



**EFFECTIVE: JANUARY, 2008**  
**CURRICULUM GUIDELINES**

A. Division: **Education** Effective Date: **January 2008**

B. Department / Program Area: **Health Sciences** Revision  New Course

If Revision, Section(s) Revised: **J**

Date of Previous Revision:

Date of Current Revision: **September 2007**

**E: 2.0**

C: **NURS 3210**

D: **Health IV:  
 Health Promotion and Community Empowerment**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description:  This course focuses on community as client from a health promotion perspective. The underlying principles of health promotion, including the social determinants of health, participation, capacity, and empowerment, are emphasized. Community development as a pattern of community health promotion practice is explored.		
<b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture/Seminar</b>  Number of Contact Hours: (per week/semester for each descriptor)  <b>Lecture/Seminar</b> <b>3.0/wk</b>  <b>Number of Weeks per Semester</b> <b>15</b>	<b>H:</b> Course Prerequisites:  <b>ENGL 1130 + NURS 3110</b>	
	<b>I:</b> Course Corequisites:  <b>NURS 3200 (recommended)</b>	
	<b>J:</b> Course for which this Course is a Prerequisite  <b>NURS 3300 + NURS 3301</b>	
	<b>K:</b> Maximum Class Size:  <b>Lecture/Seminar</b> <b>36</b>	
<b>L:</b> PLEASE INDICATE:  <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="checked" type="checkbox"/> College Credit Transfer:  SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a> ) Direct transfer to Collaborative Nursing Program in BC partner sites		

**M:** Course Objectives/Learning Outcomes [Ends-In-View]

In this course, participants have opportunities to:

- investigate historical and philosophical perspectives of health promotion and empowerment with a particular emphasis on the roles of nurses working within community
- explore the social determinants of health, including the impact of socio-economic factors, oppression, and disenfranchised groups
- explore patterns of nursing practice that emphasize community capacity
- examine the process of community organizing, with a focus on community development and community empowerment

**N:** Course Content [Overview]

The focus of this course is community health promotion and empowerment. Course concepts are addressed in relation to the four foundational concepts (ways of knowing, personal meaning, time/transitions, and culture/context), integrating the metaconcepts of health promotion and caring. Participants' experiences, interests, and choices are considered. The nurse's role in health promotion and community empowerment is emphasized. Course concepts and essential content are as follows:

- health promotion
- community as client, resource, relational experience
- population health/trends
- primary health care (e.g., participation, accessibility)
- empowerment
- marginalization/disenfranchisement and oppression, including values of women's work and the feminization of poverty
- program planning
- community development/organization
- prerequisites of health (WHO, e.g., food, shelter, peace)
- social determinants (e.g., illiteracy, poverty, culture, gender)
- critiquing community systems of care
- connecting with community
- community assessment
- community capacity
- ecological aspects
- global health issues
- violence, abuse, and vulnerability of groups/populations (e.g., women, seniors, children)

**O:** Methods of Instruction [Learning Process]

In this course, participants explore health promotion from an ontological, epistemological, and ethical perspective through such activities as discussions, readings, researching issues as presented in the media, guest speakers, and networking. Participants share experiences from their nursing practice to gain a better understanding of health promotion and empowerment.

<p><b>P:</b> Textbooks and Materials to be Purchased by Participants [and other Learning Resources]</p> <p>Planned Praxis Experience</p> <ul style="list-style-type: none"> <li>• nursing practice experience in health promotion and community empowerment</li> </ul> <p>Textbooks and Materials to be Purchased by Participants</p> <ul style="list-style-type: none"> <li>• A list of recommended textbooks and materials is provided for participants at the beginning of each semester.</li> </ul> <p>Other Resources</p> <ul style="list-style-type: none"> <li>• selected readings</li> <li>• selected audiovisual and computer resources</li> </ul>
<p><b>Q:</b> Means of Assessment</p> <p>Course evaluation is consistent with Douglas College Curriculum Development and Approval Policy. An evaluation schedule is presented at the beginning of the course. There will be a minimum of three assessments which will typically include exams, quizzes, papers, and/or presentations. Respect for individual choice and an openness to negotiate will guide decisions about methods of evaluation.</p> <p>This is a <u>graded</u> course.</p>
<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

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 Course Designer(s)

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 Education Council / Curriculum Committee Representative

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 Dean / Director

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 Registrar