



Course Outline

A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Nursing

Option: Bachelor of Technology

NURS 8800
Community Health Action

Start Date: January, 2005 **End Date:** April, 2005
Total Hours: 45 **Total Weeks:** 17 **Term/Level:** 6 **Course Credits:** 3
Hours/Week: 2.5 **Guided Learning**

Clinical Hours: 8

NSCC 8800 is a Prerequisite for:

Prerequisites

Course No.	Course Name	Course No.	Course Name
NURS 7030	Nursing Practicum 5	NURS 8132	Nursing Practicum 7
NURS 7100	Community Nursing: Partnerships in Health		

v Course Description

In this clinical course, students have opportunities to connect with a community and analyze, envision and engage in health action strategies related to a community's identified health issue. 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 along with theoretical tools to analyze group dynamics.

Context of Practice: Communities

v Evaluation

Assignment #1 Seminar Theory Participation	15%	Comments: All assignments must be completed to achieve a passing grade.
Assignment #2 Theory Analysis	20%	
Assignment #3 Community Health: Issues and Action	35%	
Assignment #4 Community Presentation	30%	
TOTAL	<u>100%</u>	

v 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 social theory, feminism, ecofeminism and community development theory as analytic tools .
5. evaluate the participatory processes used to facilitate and strengthen community-level empowerment and action.

v 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.

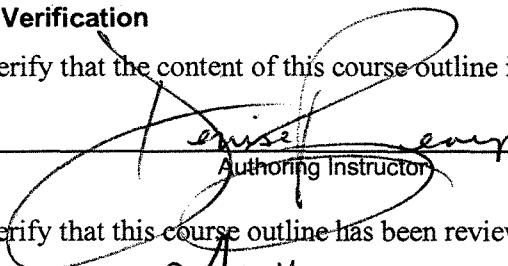
Systematic Inquiry – Students will have the opportunity to engage in critical reflective thinking to explore what the core concepts – action, community, health, and partnership – mean for learning and engagement with a selected community. They will also have the opportunity to critically analyze the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

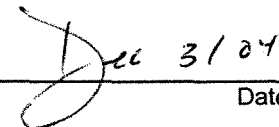
Creative Leadership – students have the opportunity to foster collaborative relationships with their community. They use team building, negotiation and conflict resolution skills to collaborate with them. Students clearly describe their role in health care and their particular skills in their community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

v Verification

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




Authoring Instructor

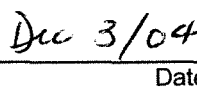


Date

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.

v Instructor

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

v 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.*
- *Leeseberg Stamler, L., Yiu, L. (2005). Community health nursing :A Canadian perspective. Toronto: Pearson Prentice Hall.*
- *Prochaska, J.O., Norcross, J.C., & DiClemente, C.C. (1994). Changing for Good. New York: Avon Books.*

v 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.

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 term, a review will be written, aimed at modifying the course for subsequent students.

Student Evaluation

Students are expected to submit academic papers according to the standards of the American Psychological Association (2001) unless otherwise stated in the assignment guidelines. You may want to review the expectations summarized in the APA Style Guidelines (a BCIT Nursing document, 2003). All assignments must be received by the course tutor no later than **12:00 noon May 3rd, 2005**. 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 four 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 two-three weeks.

Please note: The course tutor will read one page in addition to the page limit specified in the assignment and will not read any pages following this additional page. For papers beyond the "additional page limit," the mark assigned will reflect what the student has achieved thus far in the paper.

If students are unable to complete the course assignments by May 3rd, 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 and for the student to consider 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 the community is informed about the purpose, the community consents to having their perspectives gathered and analyzed. Finally, students must ensure to the community 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 #1 –Participatory Theory Analysis

Week 4 February 3rd, 2005

The first assignment in N8800 involves a participatory seminar discussion of the three theories presented in this course, namely: social critical theory, feminism, and ecofeminism. All three theories are uniquely linked to community development. Students will be signing up for one of the three, mandatory 1.5 hour seminars which will be held on February 3rd in NE 1 201 during the following times: 8:00-9:30, 9:30-11:00 and 11:00-12:30. Each of the three seminar groups require 7 to 8 students. A sign-up sheet will be posted on the Level 6 bulletin board during

week one. Students will be asked to discuss their interpretation of the theories and how these theories can be applied to their community group. The instructor will be present for each group and will be grading students according to participatory criteria outlined below.

Students are required to have read the following articles found in Modules 1, 2 & 3. The readings consist of: Chinn's 2 articles--Nursing patterns of knowing and feminist thought; Peace and power (also regarding feminist theory, please read in your text Leeseberg Stamler pp. 40-41 re feminist bioethics). Checkoway: Core concepts for community change; Stevens and Hall: Applying critical theories to nursing in communities; Kleffel: An ecofeminist analysis of nursing knowledge; Kaner, S.: Facilitators guide to participatory decision-making; Jones and Meleis: Health is empowerment. Also, please read the handout by Vollman, Anderson & McFarlane (2004). Canadian community as partner -chapter 6 pp.133-136 on community development (note: on p.136 read only methods of community development), as well read from your text Leeseberg Stamler pp. 90-93 community development and empowerment strategies.

Participatory Evaluation Criteria (15 marks)

- (5 marks)** Contribution to the discussion indicating that the student has read the required material.
- (7 marks)** Student's participation stimulates group thinking through comments, questions and reflective thought.
- (3 marks)** Student shares their understanding of how the theories and community development principles could be applied to their group.

Assignment #2 Theory Analysis

Week 6 due February 18th, 2005—1200pm

The second assignment is a follow-up of Assignment #1 and the purpose is to provide the student with an opportunity to further reflect on the meaning of the course theories. The assignment requires you to write a clear, succinct description of your understanding of feminist theory, ecofeminism and social critical theory, as well as, how these theories relate to community development. In addition, you are to describe how these theories and their associated concepts can be applied as analytic tools when examining your community's group dynamics. Readings for this assignment are the same as in Assignment#1.

The Submission

Write a 7 page, double-spaced, **non-academic** paper. When writing this paper, use headings to identify which of the 3 theories you are addressing. **Provide a brief description as to what each theory means to you in your own words. DO NOT USE DIRECT QUOTES.** Marks are given for originality, critical reflection, and not simple paraphrasing (regurgitation) of the authors' works. In addition to describing the theories, discuss how the theories relate to community development and how each theory offers guidance when analyzing group process/group dynamics and content.

Evaluation (20 marks)

- (8 marks)** Description of the theories: feminist theory, ecofeminism and social critical theory.
- (3 marks)** Explain how these theories relate to community development.
- (3 marks)** Provide examples of how these theories can be used to analyze group dynamics.
- (3 marks)** State why these theories are relevant to nursing in general.
- (3 marks)** Writing: punctuation, clarity/flow of thought, grammar.

Assignment #3 Community Health Issues, Health Action and Praxis

Week 11
due April 1st, 2005

The purpose of this assignment is to explore community health in terms of issues, action and praxis. You will be gathering multiple perspectives about the group's health issues, implemented health action strategies and analyzing whether contextual factors (political, economic, social, cultural, temporal) are influencing the chosen consensus health issue. You will also explore group members' values and motivation that underlie why this particular health issue was chosen.

For this assignment, you will have had to meet with your group three times and completed Modules 4 & 5; for community development theory, please refer to the handout Vollman, Anderson and McFarlene (2004) chapter 6 pp. 136.

Guidelines for Engaging with your Group

To understand existing health issues and action, you may want to revisit some of your work for NURS 7100 and possibly talk to key informants again more specifically about existing health issues and action for your selected community.

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 for 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.

v 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 Assignment

As in NURS 7100, you will continue to interact with your community as a participant observer and facilitator of discussion and will need to take field notes in order to write this paper. The paper you will write will briefly identify group members' health concern, and more importantly, a discussion of a consensus health issue that is currently affecting all or most of the members. Once the group identifies the health issue, have individual members share what existing strategies they are currently implementing to meet this issue. Facilitate discussion as to the effectiveness of the current strategies, explore possible new strategies and, whether partnerships with other agencies or community members would benefit the group and/or the community at large. Have the group determine what contextual factors are influencing the health issue, as well as, their values/motivation about why this is an important health concern. You will be using ecofeminism, feminist theory and community development as analytic tools to examine group processes/dynamics.

The following questions will help guide your work with your group and provide direction for your paper:

- What health issues were identified by the community members? What was the **consensus** health issue?
- What existing health action strategies are **currently** being implemented by the members that help them work towards resolving this health issue? What new strategies were identified? Explore the possibility of new partnerships when considering new strategies.
- What values/motivation underlie the health issue? Does the group also value working together?
- From the group's perspective, what political, social, economic, cultural, physical and temporal factors are influencing their consensus health issue?
- Analyze the group process. How did the community form a consensus with respect to the one health issue? What impeded consensus? How did the group deal with power and decision-making? What kind of response did members display when sharing and discussing their strategies and when contemplating new strategies? Describe for example if the group conveyed respect, unity, diversity, solidarity etc. or the opposite? In other words, apply feminist and community development theory to your analysis.

The Submission

Write your analysis in a 10 page academic paper. As a means of organizing your paper, please follow the marking criteria outlined below.

Evaluation Criteria (35 marks)

- **(5 marks)** Present the community's health issues and the **consensus** health issue. Evaluate the effectiveness of **already** existing health action strategies, as well as, the appropriateness of the new strategies.
- **(6 marks)** Discuss the links between your community's values/motivation and the consensus health issue.
- **(8 marks)** Provide an analysis of the group's perspective concerning the impact of the contextual influences on their identified health issue and how this relates to critical social theory.

- **(8 marks)** Apply community development theory (Vollman p. 136-Methods of Community Development), feminist theory, and ecofeminism as analytic tools to the group process. Incorporate your ideas from the second assignment regarding application of the theories.
- **(3 marks)** Demonstrate how you validated your observations and interpretations: provide concrete examples by using quotes or explaining members' reactions.
- **(5 marks)** Writing-punctuation, grammar, clarity/flow of thought, APA.

Assignment #4 Community Group Presentations

Week 14th April 20th/21st/22nd, 2005

Assignment #4 offers students an opportunity to share their community group experience in a small group class presentation. There will be 3 presentation groups with 6 to 8 students presenting in each group. Students will critically reflect upon their community experience and summarize their work in a cohesive 15 minute presentation. The presentation will encompass a synthesis of health determinants, application of feminist theories and community development related to group dynamics and overall, a sharing of what they have learned from their experience. Following the presentation, there will be a 5 minute question and answer period and the student will receive the instructor's evaluation (one-on-one). This assignment is looked upon as a shared learning opportunity for students and a means of bringing closure to the students' group experiences. A sign up sheet will be posted on the level 6 & 7 board several weeks to prior to the presentations. All presentations will be held in NE 1 201.

Evaluation Criteria (30 marks)

- **(3 marks)** Group Profile: briefly present who your group members are and use the handout on health determinants assessment guideline by Vollman (2004) p. 20 as a way of presenting your group's profile (note: do not go through the health determinant guideline assessment for each member—this is meant to be a group profile. If there are distinct differences between the members, than mention the impact of such variances when discussing group dynamics).
- **(3 marks)** Group Discussions: identify the consensus health issue, summarize the implemented and newly discussed strategies, potential partnerships and, the underlying values/motivation concerning the health issue.
- **(6 marks)** Group Dynamics: share your analysis of the group dynamics and incorporate feminist/community development theory. For example: share what strengths, multiple assets the group had, if there was commitment and unity (or lack thereof), equal balance of power or imbalance (dominating individuals), etc.
- **(10 marks)** Your involvement: analyze your facilitation of the group; how your group experience went overall--this part of the presentation is to be your personal reflection. Please note: if you felt your work with the group did not enhance the community in any way, that is acceptable, but you do need to explain why this happened and what you would do differently. For this section of your discussion, please refer to the handout by Vollman P. 134—"Developing communities- where do we start" and the section on "Building community capacity" and Leeseberg Stamler pp.90-93. These texts address your role as facilitator. For example, you may want to mention that you really felt you understood their issue/ their experiences (or maybe you felt you were coming from such a different perspective that you could not really understand their concern); perhaps you observed empowerment when the group explored contextual influences re their health issue (or perhaps how the group did not really seem interested in exploring such factors); perhaps you might want to describe how you respected their values, right to self-determination and encouraged partnership etc. Now, having asked you to refer to the above written material, please do not make this a dry textbook exercise— personal sharing is key, be informative.
- **(3 marks)** Share what insight you may have gained from this experience that might be helpful in future nursing practice.
- **(5 marks)** Presentation: clear, concise, informative, and keeps within allotted time frame.

v 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.			

