



MAR 13 2003

Course Outline

A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Nursing

Option: Bachelor of Technology

NURS 8800**Community Health Action****Start Date:** January, 2003**End Date:** April, 2003**Total Hours:** 45 **Total Weeks:** 12**Term/Level:** 6 **Course Credits:** 3**Hours/Week:** 3 **Guided Learning****Prerequisites****Course No.** **Course Name**

NURS 7030 Nursing Practicum 5

NURS 7100 Community Nursing: Partnerships in Health

NSCC 8800 is a Prerequisite for:**Course No.** **Course Name**

NURS 8130 Nursing Practicum 7

■ Course Description

In this clinical course, students have opportunities to connect with a community and analyze, envision and engage in health action with that community. By engaging in community clinical practice, students create self-directed learning activities to promote health. Action oriented strategies that consider social, political and economic environments in relation to health are the focus for student learning.

Context of Practice: Communities**■ Evaluation**

Assignment #1 – Field Notes Analysis	30%
Assignment #2 – Community Health Issues and Action	35%
Assignment #3 – Community Health Praxis	35%
TOTAL	100%

Comments: All assignments must be completed to achieve a passing grade.

■ Course Learning Outcomes/Competencies

In the process of completing this theory and practicum course with a community, the student will:

1. critically analyze and interpret health issues identified by a selected community.
2. critically reflect on concepts such as solidarity, partnerships, capacities, health, power and action to determine strategies and nursing actions to improve a community's health.
3. synthesize a health action plan in partnership with a community.
4. apply critical theory and ecofeminism as analytic tools.
5. evaluate the participatory processes used to facilitate and strengthen community-level empowerment and action.

■ Learning Processes Involved in this Course

Professionalism – Students will have the opportunity to explore praxis as a way of engaging in community health action.

Communication – Students will have the opportunity to engage in participatory partnerships aimed at promoting health and empowerment for a selected community.

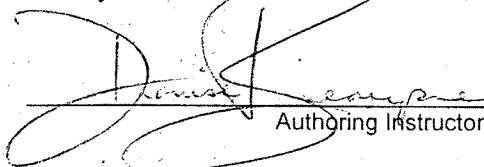
Systematic Inquiry – Students will have the opportunity to engage in critical reflective thinking to explore what the core concepts – action, community, health, and partnership – mean for learning and engagement with a selected community. The will also have the opportunity to critically analyze the way that social environments affect health for a selected community.

Professional Growth – Students will have the opportunity to engage in critical reflective thinking to explore what the core concepts – action, community, health, and partnership – mean for learning and engagement with a selected community. The will also have the opportunity to explore their philosophy and vision for nursing practice within the context of promoting health and social action.

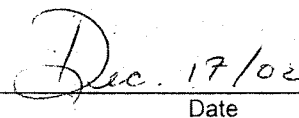
Creative Leadership – students have the opportunity to foster collaborative relationships with their community. They use team building, negotiation and conflict resolution skills to collaborate with them. Students clearly describe their role in health care and their particular skills in their community to model participatory dialogue.

■ Verification

I verify that the content of this course outline is current.

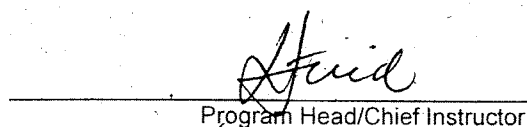


Authoring Instructor

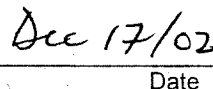


Date

I verify that this course outline has been reviewed.

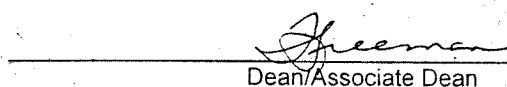


Program Head/Chief Instructor

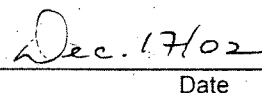


Date

I verify that this course outline complies with BCIT policy.



Dean/Associate Dean



Date

Note: Should changes be required to the content of this course outline, students will be given reasonable notice.

■ Instructor

Denise Beaupre Office Location: SE12-418 Office Phone: 604-432-8913
Office Hrs.: Fridays 1130-1330 E-mail Address: Denise_Beaupre@bcit.ca

■ Learning Resources

Required:

- Proof of current RNABC student membership is required for course registration.

Equipment:

- A pen and a note book. (A camera and tape recorder may be used. Please see issues of consent in the Course Policies.)
- BCIT (OneCard) student identification
- Clean, pressed and washable street clothes are required. A professional appearance is the objective: tops must cover the midriff and be loose fitting; bottoms must cover the upper thighs and abdomen and be loose fitting. No denim clothing is allowed.
- Closed-toe and closed-heel walking shoes similar to hospital duty shoes. WCB will not cover injury resulting from inappropriate footwear.

Textbooks:

- *Canadian Nurses Association. (1997). Code of ethics for registered nurses. Ottawa: Author.*
- *Registered Nurses Association of British Columbia. (1997). Standards of nursing practice in British Columbia. Vancouver: Author.*
- *Anderson, E.T., & McFarlane, J.M. (2000). Community as partner: Theory and practice in Nursing (3rd ed.). Philadelphia: Lippincott.*
- *Prochaska, J.O., Norcross, J.C., & DiClemente, C.C. (1994). Changing for Good. New York: Avon Books.*

■ Information for Students

Assignments: Late assignments or projects will **not** be accepted for marking. Assignments must be done on an individual basis unless otherwise specified by the instructor.

Makeup Assignments: There will be **no** makeup assignments or projects. If you do not submit an assignment or project, you will receive zero marks. Exceptions may be made for **documented** medical reasons or extenuating circumstances. In such a case, it is the responsibility of the student to inform the instructor **immediately**.

Ethics: BCIT assumes that all students attending the Institute will follow a high standard of ethics. Incidents of cheating or plagiarism may, therefore, result in a grade of zero for the assignment, quiz, test, exam, or project for all parties involved and/or expulsion from the course.

Illness: A doctor's note is required for any illness causing you to miss submitting assignments or projects. At the discretion of the instructor, you may complete the work missed or have the work prorated.

Attempts: Students must successfully complete a course within a maximum of three attempts at the course. Students with two attempts in a single course will be allowed to repeat the course only upon special written permission from the Associate Dean. Students who have not successfully completed a course within three attempts will not be eligible to graduate from the appropriate program.

Course Outline Changes: The material or schedule specified in this course outline may be changed by the instructor. If changes are required, they will be announced.

■ Information for Students (cont'd.)

Expectations

1. Students are responsible for identifying learning goals and consulting with the instructor to discuss ways to meet these goals.
2. A learning partnership is essential for the successful completion of this course. Both the student and instructor will communicate openly, demonstrate respect in the relationship and work to establish and maintain a collaborative relationship. This can be achieved by:
 - discussing course outcomes to achieve a shared understanding of them.
 - discussing progress towards meeting the achievement of course outcomes.
 - conferring regularly throughout the course. A reflective journal may enhance the dialogue between the instructor and student and the dialogue may enhance a reflective journal.
3. As this is a guided learning course, students must initiate contact with the instructor. The contact hours are listed on the course outline. If the hours are unworkable, please arrange for an alternate time that is more mutually agreeable.
4. Read module one to see the course overview. **Scheduling of module completion is at the discretion of the student.** Then, read the course assignments in Part B of the course outline to develop an understanding of the evaluation strategies. As you work through the modules, think about the assignments and make notes on how the module information will help you complete the assignments.
5. Students are required to meet with the community on a minimum of 3 occasions.

Course Policies

1. Students are advised to read the *BCIT Nursing Program Student Guidelines, Policies and Procedures* for information about specific policies for practicum experiences in the Community.
2. Students must have current student membership in RNABC at the start of the course. They are encouraged to renew their application at least two months before the course commences.
3. Assignments are due by 1200 hours on the dates specified. If an assignment is late, the mark for the assignment will drop 10% for each school day it is late.
4. The assignment due dates may be extended if such is negotiated with the instructor **prior** to the due date specified in the course outline. Students are to request a **specific** date for the extension.

Course Evaluation

Students have the right and the responsibility to evaluate the course. Ongoing feedback will be obtained from students who are currently in the course so that students' needs and course outcomes can be facilitated. At the end of the term, a review will be written that is aimed at modifying the course for subsequent students.

■ Information for Students (cont'd.)

Student Evaluation

Students are expected to submit academic papers according to the standards of the American Psychological Association (2001). You may want to review the expectations summarized in the APA Style Guidelines (a BCIT Nursing document, December 1999). All assignments must be received by the course tutor no later than **April 25th, 2003**. Assignments may be mailed in the assignment envelopes provided. Please make sure the BCIT address is showing through the clear plastic slot. You should allow at least three weeks turnaround if you mail assignments. You may fax assignments to 604-436-9590 if you wish; please call the instructor to ensure that they are aware that the paper has been faxed. Also, you may e-mail assignments to the Instructor as text-rich Microsoft documents or as word documents (try both formats initially to identify the method that makes the best connection with the BCIT network). Those students who have not e-mailed attachments prior to this might want to send a trial document to ensure that glitches are worked out before the assignment deadline.

Turnaround time for the marking of assignments will take between one and two weeks.

If students are unable to complete the course assignments by April 25th, please contact the instructor to discuss the difficulties. It is possible to re-register as a continuing student in the subsequent semester. Please see the Health Sciences Part-time Studies student manual for policies on re-registration and consult the nursing program advisor for how this is done.

Students are in this course as learners; they are not necessarily expert community participants. However, students do possess much of the knowledge and many of the skills that they will be directed to use in these assignments and the assignments are intended to build on this pre-existing knowledge. If students have questions about the course modules or assignments, they are to contact the course instructor during the identified office hours.

These assignments require that students seek out and analyze the perspectives of community members so give some thought to issues of consent and confidentiality. Regarding consent, students must ensure they clarify with their community the purpose of the work they will be doing. Perhaps sharing the course assignment instructions with the community will help achieve this. Students must ensure that, once they are informed about the purpose, the community consents to having their perspectives gathered and analyzed. Finally, students must ensure that they let the community know that their individual identities will be kept confidential.

The process of inquiry that guides these course assignments is an inductive one. Inductive processes focus on building ideas, hypotheses and action strategies that are grounded in peoples' experiences, issues, perspectives and knowledge. This means that some of the structure and detail regarding how you proceed through these assignments will emerge as a result of what you are experiencing. It is difficult to specify exactly what will happen during each assignment since it will be contingent upon your interactions and experiences with your community. Nevertheless, the following instructions and marking criteria are intended to guide your work in the course assignments.

■ Assignment Details

Assignment #1 – Partnership and Group Process Analysis due March 7, 2003

The purpose of this first assignment is to provide you with an opportunity to reflect on your journey with this community as you enter another phase of working with community groups. You are encouraged to reflect on the partnership and group process that forms the basis for both you and your community engaging with one another in this purposeful way.

You will also present your understanding of critical social theory and eco-feminism. In addition, you will examine how these two concepts might be used as analytic tools when dealing with your community group (the data, analysis and inferences made about your community in relation to these two concepts will be presented in Assignment #2).

This assignment is meant to assist you to reflect upon the process of engaging with your community at another level. Because you are entering into a working phase with the community it becomes necessary to actively consider your professional relationship and effectiveness in meeting the task at hand. This reflection, and the review of two broad concepts used as analytic tools, will also help you to prepare for the next assignments that will require you to present data and analysis from the outcomes of engaging with your community group. (please see 'The Process of Engagement, pp. 7-8).

Some questions that will help guide your reflection and analysis:

- How has your partnership with the community changed over time? What has caused this change? What have been the difficulties in developing and maintaining the partnership?
- Did you implement specific actions to enhance or change the partnership as the purpose of the group evolved?
- How would you describe the dynamics of the group and the group processes?
- What have been some of the influences on the group dynamics?
- What impact has your presence had on the group dynamics? Discuss.
- What does critical social theory mean as a concept? Discuss the definition and meaning of the concept.
- How might critical social theory be used as an analytic tool when engaging with your community group?
- What does eco-feminism mean as a concept? Discuss the definition and meaning of the concept.
- How might eco-feminism be used as an analytic tool when engaging with your community group?
- Are the two concepts related? Are they relevant for your group? Why?

The Submission

Present this analysis in a 10 page academic paper. While the assignment is submitted 9 weeks into the course, there is an expectation that the content will reflect the ongoing process of engaging with the community. **Students are expected to have met with the community at least twice by this point in the course.** In other words, the document submitted must reflect the process of engaging with your community..

Evaluation (30 marks)

- Examine how the partnership with the community group has evolved (5 marks).
- Discuss the community's group process/group dynamics and the influences on the group (15 marks).
- Presents an understanding of critical social theory and ecofeminism **and suggests how they might be used as analytic tools** when engaging and analyzing the community's group processes (10 marks).

■ Assignment Details (cont'd.)

Assignment #2 – Community Health: Issues and Action due April 4th, 2003

The purpose of this assignment is to explore community health in terms of issues and action. You will be gathering multiple perspectives about health issues and related health action from your selected community and analyzing contextual factors (political, economic, social, cultural, temporal) that influence community health.

As in NURS 7100, you will continue to interact with your community as a participant observer, keep field notes and write a paper. The paper you will write will be an interpretation and analysis of what you believe to be the health issues and health action for your selected group. Specifically, you will explore the questions, "what are the health issues for this community", how are these issues affected by the above contextual factors, and "what is the relationship between health issues and current health actions implemented by the group?" In other words, you are exploring perceptions of health issues and any existing health action your group is taking. By developing an understanding of existing health issues and action, you will be better able to envision and facilitate further health action with your selected community.

The Process of Engagement

To understand existing health issues and action, you may want to revisit some of the work you did for assignment number 3 in NURS 7100 and possibly talk to key informants again more specifically about existing health issues and action for your selected community. You may want to review pertinent research/literature and media to deepen your understanding of the issues.

For this assignment, you are asked to engage in what Lincoln and Guba (1985) describe as *focused exploration*. This means you will focus your inquiry on your selected community's health issues and you will use critical theory and ecofeminism as tools for analysis of these issues. In this way, your exploration, inquiry and analysis will be focused on the social and physical environment as influences on health.

Inquiry and analysis will not occur sequentially, rather they will occur simultaneously. In other words, at the same time that you are observing, participating and keeping field notes, you will also be interpreting and analyzing what you are hearing, seeing, and experiencing. For example, you may have some initial impressions that lead you to ask certain questions. The answers to these questions, in turn, raise your awareness and lead to other questions. This process reflects an emergent inquiry; a process that is built on and refined by ongoing interactions, observations, interpretations, analyses, etc. You may find yourself developing explanations for what you are seeing and hearing. These are important since, in an emergent inquiry, they provide cues for further inquiry. In this way, inquiry and analysis are occurring back and forth, rather than in a sequential and linear fashion.

In keeping with a participatory world view, it is important for you to share your interpretations and analyses with your community members. This process of sharing has been described by Lincoln and Guba (1985) as a way of establishing *trustworthiness* of what you are hearing, seeing, sensing and experiencing during an inquiry. Establishing trustworthiness is defined by Lincoln and Guba as a way to establish that your findings are worth paying attention to and worth taking account of. Lincoln and Guba use three terms that, when attended to, help to establish trustworthiness. These terms are:

Credibility – is defined as representing others' realities and experiences adequately. In other words, interpretations and analyses have *truth values* for those people who originally constructed the experiences and realities.

Dependability – determines if you were to repeat your inquiry under similar circumstances, would such a repetition yield similar interpretations and analyses. Acknowledging that peoples' experiences and realities do change over time means that you may have different outcomes from repeated inquiries. However, these outcomes, if significantly different, raise questions about dependability.

■ Assignment Details (cont'd.)

Confirmability – attends to the links between your analysis and your impressions. In order to determine if your interpretations and analyses are confirmable, you can review field notes in such a way as to validate the links between your observations, interactions, etc., and your interpretations and analyses. Ask yourself, is it clear how I arrived at these interpretations? Would I draw similar conclusions each time I review these notes? Consistently examining your field notes through this assignment will help confirm that your interpretations and analyses accurately reflect what you hear, sense, see and experience during interactions with your community.

Lincoln and Guba (1985) suggest that trustworthiness of findings is established in the following ways:

- Gathering feedback from people about the credibility of interpretations and analyses.
- Establishing confidence in the accuracy or *truth* of interpretations and analyses for community members.
- Asking yourself if similar interpretations and analyses would emerge if your inquiries were replicated with your community with the same (or similar) people in the same (or similar) context.
- Asking yourself if you believe your interpretations and analyses stem from experiences and realities of your community, or, from the interests, motivations, blinders and perspectives of the inquirer.

Another way to establish trustworthiness is to include direct quotes from people in your community in your paper. Direct quotes “add to the documentary and aesthetic value of written work and thereby draw more attention to the voices of people who might otherwise have remained unheard” (Sandelowski, 1994, p. 480). Including quotes and examples of your interactions will help to illustrate or provide more concrete examples of your ideas.

Remember, in most instances, spoken language is not as organized, coherent, and grammatically correct as written communication. However, it is important not to edit peoples’ quotes since you may, as a result, obscure meaning. As they are, quotes can create powerful images when faithful to what the person speaking wanted to convey.

The Analytic Process

To analyze the information you have collected, begin by sorting the information into categories. Identify patterns that represent what you see in your observations, interactions and field notes. Essentially, this means taking your information apart in the early stages of analysis and then identifying themes that put back together what you have observed, experiences and written about in your field notes.

Marshall and Rossman (1989) suggest the following steps when analyzing data that emerges from a focused inquiry:

1. Get a sense of the whole. Read through field notes, journal entries, and transcripts. Jot down some ideas as they come to mind.
2. Select one person’s experiences, thoughts, and perspectives and ask “what is this about and what is the underlying meaning”? Do this for several community members’ perspectives.
3. Make a list of the patterns you are seeing. Cluster similar perspectives, topics, ideas, thoughts, etc. Form these into columns that might represent major themes, sub themes and leftover themes.
4. Take this list and go back to your field notes. Try to fit your major themes into appropriate places in your field notes. This organizing scheme will help to determine whether or not any additional patterns or themes emerge.
5. Look to reducing your sub themes and synthesize then into major themes. Perhaps draw lines between your patterns and sub themes to show interrelationships. Look for direct quotes and examples to illustrate the main ideas contained in your patterns, sub themes and major themes.
6. Make a final decision on your major themes, in this case, your environmental health issue.

As previously mentioned, it is important to recognize the knowledge and skills that you bring to this assignment. In particular, in this assignment, you critically examine how your perspectives on environmental health issues

influence what you are hearing, seeing, observing, etc. The point of this discussion is to encourage you to be aware of and in touch with particular influences on your interaction, interpretations and analyses in this assignment. This awareness decreases the likelihood that these influences become *blindness*. Blindness can prevent you from seeing and hearing about peoples' experiences, perspectives, stories and the like.

The Focus

- The focus of this assignment is to explore health issues in your selected community, how these health issues are affected by context-- political, social, economic, cultural, and temporal influences, and to examine the relationship between existing health action strategies of the community and their health issues. You will be using critical theories and ecofeminism as analytic tools to examine group processes.

The following questions will help focus your inquiry and analysis:

- What health issues were identified by the community?
- What political, social, economic, cultural, physical and temporal factors are influencing the health of the group?
- What existing health actions (strategies) are **currently** being implemented by the community that helps them work towards the health issue? Explore why the community chose the identified strategies. What was the rationale for the selected strategies? What are the group's perceptions of the relationship between the health issue and their existing health action?
- Analyze the group process. How did the group tackle the health problem and how did they arrive at the strategies? Apply social critical theory and ecofeminism.
- How did the community form a consensus on identifying the one health issue? How did the group deal with power and decision-making? What were the disempowering influences that impeded the group from formulating an action plan? Describe how the group displayed (for ie.), respect, unity, diversity, consensus etc.

The Submission

Write your analysis in a 10 page academic paper. Organize your paper according to the themes that you identified in your analysis

Evaluation Criteria (40 marks)

- Describe the community's health issues and their relationship to existing health action strategies from a variety of perspectives (9 marks).
- Discuss the impact of the contextual influences on the community's identified health issue (9 marks).
- Demonstrates trustworthiness of interpretation and analysis by including community validation, concrete examples, quotes and illustrations; by making explicit links between interpretation and analysis; and by including a discussion about the influence of own knowledge (10 marks).
- Applies critical theories and ecofeminism as analytic tools to group processes (9 marks).
- Uses APA format (3 marks).

A Final Note

This assignment looks complex and you are in this course as learners. While the assignment instructions may lead you to wonder if you are expected to be expert community researchers, the expectation is that you will be learning about participant observation and learning to use critical theories and ecofeminism as analytic tools.

Assignment #3 – Community Health Praxis due April 25th, 2003

You will recall from Module 2 Community Action, Chinn (1995) defines praxis as “values made visible through deliberate action” (p. 3). Chinn encourages us to ask, do I know what I do, and do I do what I know? The purpose of this assignment is to provide opportunities for you and your community to clarify shared values, envision health action, and suggest appropriate health action strategies. You will spend some time revisiting your group’s shared values and facilitating discussions about their vision for health action. It is hoped that this assignment will support synthesis of previous assignments and facilitate development of health actions or your selected community.

The *Components of Community Development* as outlined in the Special Care Nursery of the IWK-Grace Hospital for Women and Children in Halifax NS (Module 2, Appendix 1) suggests the following process for health action: critical thinking, consciousness raising, participatory research, community organizing and community development. You may want to reflect on these processes and relate these to your selected community. Engaging in participatory dialogue with your community during these two community courses has probably been a catalyst for health action in some way. Bringing community members together to talk about health issues is in itself a type of health action, as is fostering development of relationships among community members.

As with previous assignments, you will be facilitating discussions about your selected community’s visions and strategies for health action. The following questions are proposed to facilitate thinking about this assignment:

- What is the community’s goal for their health issue? In other words, what is it that they are hoping to achieve?
- What shared values underlie this goal? In other words, what are the motivating factors and values underlying meeting the health goal?
- What community resources, partnerships and capacities exist to support the proposed health action strategies?
- Were the health action strategies identified by the group appropriate?
- Are there any potential contextual influences/factors that could impede the proposed health action strategies?
- What are the possible consequences (intended and unintended) of the proposed action?
- Do the concepts of marginalization and paradox apply in the proposed plan?
- Is there potential for social change that could occur as a result of the community’s health action strategies?

The Submission

The submission for this assignment is an academic paper with a maximum of 10 pages of text describing the shared values, vision and health action for your community. You may wish to augment your assignment with diagrams, collages, drawing, concept maps etc.

Evaluation Criteria (40 Marks)

1. Describe the community’s health action strategies (5 marks).
2. Discuss links between your community’s values/motivating forces and the health action strategies that were decided upon by the group (15 marks).
 - What are the motivating forces and values underlying the group’s desire to work towards this health issue? ie. what values does the group have regarding health and wellness? What about values related to working as a group,

working collectively on an issue (ecofeminism)? As well, are there values that relate to empowerment by attempting to create change, (social critical theory), or on the other hand, does the group reflect more of a fatalistic attitude "why bother, this isn't going to work?" Do the strategies reflect/target the "larger" influences (social, political, economic, cultural, physical contexts), or are they more of an individual focus without consideration of the larger context.

Overall, you are analyzing the appropriateness of the selected health action strategies in relation to the group's values and motivating forces.

3. Critically reflect on the possible consequences of the health action strategies (12 marks).

-You could discuss, if appropriate, the potential outcome of partnerships with other agencies. Consider what community resources may be involved. If partnerships with other agencies do not apply, think about the outcome of the group forming an informal partnership/a renewed commitment amongst its members. Would there be outcomes for the larger community? the marginalized? Note: you can mention outcomes that relate to individual members of the group, but keep this to a minimum. The focus, and this is where marks will be given, is on the collective outcome.

Furthermore, have the group analyze the social, political, economic, physical, cultural, temporal influences that could disrupt the proposed health action strategies. Note: not all contextual influences will apply to your community.

4.) Discuss how participation in Nursing 7100 and Nursing 8800 has impacted on your nursing practice in general (5 marks).

5.) Use APA format. (3 marks)

■ IN CONCLUSION

Terminating the Relationship with Your Community

As the course comes to an end and you will no longer be working with the group as a BCIT student, there will be a need to redefine or terminate your relationship with your group. You will need to discuss with the group options for the future and changes in your role or termination of your relationship. The following questions may trigger some thoughts:

- How do you feel about your engagement with your community?
- How does your community feel about their engagement with you?
- What values, assumptions and beliefs have been challenged through this process?
- What has been your greatest learning from your engagement with your community?
- What has worked well for you both and what could have been different?
- Do you think consciousness raising has occurred for you and your group?
- What relationships have been developed?
- Do you and your community consider your engagement worthwhile?
- How have these community courses impacted our nursing practice?
- How have these community courses impacted your group's health?
- What was your experience of facilitating this group and how would you evaluate yourself in this role?
- What did you learn about group process skills?
- How will your relationship change once you have completed the course?
- What do you need to do to facilitate a transition in roles or bring closure to this experience?

Schedule

Week of/ Number	Outcome/Material Covered	Reference/ Reading	Assignment	Due Date
1	See introduction module.			