.

- Resources at the on-line course website and on reserve at the Taylor library
- American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

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.

Course Evaluation

OPPORTUNITIES TO DEMONSTRATE LEARNING	VALUE	DUE DATE
1. Reflections on Readings	30%	At end of each class
2. Class Presentation	5% +25% = 30%	To Be Determined
3. Photo/Analysis Project	40%	Last day of course

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.

How we will work together

In this course teaching and learning are considered a **shared** responsibility. The instructor's role is to guide and support your learning through lectures, guided discussion, and facilitation of learning provided by guest presenters and other instructional opportunities. Your responsibility is to do assigned readings and prepare weekly written reflections; actively engage in dialogue, reflective, critical thought, and presentations in class; and experience rural settings directly in the photovoice project to appreciate the nature of rural contexts and rural practice. These innovative learning experiences are designed to foster discussion, debate, and critical examination of concepts relevant to the promotion of health and practice in rural contexts.

The various learning activities, readings, lectures, and other class activities will help you to develop insights and critically reflect on real life experiences as you learn about working with and in rural communities. Your commitment and active participation in these activities are critical to your own learning as well as to the learning of your colleagues. Participation in learning activities is therefore expected and will promote your success not only in this course but also in practice in rural and urban contexts.

Suggestions to help you be successful in this course include: 1) Attend class 2) Ask questions of the instructor, teaching assistant, and your classmates; 3) Allow time every week (2-3 hours) for readings, preparation for classes, and assignment preparation; 4) Read the syllabus and make note of assignment requirements; and 5) Actively participate in class on an ongoing basis.

Attendance at class is mandatory. As indicated in the **University Academic regarding Examinations/Attendance**, a student who, in the opinion of the instructor, is absent too frequently from class may be disqualified from the course. For further information on academic regulations and policies refer to the 2011-12 UWO Academic calendar.

Weekly Schedule

Week	Topic
1 September 4	Introduction to the Course
2 September 11	Rural Health Status and Rural Health Determinants Weekly Reflection
3 September 18	Rural Health Human Resources and Health Services Delivery Weekly Reflection
4 September 25	The Health of Rural Women and Rural Men Weekly Reflection
5 October 5	No Class
6 October 9	Aging and Rural Health Weekly Reflection Names of group members and preferred presentation date due (5%)
7 October 16	Culture and Rural Health Weekly Reflection
8 October 23	Student Presentations Weekly Reflection
October 30	No Class – University Break
9 November 6	Student Presentations Weekly Reflection
10 November 13	Student Presentations Weekly Reflection
11 November 20	The Practice of Rural Health Care Weekly Reflection
12 November 27	Rural Health Policy and Research; The Future of Rural Health Research Weekly Reflection

Assignment 1: Reflections on Readings

Value: 30%

Due Date: Throughout the Course

The purposes of this assignment are for you to:

- Read critically and reflect on course readings;
- Continue to develop skills of effective critical thinking and writing

Active participation in weekly courses 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 a 1 page single-spaced document (1" margins, 12 point font) of reflections that arise from two (2) of each week's readings, along with a separate page with her/his name printed clearly and legibly. These will be submitted at the end of each class. Questions/reflections **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. For example, discuss how the research was conducted (eg. the effectiveness of who is and who is not included in the sample) and its strengths and limitations (eg. nature of participants, usefulness in Canada, etc.), or ways rural practitioners could use the findings to advance health in rural areas.

There will be 10 class opportunities, one after each class; each will be worth 3 marks. The professor will evaluate each student's response and assign a mark out of 3. At the end of the course, each student's responses will be tallied to achieve her/his total mark out of 30.

Only students in attendance for the entire duration of the class may submit the assignment at the end of the class. Reflections may not be submitted prior to, during, or after a class. Assignments that do not comply with these requirements will not be accepted or marked.

Grading rubric for reflections

Reflections will be graded using the following criteria:

1. Content
 - a. Analysis and critique of material rather than mere repetition
 - b. In-depth relevant analysis of readings e.g. relevance of findings for rural health and/or rural practice, strengths and limitations of the research and/or findings, future research issues that are revealed, suggestions for practice, education, policy, etc.
2. Style
 - 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

Assignment 2: Class Presentation

Value: 5% for group information due October 9; 25% for group presentation = Total 30%

Due Date: To Be Determined

Due Date for typed submission of your presentation topic, names of the members in your group, and preferred presentation date: **October 9. Value: 5%**

Due Date for presentation: To Be Determined in Class

Everyone will have an opportunity to be part of a group presenting in class and part of an audience group. All group members are expected to participate in a classroom presentation and to be attentive, engaged audience members when others are presenting.

The **purposes** of this assignment for **presenters** are for you to:

- critically analyze one topic important to the health of rural people;
- present this analysis to your student colleagues;
- facilitate discussion about the topic;
- assist your colleagues to develop a deeper understanding of the topic; and
- refine presentation and facilitation skills.

The **purposes** of this assignment for **audience members** are for you to:

- expand your knowledge and understanding of topics relevant to rural health
- participate in scholarly discussion about the topics
- support the scholarly work of colleagues
- gain ideas about presentation styles

Each presenting group is to critically analyze one topic relevant to health promotion in rural contexts. The topics need not be limited to those discussed in class.

A summary of the information is not sufficient; the information should be organized and analyzed with conclusions drawn and recommendations offered. In planning the presentation you might think about the questions your classmates may have in mind, such as:

- Why is this topic important? Who cares about the topic?
- What is known about the topic, including research findings?
- Which course concepts form the basis of your analysis?
- What can you conclude?
- What specific and feasible recommendations do you have? To whom would the recommendation(s) go?

Each presentation will be scheduled for 20 minutes, followed by 10 minutes in which you

will facilitate discussion of your topic. Although PowerPoint will form the basis of the presentation, you are encouraged to be creative in illustrating and supplementing important points. On the day of the presentation, you must provide the professor and teaching assistant with copies of the PowerPoint presentation.

You are encouraged to consult early with the course professor about your presentation plans to ensure that your presentation suitably explores a relevant topic in a scholarly manner. You will find it helpful to review the document included on the course website that provides useful advice for making effective presentations.

Evaluation of presentations will be according to the criteria below:

Presentation Elements	Value	Comments
Expository and research information is current and accurate	20	
Information is presented in a logical, organized fashion	20	
Analysis is sufficiently in depth, flows logically from literature, and is related to course concepts; extends and deepens understanding and does not excessively repeat data addressed in class	20	
Recommendations are clear and realistic	20	
The presenting group is able to effectively respond to questions and facilitate further discussion	10	
In total, presentation is stimulating and engages audience interest;	10	

adheres to time guidelines. Every member of the group speaks and contributes equally. A hard copy of the powerpoint is provided to the professor and TA on the day of presentation.		
TOTAL	100	

Assignment 3: Photo/Analysis Project

Value: 40%

Due Date: Last Class Day of the Course

The purposes of this assignment are for you to:

- critically consider challenges and facilitators to rural practice;
- travel to one or more rural settings to reflect upon and take photos of rural practice challenges and facilitators;
- prepare a scholarly portfolio of photos and reflections

Photovoice background: Photovoice is a participatory health promotion strategy where people use photographs to document their realities. It has been described as a strategy that gives a voice to people who ordinarily would not be heard. In this course, Photovoice will allow you to record, reflect on, and communicate about challenges and facilitators to rural health care practice, and to consider how these topics might influence a career in health care.

Before doing the photo/analysis assignment, it is advisable that students complete the Ethics Tutorial located at <http://pre.ethics.gc.ca/english/tutorial> .

Assignment: In this assignment you will prepare a portfolio that would be convincing to rural policy-makers, practitioners, and rural residents about challenges and facilitators to rural health care practice. The portfolio will include photographs that you have taken as well as written work about the photographs.

Prepare your portfolio as follows:

- Include 2 photographs of pictures that represent **challenges to rural practice**, with a title for each photo that reflects its meaning. For example, challenges may relate to rural geography, distance, or economic factors.
- Include 2 photographs of pictures that represent **facilitators to rural practice**, with a title for each photo that reflects its meaning. For example, facilitators may relate to resources, personal, or socio-cultural factors.
- With each photograph include a one page reflection as described below.

Submit your whole assignment (pictures and written work) in a scholarly portfolio or other professional type of presentation.

Other Important Assignment Information:

Photographs: The photographs will be in hard copy and must be printed on 10” x 8” high quality paper (some of your photos might be later enlarged and publicly exhibited, if you

agree). Pictures may be in colour or black and white, depending on the message you wish to convey. Ensure a high quality picture, whether you take photographs with cameras, phones, iPads, or other equipment. Do not photoshop or otherwise change your images.

Reflection: The reflection *for each of the pictures* should be **one page** written in Word using the following criteria:

- On a *title* page, include your name, student number, title of the course, name of the assignment, and date
- For *each of the 4 reflective pieces*:
 - Single line spacing, font Times New Roman 12, margins 1” for all sides
 - *title* for each photograph.
 - Discuss:
 - a) What do you see in the picture? Why and where did you take the picture? What is the challenge or facilitator?
 - b) Why does this challenge/facilitator exist?
 - c) What implications for rural practice does this challenge/facilitator have?
 - d) What can be done about the challenge or facilitator? What changes do you recommend? Be specific, give examples.
 - e) Include a second page in which you cite correctly using APA, a minimum of 3-4 references that you have cited in your one page reflection. References must be recent, within the past 10 years ie. 2002-2012.
- Remember that your reflection must not be longer than **one page** for each photograph. Submissions longer than one page will not be read and you will lose marks.

Evaluation Criteria for the Project

1. Scholarship (15 marks)

Readability: concise, logical ordering of ideas, correct spelling, grammar, sentence, and paragraph structure

Adequate and appropriate documentation; cites relevant literature

Uses APA format correctly and completely - includes title page; appropriate headings; cites references correctly in text and in reference list

2. Quality of substance (25 marks)

Includes all elements of the assignment – title page, photos, reflections, hard copy and of the project

Quality of the picture in content, clarity and size of the picture, as specified in assignment

Addresses the specified purposes and requirements of the assignment

Evidence of critical thinking, analysis, and reflection

Sound rationale for ideas

Accuracy of content; soundness of conclusions

Additional Important Information

UWO Statement on Plagiarism

“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 Web site: <http://www.uwo.ca/univsec/handbook/appeals/choloff.pdf>.

Plagiarism - “Students must write their essays and assignments in their own words. Whenever students take an idea or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and a proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see: Scholastic Offence Policy in the Western Academic Calendar). The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic format for plagiarism checking. (UWO Senate 2002-03).”

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to expulsion from your academic program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging the work to belong to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author’s ideas without acknowledging that the ideas belong to someone else. You may be asked to submit your work, at the discretion of the course instructor, to turnitin.com to verify originality (see Scholastic Offence Policy in the Western Academic Calendar).

http://www.westerncalendar.uwo.ca/2013/print_pg113.html#

DO NOT CHEAT OR PLAGIARIZE! It is not worth it.

Course Policies

It is expected that the class will be conducted with civility and respect by everyone. Thus, it is unacceptable for students to utilize email, Internet surfing, or cell phones during class. Everyone is expected in class on time and to remain for the duration of each class.

Students are expected to come to class having read and reflected on readings and prepared to actively and critically engage in class discussions.

Because of the nature of the contemporaneous learning in this course, late assignments will not be accepted. A zero grade will be assigned to late assignments. There are no supplemental assignments in this course

Writing programs

Effective writing skills are essential for completing the assignments in this course. All scholarly papers will follow the sixth edition of the Publication manual of the American Psychological Association (2010), which includes guidelines for both content and format. In addition, all other writing will follow APA (6th ed.) format when citing or referring to an author's work or ideas. Failure to do so is unethical and is plagiarism.

If you need assistance, visit Western's Writing Support Centre:

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

Attendance

Due to the significance of theoretical and practice knowledge in developing professional competence, students are expected to demonstrate professional responsibility through regular attendance at and participation in all scheduled learning activities. Much of the learning that takes place is a result of preparation and engagement with the material and active dialogue with colleagues and faculty.

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)

Email: Please send emails to the course professor and teaching assistant through OWL. Your teaching assistant and professor will reply to email during regular business hours (Monday to Friday 9:00 am-4:00 pm). Emails sent after Friday at 4:00 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, nurse practitioner, 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 to the course professor in advance of due dates.** Students must follow up with their professor and their Academic Counselling office in a timely manner. **Submit documentation as soon as possible to the appropriate office ie. the BHSc or Denise Litzan's office** . When submitting the documentation, **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.

Mental Health

Students who are in emotional/mental distress should refer to the following links for a complete list of options about how to obtain help.

MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/>

Additional Support Services

Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>

Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>

Registrar's Office -- <http://www.registrar.uwo.ca/>

Ombuds Office -- <http://www.uwo.ca/ombuds>

SDC's Learning Skills Services, Rm 4100 WSS, www.sdc.uwo.ca/learning

LS counsellors are ready to help you improve your learning skills. We offer strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Weekly Readings

Class 1 September 4 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

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 September 11 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: Meagan Stanley, Librarian, Meet in Kellogg Lab in Taylor Library

Class 3 September 18 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

Walia, S., & Leipert, B. (2012). Perceived facilitators and barriers to physical activity for rural youth: An exploratory study using photovoice
Rural and Remote Health 12: 1842. (Online) 2012 Available: <http://www.rrh.org.au>

Guest Speaker: Saagar Walia, Rural Researcher

Class 4 September 25 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.

Guest Speaker: Thelma Riddell, Arthur Labatt Family School of Nursing

Class 5 October 2 No Class

Class 6 October 9 Aging and Rural Health

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: Karrie Skillings, Rural Public Health Nurse

Class 7 October 16 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: Carlene Mennen, member of the Chippewas of Kettle & Stony Point First Nation and diabetes educator with First Nations

Class 8 October 23 Student Presentations

October 30 No Class – University Break

Class 9 November 6 Student Presentations

Class 10 November 13 Student Presentations

Class 11 November 20 The Practice of Rural Health Care

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 November 27 Rural Health Policy and Research;
The Future of Rural Health 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

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

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

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.

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