



**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 3850 RURAL HEALTH ISSUES
Course Outline – Fall, 2016**

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:

Crosby, R. A., Wendel, M. L., Vanderpool, R. C., & Casey, B. R. (eds.) (2012). *Rural populations and health: Determinants, disparities, and solutions*. San Francisco, CA: Jossey-Bass.

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*. (2nd Ed.). Victoria, Australia: Tertiary Press.

Warren, J. C., & Smalley, K. B. (eds.) (2014). *Rural public health: Best practices and preventive models*. New York: Springer Publishing Company.

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* (6th 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 7 – 13, 2016
Week Two:	September 14 – 20, 2016
Week Three:	September 21 – 27, 2016
Week Four:	September 28 – October 4, 2016
Week Five:	October 5 – 11, 2016 *Thanksgiving – Monday, October 10*
Week Six:	October 12 – 18, 2016

Week Seven: October 19 – 25, 2016
 Week Eight: October 26 – November 1, 2016
 Week Nine: November 2 – 6, 2016 ***November 7 – 12 – Fall Reading Break***
 Week Ten: November 13 – 15, 2016
 Week Eleven: November 16 – 22, 2016
 Week Twelve: November 23 – 29, 2016

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
What is Rural All About?	30%	Week 5 (October 5 – 11, 2016) Due: October 11, 2016 at 2355
Final Paper	40%	December 6, 2016
Total	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 forums posted on Moodle. Each week there will be a posting within the forum that explains what needs to be done including the deadlines. Please review this carefully because there are a variety of activities and no two weeks will be the same. You are expected to respond to the questions or queries noted in the forum as well as respond to other student's discussion points. You may be specifically asked to respond in a particular way including providing answers, posting comments, relevant pictures, YouTube videos and other resources including peer-reviewed articles. Please note that I will read all entries but for marking purposes I will only mark your initial entry and one reply. I encourage you to continue to post and reply to others; the more dynamic the discussion, the more interesting it will be and the more learning will take place.

There are three individual weeks within which peer-reviewed articles will be located and posted on specific topics. You will have a choice regarding which week you will do this activity (i.e., you only have to do it once in these three weeks); please see the Moodle site to identify your choice.

The quality of the discussion points you make are key—are they in-depth, insightful, thoughtful and relevant to the topic? Do they add additional information? Is your perspective unique in comparison to the readings? Is the writing quality of an acceptable standard: is the posting free of spelling and grammar errors? Are the sentences clear? Are the points presented in logical order? Does the punctuation match the sentiment of the posting?

I will mark on a scale of 0 – 3 with the following descriptors:

0: did not do the posting or submitted a posting that does not meet expectations or is inaccurate; contains many errors in spelling, grammar, etc.;

1 is an inadequate discussion, does not offer new insights and/or does not adequately or accurately summarize the information; contains a number of errors in spelling, grammar, etc.;

2 is an adequate discussion and commentary but offers little new knowledge or understanding; contains some errors in spelling, grammar, etc. and

3: is an exemplary posting with inclusion of content and ideas that are exceptional for their insight and understanding; in addition is well written free of errors in spelling, grammar etc.

Due: Normally, all discussion comments need to be posted by **2359 on the Monday before the week ends** i.e., **September 12 for Week One, September 7 – 13, 2016** and so forth. The exceptions are **Week 9** due to the Fall Reading Break. In this instance, comments will need to be posted by **Sunday, November 6 at 2359** and **Week 10** the comments will be due by **Tuesday, November 15, 2016**. In some cases, there will be more than one posting required for the week. When this occurs, there will be clear instructions about the due dates within the specific week.

Worth: **30%**; your marks for participation will be ongoing and posted in the Gradebook within Moodle.

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 an **8 – 10 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 (Skype is also acceptable) after discussion with the professor about the individual chosen and the type of questions to be asked. The student is expected to prepare an **8 – 10 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: **October 11, 2016 at 2359**

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; be specific about how you define rural/remote;

- 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: December 6, 2016 at 2359

Worth: 40%

WEEKLY TOPIC & READING SCHEDULE:

The reports and articles are all posted on the Moodle site by the relevant week. Don't be overwhelmed by the reports and articles listed here. For the reports, you don't have to read them in their entirety but you are expected to review them and look for specific information that you can post on-line in the discussion component of the course. The idea is to give you exposure to the theoretical content and help you to determine your final paper topic.

Week 1 - 2: What is rural and why does it matter? How do YOU define Rural? Remote? Northern? What does the variation of definitions mean for policy? For providing care? For health care delivery systems?

Week One Readings: (September 7 – 13, 2016)

Pitblado, J.R. 2005. “So, what do we mean by “rural,” “remote,” and “northern?”” *Canadian Journal of Nursing Research*, 31(1): 163-168.

Week Two Readings: (September 14 – 20, 2016)

duPlessis, V., R. Beshiri, and R. Bollman. 2001. Definitions of Rural *Rural and Small Town Canada Analysis Bulletin* 3(3). 1-17 <http://www.statcan.gc.ca/pub/21-006-x/21-006-x2001003-eng.pdf>

McNiven, C., & Puderer, H., (2000). Delineation of Canada's North: An examination of the north-south relationship in Canada. Ottawa: Statistics Canada. Geography Working Paper Series No. 2000-3.

Weeks 3 – 5: Rural Health Status: In Canada and around the World: 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? About other health issues in rural locations?

Week 3: Rural Health Status in Canada and Other Relevant Countries (September 21 – 27, 2016)

Pong, R., DesMeules, M., & Lagace, C. (2009). Rural-urban disparities in health: How does Canada fare and how does Canada compare with Australia? *Australian Journal of Rural Health*, 17, 58-64.

Canadian Institute for Health Information. 2006. *How healthy are Rural Canadians? An Assessment of Their Health Status and Health Determinants. A Component of the Initiative “Canada's Rural Communities: Understanding Rural health and Its Determinants.”* Ottawa, ON: CIHI. http://secure.cihi.ca/cihiweb/products/summary_rural_canadians_2006_e.pdf

Australian Institute of Health & Welfare (2014). *Australia's Health 2014*. Australian Institute of Health & Welfare. Canberra.

Australian Institute of Health & Welfare (2010). *A snapshot of men's health in regional and remote Australia*. Australian Institute of Health & Welfare. Canberra.

Bourke, L., Taylor, J., Humphreys, J., & Wakerman, J. (2013). "Rural health is subjective, everyone sees it differently": Understandings of rural health among Australian stakeholders. *Health & Place*, 24, 65-72.

Gamm, Larry D., Hutchison, Linnae L., Dabney, Betty J. and Dorsey, Alicia M., eds. (2003). Rural Healthy People 2010: A Companion Document to Healthy People 2010. Volume 1. College Station, Texas: The Texas A&M University System Health Science Center, School of Rural Public Health, Southwest Rural Health Research Center. <http://sph.tamhsc.edu/centers/rhp2010/Volume1.pdf>

Gessert, C., Waring, S., Bailey-Davis, L., Conway, P., Roberts, M. & VanWormer, J. (2015). Rural definition of health: A systematic literature review. *BMC Public Health*, 15, 378.

New Zealand Institute of Rural Health (2011). The Rural Health Indicators Project, Report 1—Developing a Rural Health Indicator Framework. Author: Cambridge, NZ. Please see this web page: <http://www.nzirh.org.nz/rural-health-indicators/>

Teckle, P., Hannaford, P., & Sutton, M. (2012). Is the health of people living in rural areas different from those in cities? Evidence from routine data linked with the Scottish Health Survey. *BMC Health Services Research*, 12, 43-59. <http://www.biomedcentral.com/content/pdf/1472-6963-12-43.pdf>

Week 4: Aboriginal Health Status in Rural and Remote Settings in Canada & around the World (September 28 – October 4, 2016)

First Nations & Inuit Health (2014). A Statistical Profile on the Health of First Nations in Canada: Determinants of Health, 2006 – 2010.

National Collaborating Centre for Aboriginal Health (2013). An Overview of Aboriginal health in Canada. NCCA: University of Northern British Columbia.

Indigenous Health Status in Australia: <http://www.aihw.gov.au/australias-health/2014/indigenous-health/>

Jackson Pulver, L., Haswell, M., Ring, I., Waldon, J., Clark, W., Whetung, V. Kinnong, D., Graham, C., Chino, M. LaValley, J. & Sadana, R. (2010). *Indigenous Health—Australia, Canada, Aoteara New Zealand and the United States-Laying claim to a future that embraces us all*. Geneva: WHO.

Week 5: Specific Health Issues in Rural Settings: Mental Health in Rural Settings, Birthing in Rural and Remote Areas (October 5 – 11, 2016)

Brannen, C., D. Johnson-Emberly, and P.J. McGrath. 2009. "Stress in Rural Canada: A Structured Review of Context, Stress Levels and Sources of Stress." *Health & Place*, 15(1): 219 – 227.

Canadian Institutes of Health Information (2013). Hospital Births in Canada: A Focus on Women Living in Rural and Remote Areas. Ottawa, ON: CIHI.

Dean, J.G., & Helen J. Stain, H.J. (2010). Mental health impact for adolescents living with prolonged drought. *Australian Journal of Rural Health*, 18(1) (p 32-37) DOI: 10.1111/j.1440-1584.2009.01107.xx

Week 6: Well-being & Belonging in Rural Communities: What do we understand about well-being and belonging at the community level in rural and remote locations? (October 12 – 18, 2016)

Turcotte, M. (2005) Social engagement and civic participation: Are rural and small towns really at an advantage? *Rural and Small Town Canada Analysis Bulletin* 6(4) <http://www.statcan.gc.ca/pub/21-006-x/21-006-x2005004-eng.pdf>

Kutek, S., Turnbull, D. & Fairweather-Schmidt, A. (2011). Rural men's subjective well-being and the role

of social support and sense of community: Evidence for the potential benefit of enhancing informal networks. *Australian Journal of Rural Health*, 19, 20-26.

Stock, P. & Brickell, C. (2013). Nature's good for you: Sir Truby King, Seacliff Asylum, and the greening of health care in New Zealand, 1889-1922. *Health & Place*, 22, 107-114.

Weeks 7 – 10: Rural Health Delivery & Care: What do we know about rural health care delivery? What models work in rural and remote areas? Do we need to develop different systems and programs for rural and remote areas? What are the factors that impact the recruitment and retention of health care providers? What are the solutions for this perennial concern? Finally, what about the “greening” of health care services in rural and remote areas?

Week 7: Health frameworks for rural and remote communities. (October 19 – 25, 2016)

Bourke, L., Humphreys, J. S., Wakerman, J. & Taylor, J. (2012). Understanding rural and remote health: A framework for analysis in Australia. *Health & Place*, 18: 496-503.

Commonwealth of Australia. (2012). National Strategic Framework for Rural & Remote Health. Author: Canberra.

White, D. (2013). Development of a Rural Health Framework: Implications for Program Service Planning & Delivery. *Healthcare Policy*, 8(3), 27 – 41.

Wakerman, J. & Humphreys, J. (2011). Sustainable primary health care services in rural and remote areas: Innovation and evidence. *Australian Journal of Rural Health*, 19, 118 – 124.

Week 8: Rural Health Care Delivery Systems (October 26 – November 1, 2016)

Fortney, J., Harmon, J., Xu, S., Dong, F., (2010). The Association Between Rural Residence and the Use, Type, and Quality of Depression Care *Journal of Rural Health*, 26(3) 205 – 213.

Jennet, P., Jackson, A., Healy, T., Ho, K., Kazanjian, A., Woollard, R., Haydt, S. & Bates, J., (2003). A study of a rural community's readiness for telehealth. *Journal of Telemedicine and Telecare* 9, 259-263.

National Health Services. (NHS) (2007). Delivering for remote and rural healthcare: The final report of the remote and rural workstream. *NHS Scotland. Remote and Rural Steering Group*. Retrieved from <http://www.scotland.gov.uk/Resource/Doc/222087/0059735.pdf>

Sartore, GM, Kelly, B., Stain, H., Fuller, J., Fragar, L. & Tonna, A. (2008). Improving mental health capacity in rural communities: Mental health first aid delivery in drought-affected rural New South Wales. *Australian Journal of Rural Health*, 16, 313-318.

Saskatoon Health Region (2010). Strengthening Rural Communities: Saskatoon Health Region's Rural Health Strategy 2010. SHR: Saskatoon.

Week 9: Recruitment and Retention of Health Care Providers (November 2- 6, 2016)

Aylward, M., Gaudine, A. & Bennett, L. (2011). Nurse recruitment and retention in rural Newfoundland and Labrador communities: The experiences of healthcare managers. *Online Journal of Rural Nursing and Health Care*, 11(1), 54-69.

Centre for Rural and Northern Health Research (2003). Strengthening Ontario's Rural Health Workforce: A Synthesis of Views and Recommendations. CRaNHR: Lakehead University.

De Roodenbeke, E., Lucas, S., Rouzaut, A., & Bana, F. (2011). *Outreach Services as a Strategy to*

Increase Access to Health Workers in Remote and Rural Areas. Technical Report No. 2. World Health Organization: Switzerland.

Malatzky, C. & Bourke, L. (2016). Re-producing rural health: Challenging dominant discourses and the manifestation of power. *Journal of Rural Studies*, 45, 157-164.

World Health Organization (2010). *Increasing Access to Health Workers in Remote and Rural Areas through Improved Retention*. WHO: Switzerland.

Week 10: The Greening of Rural Health Care Services (November 13 – 15, 2016)

Lynch, T. (2011). Greening health care: How hard can that be? *Journal of Health Services Research & Policy* 16(4), 247-248.

Week 11: Rural Health Policy: What is the relationship between rural health research findings and policy? (November 16 – 22, 2016)

Farmer, J., Munoz, S., & Daly, C. (2012). Being rural in rural health research. *Health & Place*, 18: 1206-1208.

Humphreys, J. & Gregory, G. (2012). Celebrating another decade of progress in rural health: What is the current state of play? *Australian Journal of Rural Health*, 20, 156-163.

Jilcott Pitts, S., Smith, T., Thayer, L., Drobka, S., Miller, C., Keyserling, T., & Ammerman, A., (2013). Addressing rural health disparities through policy change in the stroke belt. *Journal of Public Management Practice*, 19(6), 503-510.

McGrail, M. R., Jones, R., Robinson, A., Rickard, C. M., Burley, M., & Drysdale, M. (2005). The planning of rural health research: rurality and rural population issues. [Electronic version]. *Rural and Remote Health*, 5: 426.

Week 12: What other issues are relevant to rural residents? What is the future of rural communities? (November 23 – 29, 2016)

Irshad, H. (2013). *Attracting and Retaining People to Rural Alberta: A List of Resources and Literature Review*. Government of Alberta: Edmonton, AB.

(<http://www.ruralhealthaustralia.gov.au/internet/rha/publishing.nsf/Content/NSFRRH-homepage>
<http://www.aihw.gov.au/australias-health/2014/indigenous-health/>)

IMPORTANT UNIVERSITY DATES:

September 7	First day of classes for the Fall 2016 semester
September 13	Last day for course add/drop and registration for the Fall 2016 semester
October 10	Statutory Holiday – University offices closed
November 7-12	Fall Reading Break (no classes, University offices open except November 11)
November 11	Statutory Holiday – University offices closed
December 7	Last day for withdrawal from individual courses, or complete withdrawal, for the Fall 2016 semester, except half-semester courses
December 7	Last day of classes for the Fall 2016 semester
December 10 – 19	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 the 2016-17 University of Lethbridge 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 2016-17 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. 75)

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. 75)
- 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. 75)

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. 75)

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 online activities. The grading system for this course 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) 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) for assistance with any copyright questions or issues.

Marking Guide
What is Rural All About?

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

Total: /30

Comments:

**Marking Guide
Final Paper**

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

Total: /40

Comments: