

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

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 **submit them as one page at the end of each class.** Each submission is to be submitted with a Title page that includes the **uvw fgpvøu name, printed clearly and legibly and signed vq"kp fkecvg"vjg"uvw fgpvøu"r tgupeg"kp"encuu.** 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 vjg"rcrgtøu"cwvjqtu" 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** true or false que

- 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

web CT. At the end of the _____ 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,

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) 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:

course number, date of submission, number of pages (including title page).

paper

Use a 12 point Time New Roman font

Lines must be double-spaced

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.

<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.

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

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 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

7 – Weekly schedule and required reading

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

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

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 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., & Geor
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

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>

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

ters 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

Reading Week February 17-21**Class 7 February 24 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

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

Class 8 March 3 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-

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