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

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 limitationsf1 0:10 0 0 44 >> 183 0 0 cT E 0030048 7 0 0 5B >> 9

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

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.

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

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: www.cihi.ca Chapter 2 Health Status in Rural and Urban Areas

Chapter 2: Rural health status and determinants in Canada

Leipert, B., & George, J. (2008). Determi[redacted] 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

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.

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