



**UNIVERSITY OF LETHBRIDGE  
FACULTY OF HEALTH SCIENCES  
HLSC 3850 RURAL HEALTH ISSUES  
Course Outline – Fall, 2014**

### **FACULTY INFORMATION:**

Class Day/Time: On-line course  
 Instructor: Judith C. Kulig, RN, PhD  
 Office: Markin Hall 3071  
 Telephone: 403.382.7119  
 E-mail: kulig@uleth.ca  
 Office Hours: By appointment

### **COURSE DESCRIPTION:**

This inter-disciplinary course focuses on rural health issues from a Canadian perspective but includes discussions of rural health within an international context. Rural health issues include: 1) the health status of rural residents; 2) the challenges and innovativeness of rural health care delivery systems, including the recruitment and retention of health care professionals; 3) overarching rural issues; and 4) research and policy in relation to rural residents and communities.

### **COURSE OUTCOMES:**

At the end of this course, the student will be able to:

- Define rural, remote and northern and use the appropriate definitions within a specific context
- Describe the health status of rural residents
- Identify common challenges experienced by rural communities in relation to health care delivery
- Identify overarching rural community issues (e.g. rural sustainability)
- Identify challenges and the benefits of conducting research among rural residents
- Identify the importance and influence of policy in relation to addressing rural health and sustainability
- Discuss Canadian rural health issues within an international context by making comparisons with Australia, New Zealand, the United Kingdom, the United States and other relevant countries

### **GENERAL COURSE THEMES:**

There are several themes that will be addressed in this course:

- Rural matters!
- The context of place (i.e. rural) is related to health status
- What are the contextual issues that influence rural residents and their health status?
- What research and policy issues are being addressed (or could be addressed) to positively impact on rural residents?

### **TEXTS:**

There is no required textbook for this course. You may want to consider accessing the following books:

Glasgow, N., Morton Wright, L. & Johnson, N. (2004). *Critical Issues in Rural Health*. Oxford: Blackwell Publishing.

Kulig, J. C., & Williams, A. M. (eds.) (2012). *Health in rural Canada*. Vancouver, BC: UBC Press.

Liaw, S-T., & Kilpatrick, S. (2008). *A Textbook of Australian Rural Health*. Canberra: Australian Rural Health Education Network.

Loue, S., & Quill, B. (Eds). (2001). *Handbook of rural health*. Cambridge: Springer.

Smith, D. J. (2007). *Australia's Rural and Remote Health: A Social Justice Perspective*. (2<sup>nd</sup> Ed.). Victoria, Australia: Tertiary Press.

For our course readings, we will rely on pdf documents that are available from reputable web pages including: Canadian Institutes of Health Information (<http://www.cihi.ca/CIHI-ext-portal/internet/EN/Home/home/cihi000001>); Canadian Foundation for Healthcare Improvement (<http://www.cfhi-fcass.ca/Home.aspx>); Centre for Rural and Northern Health Research (<http://www.cranhr.ca/>); National Rural Health Alliance (<http://www.ruralhealth.org.au/>); National Rural Health Association (<http://www.ruralhealthweb.org/>).

Historically, Statistics Canada supported the Rural and Small Town Analysis Bulletin (<http://www.statcan.gc.ca/bsolc/olc-cel/olc-cel?catno=21-006-X&CHROPG=1&lang=eng>) which published Canadian statistical data on a variety of topics relevant to rural issues. The past issues of this Bulletin will be invaluable to us in this course.

We will access peer-reviewed articles published in relevant journals (i.e., Australian Journal of Rural Health, Health & Place, Journal of Rural Health, Journal of Rural Studies, Rural and Remote Online Journal) and non-rural focused journals that include articles about rural health issues (i.e., Canadian Journal of Nursing Research, Health & Place, and Social Science & Medicine); the list of required readings is posted on Moodle. On occasion, we will also access book chapters from available rural-focused books, these are also listed on Moodle.

#### **APA References:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

#### **CLASS SCHEDULE AND FORMAT:**

This online course will include a variety of strategies to provide various ways that students can become engaged throughout the semester. Students are asked to prepare for class by completing the required pre-reading and locate relevant articles in order to be prepared to contribute to the discussion. In addition, you are required to participate in posted activities and share resources through the Student Sharing section of each weekly section. The details regarding all of the readings, discussions and activities are posted on Moodle.

For the purposes of this course, the outline below notes the weeks for the course:

Week One:	September 5 – 11, 2014
Week Two:	September 12 – 18, 2014
Week Three:	September 19 – 25, 2014
Week Four:	September 26 – October 2, 2014
Week Five:	October 3 – October 9, 2014
Week Six:	October 10 – October 16, 2014
Week Seven:	October 17 – October 23, 2014
Week Eight:	October 24 – October 30, 2014
Week Nine:	October 31 – November 6, 2014
Week Ten:	November 7 – November 13, 2014
Week Eleven:	November 14 – November 20, 2014
Week Twelve:	November 21 – November 27, 2014
Week Thirteen:	November 28 – December 4, 2014

## ASSIGNMENTS, EVALUATION CRITERIA, AND DUE DATES:

The assignments in this class are intended to broaden and deepen your understanding of rural health issues and concepts. All written assignments are due by midnight of the due date.

Assignment	Weighting	Due Date
Participation on Moodle Site	30%	Weekly; the final summary of your participation is due <b>December 4, 2014</b>
What is rural all about?	30%	Week 5 (October 3 – 9, 2014)
Final Paper	40%	December 9, 2014
	100%	

**All assignments must be submitted and/or presented in order to pass the course, and all assignments must be submitted to Turnitin.com. Details regarding this are posted on Moodle.**

Below is a description of the assignments for this course.

### 1. Participation in Moodle:

There are a variety of ways you will be involved in this class through Moodle as described below.

- 1.1 Complete online quizzes related to posted content.
- 1.2 Respond to discussion points and questions that will be posted by the instructor and by your fellow students.
- 1.3 Post relevant pictures, YouTube videos and other resources to share with your fellow students and the instructor in relation to the weekly discussion points.
- 1.4 At least once during the semester, take on the role of discussion mediator and post relevant articles and resources; lead and moderate the discussion. A sign-up sheet will be posted on Moodle for this activity.

**Due:** All discussion comments need to be posted by **midnight on the Wednesday before the week ends** i.e., September 10 for Week One, September 5 – 11, 2014 and so forth. The final summary of your participation in Moodle along with a reflection of what you learned about rural health issues and with an expectation of your grade will be due December 4, 2014 at midnight. The instructor will keep track of individual student participation during the semester; the decision about your final grade for this assignment rests with the professor.

**Worth:** 30%

### 2. What is Rural all About? In this individual assignment you can choose between the following options:

**Option One:** Interview a rural researcher about their experiences in this capacity. The interviews will be conducted over the telephone or by email and will require the student to develop appropriate questions (to be reviewed by the professor before the interview). The student is expected to prepare a **5-page summary** of the experience including the type of researcher, their geographic location, examples of what they have researched, and lessons the student has learned about conducting rural research. If you are interested in this option, contact the professor for referrals to rural researchers.

**Option Two:** Interview a rural resident about their experiences in this capacity. The interviews would ideally be conducted in person after discussion with the professor about the individual chosen and the type of questions to be asked. The student is expected to prepare a **5-page summary** of the experience including the type of resident (gender, age range, role in the community), the changes they have seen over time and the lessons the student has learned about rural residents and rural communities. If you are interested in this topic, contact the professor for referral to rural residents.

**Due: Week 5**  
**Worth: 30%**

### 3. Final paper (to be completed individually).

As an individual, choose an issue of relevance to rural health in which you are interested and write a 15-page paper.

Identify:

- The specific choice of topic and rationale for the choice;
- Identify the relevant literature and critically examine what it informs the reader about the topic;
- The role of research and public policy in understanding the issue;
- Relevant contextual issues;
- The “So What?” of the topic, including what needs to occur in order to understand (e.g., suggestions for future research) or address the issue (e.g., specific programs or policies).

(15 pages maximum, exclusive of title page, references and tables.)

**Due: Midnight, December 9, 2014**  
**Worth: 40%**

#### TENTATIVE SCHEDULE:

- Week 1: What is rural and why does it matter?
- Weeks 2 – 5: What do we know and understand about rural health status in Canada and around the world? What about Aboriginal health status in rural and remote locations? What do we understand about mental health in rural and remote locations?
- Week 6: What do we understand about well-being and belonging at the community level in rural and remote locations?
- Weeks 7 – 9: What do we know about rural health care delivery including the recruitment and retention of health care providers?
- Weeks 10 – 11: What frameworks can be used to conduct a rural health research program? What is the relationship between rural health research findings and policy?
- Week 12: What other issues are relevant to rural residents?
- Week 13: What is the future of rural communities?

#### IMPORTANT UNIVERSITY DATES:

September 3	First day of classes for the Fall 2014 semester
September 9	Last day for course add/drop and registration for the Fall 2014 semester
October 13	Statutory Holiday – University offices closed

November 11	Statutory Holiday – University offices closed
December 4	Last day for withdrawal from individual courses, or complete withdrawal, for the Fall 2014 semester, except half-semester courses
December 4	Last day of classes for the Fall 2014 semester
December 8-16	Final Examination period

### LATE PAPERS/ASSIGNMENTS:

All papers and assignments must be submitted to Turnitin.com prior to submission to the Moodle site (there are designated assignment submission areas on Moodle for each assignment) by **midnight on the specified due date**. An extension will be considered at the discretion of the instructor and must be arranged with the instructor at least 48 hours in advance of the due date.

A late (date and/or time) paper or assignment will be assessed at five percent (5%) decrement for each day it is late, including holidays and weekends. All papers will initially be graded according to the assignment's original marking guideline, and then the mark will be reduced by 5 percentage points per day.

Refer to Part 4: Academic regulations, Policies and Program Requirements in the current University of Lethbridge calendar for further information.

### GENERAL GUIDELINES FOR ASSIGNMENTS:

All assignments submitted for evaluation are to be the original work of the student. Using the work of others without appropriate recognition (citation) constitutes the academic offence of plagiarism (see University of Lethbridge 2014-15 Calendar, Part 4 for current academic regulations and student discipline policies).

Academic papers, in accordance with APA (2010) guidelines, should be typewritten and include a title page, reference list, and appendices (if needed). All papers and assignments must be submitted digitally (if possible) and a hard copy submitted at the beginning of class on the due date. Papers should be double spaced, on unlined paper, with a minimum of one inch (2.54 cm) margins all around. APA guidelines will be utilized in marking and it is strongly recommended that you familiarize yourself with this reference style (particularly in relation to the use of quotations, abbreviations, headings, and how to correctly cite various sources). To enhance objectivity in marking, include only your student identification number on the title page. Please see Moodle for an example of a title page. Familiarize yourself with the marking criteria for each assignment (included in this syllabus) and include the marking sheet when handing in the assignment.

It is expected that university students are familiar with correct spelling and grammar rules. If you feel that you need help in these areas, you are strongly advised to obtain and use nursing and English dictionaries and/or to take advantage of university resources set up to assist students with writing papers.

### Academic Offenses:

As per the 2014-2015 University of Lethbridge calendar:

#### 1. Plagiarism:

No student shall represent the words, ideas, images, or data of another person as his or her own.

This regulation will affect any academic assignment or other component of any course or program of study, whether the plagiarized material constitutes a part or the entirety of the work submitted. (p. 78)

**2. Cheating:**

- a. In the course of an examination, no student shall obtain or attempt to obtain information from another student or other unauthorized source, or give or attempt to give information to another student, or knowingly possess, use or attempt to use any unauthorized material. (p. 80)
- b. No student shall represent or attempt to represent oneself as another or have or attempt to have oneself represented by another in the taking of an examination, preparation or a paper or other evaluated activity. (p. 78)

**3. Duplication:**

No student shall submit in any course or program of study, without both the knowledge and approval of the person or persons to whom it is submitted, all or a substantial portion of any academic assignment for which credit has previously been obtained or which has been or is being submitted in another course or program of study in the University or elsewhere. (This clause is not intended to prevent the integration of learning but, rather, to prevent duplication of credit for a body of work.) (p. 78)

**ATTENDANCE AND LEAVES:**

Students are expected to participate in this on-line course. Out of courtesy to the professor and fellow students, notification of any absences due to unavoidable circumstances (i.e., illness) needs to be made by the individual student.

**ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:**

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least **\*two weeks\*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

**GRADING BREAKDOWN:**

**Students must complete all assignments, including full participation in on-line activities.** The grading system is consistent with that established in the Faculty of Health Sciences, effective May 1, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

**COPYRIGHT STATEMENT:**

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website ([www.uleth.ca/copyright](http://www.uleth.ca/copyright)) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

**Marking Guide**  
**What is Rural All About?**

<b>Item</b>	<b>Expectation</b>	<b>Present?</b>
Organization of Paper (10)	<ul style="list-style-type: none"> <li>• The purpose of the assignment is clear including which option was chosen &amp; the rationale for its choice</li> <li>• Each section of the paper builds on the previous to support the main thesis</li> <li>• The interview questions are discussed in the text and included as an appendix</li> <li>• Substantive conclusion</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Depth of Discussion (15)	<ul style="list-style-type: none"> <li>• Presentation of the information generated from the interview is thorough, well-articulated and reflects the interview questions that were asked</li> <li>• Exceptional illustrative examples make the key points come alive</li> <li>• Reflection of the interview and the lessons learned by the student consists of reasoning and synthesis</li> <li>• All required components are included at a depth demonstrating mastery</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Expression of Ideas (5)	<ul style="list-style-type: none"> <li>• Grammar, spelling and overall written expression demonstrate excellence</li> <li>• Development of ideas, arguments and conclusions represents creativity and exceptional depth</li> <li>• Almost no errors in APA format, citations and references</li> <li>• Both direct and indirect quotations used in significant ways and incorporated appropriately into the text</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Total: /30

Comments:

**Marking Guide  
Final Paper**

<b>Item</b>	<b>Expectation</b>	<b>Present?</b>
Organization of Paper (5)	<ul style="list-style-type: none"> <li>• Organizational framework is exceptional in both quality and simplicity</li> <li>• The purpose of the assignment is clear i.e., the topic is specifically identified</li> <li>• Each section of the paper builds on the previous to support the main thesis</li> <li>• Substantive conclusion</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Support for Arguments (10)	<ul style="list-style-type: none"> <li>• Reflection consists of reasoning and synthesis</li> <li>• Incorporates an exceptionally broad range of significant scholarly references; notes when the references reflect a Canadian or international perspective</li> <li>• Exceptional integration of supportive evidence and original expression of arguments</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p>
Depth of Analysis (20)	<ul style="list-style-type: none"> <li>• Clearly and accurately identifies the main issue and subsidiary aspects of the issue and their relationships to each other</li> <li>• Thorough analysis and interpretation of multiple perspectives with insightful critical evaluation</li> <li>• All required components are included at a depth demonstrating mastery</li> <li>• Key points and conclusions demonstrate synthesis and integration</li> <li>• Exceptional illustrative examples make the key points come alive and notes the relevance to understanding rural health in general</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Expression of Ideas (5)	<ul style="list-style-type: none"> <li>• Grammar, spelling and overall written expression demonstrate excellence</li> <li>• Development of ideas, arguments and conclusions represents creativity and exceptional depth</li> <li>• Almost no errors in APA format, citations and references</li> <li>• Both direct and indirect quotations used in significant ways and incorporated powerfully into text</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Total: /40

Comments:

**Marking Guide  
Participation Summary**

<b>Item</b>	<b>Expectation</b>	<b>Present?</b>
Organization of Summary (10)	<ul style="list-style-type: none"> <li>• The purpose of the assignment is clear</li> <li>• All participation activities are noted in the summary with clear examples of the activities that were most enlightening</li> <li>• Concluding statement is present</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p>
Depth of Analysis (15)	<ul style="list-style-type: none"> <li>• Clearly identifies the lessons learned from participation e.g., learned about the challenges of being a moderator for on-line discussion groups</li> <li>• Clearly identifies the links between participation and what was learned about rural health issues</li> <li>• Exceptional illustrative examples make the key points come alive and notes the relevance to understanding rural health in general</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p>
Expression of Ideas (5)	<ul style="list-style-type: none"> <li>• Grammar, spelling and overall written expression demonstrate excellence</li> <li>• Almost no errors in APA format, citations and references</li> </ul>	<p>_____</p> <p>_____</p>

Total: /30

Comments: