



Course Outline

A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Nursing

Option: Bachelor of Technology

NURS 8800
Community Health Action

Start Date: January, 2006

End Date: May, 2006

Total Hours: 45 **Total Weeks:** 17

Term/Level: 6 **Course Credits:** 3

Hours/Week: 2.5 **Guided Learning**

Clinical Hours: 8

NURS 8800 is a Prerequisite for:

Prerequisites

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

Course No.	Course Name
NURS 8132	Nursing Practicum 7

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%
Assignment #2 Theory Analysis	30%
Assignment #3 Community Health: Issues and Action	40%
Assignment #4 Community Presentation	15%
TOTAL	100%

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

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. 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.

v Verification

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



Authoring Instructor

Dec. 6, 2005th

Date

I verify that this course outline has been reviewed.



Program Head/Chief Instructor

December 6, 2006th

Date

I verify that this course outline complies with BCIT policy.



Dean/Associate Dean

Dec. 9/06th

Date

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

v Instructors

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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.
Thurston, W., Scott, K., Vollman, A.(2004). Public participation for healthy communities and public policy. In A.R. Vollman, E.T. Anderson, J. M. McFarlane (Eds.), *Canadian community as partner* (pp.124-156). Philadelphia: Lippincott (*handout on orientation)
- 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 their 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.
3. As this is a guided learning course, students must take the responsibility to initiate contact with their instructor. If the identified contact hours outlined on page 3 are unworkable, please arrange for an alternate time that is more mutually agreeable.
4. To begin, students need to read module one to achieve an overview of the course. Students should then read all the course assignments in Part B of the course outline to develop an understanding of the assignments and what you will be discussing when you meet with your self-chosen community group. For this course, ideally, it is recommended that you continue to work with your group from N7100. Like N7100, you are required to meet with your group a minimum of 3 times in order to complete the assignments. When working through the modules, make notes on how the module information will help you complete the assignments and guide your group work.
5. Please note: there are no specific dates set for module completion for this course. Module completion, rather, is linked to the actual assignments and the student's own scheduling of their community group meetings.
6. Regarding the assignments: Assignments #1 & 2 prepares you with the analytical tools you will be using when analyzing your community's group dynamics. Assignment #3 identifies specifically what you will be discussing with your group during your meetings. Assignment # 4 is a presentation of your group experience and predominantly focuses on your analysis of the group and your experience as facilitator.

Please contact your instructor if you have any questions or concerns regarding what is required in the assignments or your role as facilitator before you meet with your group.

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 day it is late, including Saturday and Sunday. If you complete your assignment on the weekend, email it to your instructor ASAP—do not wait to submit on Monday.**
4. The assignment due dates may be extended if negotiation with the instructor occurs **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 1st, 2006**. 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 approximately 2-3 weeks.

Please note: The course tutors 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 1st 2006, 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.

Since this course requires students to seek out and analyze perspectives of community members, issues of consent and confidentiality need to be considered including confidentiality of community members. Regarding consent, students must ensure they clarify with their community the purpose of the work they will be doing. Sharing the course assignments with the community will help achieve this. Students must ensure that once the community is informed about the purpose, the community is consenting to having their perspectives gathered and analyzed.

The process of inquiry that guides this course is an inductive one. Inductive processes focus on building ideas and hypotheses that are grounded in peoples' experiences, issues, perspectives and knowledge. This means that some of the structure and detail regarding how you proceed with each of your group sessions for assignment #3 will emerge as a result of the discussions themselves.

Assignment #1 Participatory Theory Analysis

Week 5

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 1.5 hour seminar groups (7 to 8 students per group—with a total of 7 groups) which will be held during the week of Feb 6th. There will be a sign-up sheet posted on the Level 6 & 7 notice board during week 1. Students will be asked to discuss each article and their interpretation of the three theories and how these theories can be applied to their community group. Instructors will be present for each group and will be grading students according to participatory criteria outlined below.

In order to prepare for the seminar, students are required to carefully read and make notes on each article and share pertinent points regarding each of the three theories that are addressed in the articles. You will need to read Modules 1, 2 & 3 and a few selected pages from your Leeseburg Stamler (2005) text and the Vollman (2004) article handed out on orientation day. The Module readings consist of: **Chinn's 2 articles**--Nursing patterns of knowing and feminist thought; Peace and power; **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; in addition, 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 (2005)** pp. 90-93 community development and empowerment strategies and pp. 40-41 on feminist bioethics.

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 Friday February 17th, 2006 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 the meaning 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 6 page academic paper describing the essence of each theory and how these theories relate to community development. In addition, briefly identify how each theory offers guidance when analyzing group process/group dynamics. Lastly, consider how these theories are relevant to nursing practice.

Note: for this paper, do not use direct quotes.

Evaluation (30 marks)

- (12 marks) Description of the theories: feminist theory, ecofeminism and social critical theory.
- (7 marks) Explain how these theories relate to community development.
- (4 marks) Provide specific examples of how these theories can be used to analyze **YOUR** community's group dynamics.
- (4 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 12
due Friday, April 12th 12noon

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 McFarlane (2004) chapter 6 pp. 136-139.

Content of Group Discussions

As in NURS 7100, you will need to interact with a "community group" and take field notes. You will interact as a participant observer and facilitator of discussion. You will facilitate discussions that will focus on: i) individual members identifying their health concerns, followed by, ii) group members' arriving at a consensus health issue that is currently affecting all or most of the members, iii) you will have individual members then share what existing strategies they are currently implementing to meet the consensus health issue, as well as, have the members evaluate the effectiveness of the current strategies, iv) at this point, have the group explore possible new strategies and consider if the new strategies would include partnerships with other agencies or new community members, v) proceed to facilitate a discussion exploring the groups' perspective as to what contextual factors are influencing the consensus health issue, and lastly, vi) explore with the group what values/motivation underlie why they chose this particular health issue.

Note: throughout the meetings, make notes regarding the dynamics of the group as you will be applying feminist theory, ecofeminism and community development when discussing group dynamics for your paper; review your suggestions in your last assignment re how the theories were going to guide your analysis.

Guidelines for Engaging with your Group

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. 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.

Lastly, with respect to engaging with your community group, it is important for you to be aware of what may influence your interaction, interpretation and your analyses. This awareness is important as it will help facilitate you to see and hear peoples' perspectives and experiences as they truly are.

The Submission

Write your analysis in a 10 page academic paper. As a means of organizing your paper, write your paper in the order of the marking criteria outlined on page 9.

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 contextual factors are influencing their consensus health issue? (this discussion may lead to increased awareness—CST!)
- 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.

Evaluation Criteria (40 marks)

- (8 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.
- (9 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 (increased consciousness).
- (10 marks) Apply community development theory (Vollman p. 136-Methods of Community Development), feminist theory, and ecofeminism as analytic tools to the group process.
- (3 marks) Demonstrate how you validated your observations and interpretations: provide concrete examples by using quotes or explaining members' reactions.
- (4 marks) Writing-punctuation, grammar, clarity/flow of thought, APA.

Assignment #4 Community Group Presentations

Week 15th April 24th, 27th, 28th, 2006

Assignment #4 offers students an opportunity to share their community group experience in a small group presentation. There will be 7 presentation groups with 7 to 8 students presenting in each group. Students will critically reflect upon their community experience and summarize their work in a cohesive 20 minute presentation. The presentation will encompass a profile of their group, application of feminist theory related to group dynamics and an overall sharing of their facilitation, and 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 during the first few weeks of the semester.

For this assignment, you will need to review Chinn's (1995) "Peace and Power" article, Vollman (2004) p. 136 regarding "Methods of Community Development, and Leeseberg Stamler (2005) "Community Development and Empowerment Strategies" pp. 90-93.

Evaluation Criteria (15 marks)

- (2 marks) Group Profile: briefly present your group using the health determinants handout assessment guideline by Vollman (2004) p. 20 (this was given out during orientation). Choose only 3 determinants that are most pertinent to your group and do not go through the health determinant guideline assessment for each member—if there are distinct differences between the members, mention them briefly). Identify their consensus health issue, summarize the implemented and newly discussed strategies (Warning: keep this section brief---students in the past have dwelled too long on this section and were unable to complete the presentation!!!)
- (4 marks) Group Dynamics: present how your group functioned by applying 2 concepts from Chinn's (2004) "Peace and Power" article in your analysis ie. presence, (or lack thereof), of power balance, respect, appreciation of diversity, degree of unity, awareness, consensus etc. as well as, 2 concepts listed from "Methods of Community Development p. 136 ie. resiliency, ability to sustain commitment, mix of skills and

how this is helpful to the group etc. You will need to **provide specific examples** of how your group demonstrated each of the 4 qualities.

- **(4 marks)** Your involvement: this part of the presentation is to be your **personal reflection**. Refer to the handout by Vollman (2004) "Building Community Capacity" on p.134. and also Leeseberg Stamler (2005) pp.90-93. These readings address your role as facilitator. From these readings, apply 4 qualities or skills and **provide examples** as to how you applied such qualities when working with your group or how you were unable to. 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 you facilitated a discussion on contextual influences (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, 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 and honest. Marks will given according to the depth of reflection.
- **(2 marks)** Overall, summarize what went well, what didn't go so well, and address what you would do differently.
- **(2 marks)** Share what insight you may have gained from this experience that might be helpful in future nursing practice.
- **(1 mark)** Presentation: clear, concise, informative, and keeps within allotted time frame.

▼ 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?