



Course Outline

A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Nursing

Option: Bachelor of Science in Nursing

**NURS 8800**  
**Community Health Action**

**Start Date:** January, 2007

**End Date:** May, 2007

**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 7034   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 and community development capacity.

**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%
<b>TOTAL</b>	<b>100%</b>

**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 reflect on course concepts: consensus, solidarity, diversity, community capacity, peace power.
2. critically analyze and interpret health issues identified by a selected community and their suggested health action strategies.
3. apply critical social theory, feminism, ecofeminism and community development theory as analytical tools to community group processes.
4. evaluate group facilitation skills.

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.

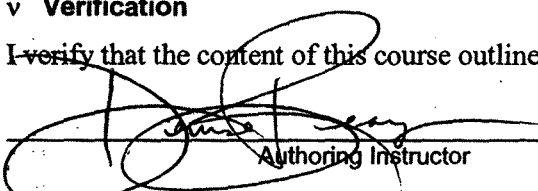
**Systematic Inquiry** – Students will have the opportunity to engage in critical reflective thinking related to the course theories and their associated concepts. They will also have the opportunity to critically analyze how the environment impacts the health of a selected community.


**Professional Growth** – Students will also have the opportunity to explore their philosophy and vision for nursing practice within the context of health promotion and community development.

**Creative Leadership** – Students will have the opportunity to foster group facilitation skills while engaging with their community.

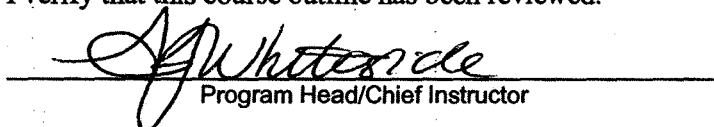
v **Verification**

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

  
\_\_\_\_\_  
Authoring Instructor

 December 1 / 06  
\_\_\_\_\_  
Date

I verify that this course outline has been reviewed.

  
\_\_\_\_\_  
Program Head/Chief Instructor

December 5, 2006  
\_\_\_\_\_  
Date

I verify that this course outline complies with BCIT policy.

  
\_\_\_\_\_  
Dean/Associate Dean

Dec. 4/06  
\_\_\_\_\_  
Date

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

## v Instructors

Denise Beaupre	Office Hours: Mon. 11:30-1:30	Office Phone: 604-432-8913 Email Address: dbeaupre@my.bcit.ca
Shelley Goretz	Office Hours: Mon. 11:30-1:30	Office Phone: 604-454-2207 Email Address: sgoretz5@my.bcit.ca
Joan Walker	Office Hours: TBA	Office Phone: 604-453-4083 Email Address: jwalker@my.bcit.ca

## v Learning Resources

### Required:

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

### Equipment:

- A pen and a note book. (A tape recorder may be used. Please see issues of consent in the Course Policies.)
- BCIT (One Card) 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.
- College of Registered Nurses of British Columbia (2005). *Professional Standards*. 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 in orientation)
- Prochaska, J.O., Norcross, J.C., & DiClemente, C.C. (1994). *Changing for Good*. New York: Avon Books.

## V Information for Students

**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**.

**Cheating, Fabrication, Plagiarism, and/or Dishonesty: First Offence:** Any student in the School of Health Sciences involved in an initial act of Academic Misconduct-**cheating, fabrication, plagiarism and/dishonesty** will receive a Zero (0) or an Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or Unsatisfactory (U) in the course, at the discretion of the Associate Dean.

**Second Offence:** Any student in the School of Health Sciences involved in a second act of Academic Misconduct-**cheating, fabrication, plagiarism** and/or **dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment, a Zero (0) or Unsatisfactory (U) in that course, and the Associate Dean will recommend to the BCIT Vice-President, Education and/or President, expulsion from the program.

**Ethics:** BCIT assumes that all students attending the Institute will follow a high standard of ethics.

**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 modules one to achieve an overview of the course. Students also need to read carefully all the assignments in the course outline to develop an understanding of how the assignments build upon one another. Assignment #3 clearly outlines what your focus will be when you facilitate discussions with your self-chosen community group. For this course, you are required to meet with your group a minimum of 2-3 times in order to complete assignments #3 and #4. When working through the modules, make notes on how the module information will help you complete the assignments and guide your group work.
5. With respect to module readings: module 1, 2, and 3 need to be read prior to assignment # 1 (a participatory seminar), which will be held during week 4. Modules 4 and 5 need to be completed prior to meeting with your community group and therefore, completion of Modules #4 and #5 are dependent upon the student's own community group scheduling.
6. Regarding the assignments: Assignments #1 & # 2 prepares you with the analytical tools you will be using when analyzing your community's group dynamics and community development capacity. 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 your analysis as a group 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 CRNBC 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 1600 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 **24 hours 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 **May 2nd, 2007 @ 1600 hours**. Assignments may be e-mailed to the instructor as text-rich Microsoft documents or as word documents.

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 2nd, 2007, 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 4

The first assignment in N8800 during week 4 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 (6-7 students per group—each instructor facilitating 3 groups). There will be a sign-up sheet posted on the Level 6 & 7 notice board during week 1. Students will be asked to discuss their interpretation of the three theories and how these theories can be applied to their community group. Preparation for the seminar and marking criteria are 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 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. Regarding community development, please read **Vollman, Anderson & McFarlane (2004)**. Canadian Community as Partner—chapter 6 pp.133-139 and **Leeseburg Stamler (2005)** pp. 90-93--the section titled "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 relate to community development.

## Assignment #2 Theory Analysis

due: Week 6 February 16th

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 enhance community development theory. In addition, you are to describe how these theories and their associated concepts can be applied as analytical tools to group dynamics. Readings for this assignment are the same as in Assignment #1. **Note: this assignment does not require you to have met with your community group, rather, consider this assignment as prep work prior to meeting your group.**

### The Submission

Write a 7 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: since this is a short paper, do not to use direct quotes; indirect quotes are more acceptable.**

### **Evaluation Criteria (30 marks)**

- (9 marks) Provide an interpretation of the theories: include a brief description covering key points related to each of the 3 theories--feminist theory, ecofeminism and critical social theory. For this section of the paper, students are to explain the theories, as much as possible, in their own words.
- (6 marks) Explain how each theory relates/enhances community development.
- (6 marks) Provide specific examples of how you could apply feminist theory (3 examples) and community development (3 examples) as analytical tools when engaging with your community group. In other words, what do these theories guide you to observe and analyze when engaging with your group.
- (4 marks) Explain how you would apply critical social theory and ecofeminism when analyzing health issues.
- (3 marks) State why these theories are relevant to nursing in general.
- (2 marks) Writing: punctuation, clarity/flow of thought, grammar, references.

### **Assignment #3 Community Health Issues, Health Action and Praxis**

**due Week 12 March 30th**

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 2-3 times and completed Modules 4 & 5. To assist you with group facilitation, review the handout on community development by Vollman, Anderson and McFarlene (2004) pp. 133-139 and Leeseberg Stamler (2005) pp.90-93 on community development and empowerment strategies.

### **Content of Group Discussions**

For this assignment, you will act as both observer and facilitator of the discussions. 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 share what existing strategies they are currently implementing to meet the consensus health issue, and have members evaluate the effectiveness of the current strategies, iv) at this point, you will lead a discussion exploring possible new strategies relating to the consensus issue v) you will also 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, it is important for you to take notes regarding the dynamics of the group, as you will be applying feminist/community development theory when discussing group dynamics in your paper; review your suggestions in your last assignment re how the theories were going to guide your analysis. With respect to applying CST/ecofeminism, you will be needing to keep notes as to the content of discussion and whether insights were gained when group members explored contextual factors influencing their consensus health issue.

### **Guidelines for Establishing Trustworthiness 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. Guba and Lincoln (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 below.

**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, either individually or as a group, 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 reason as to why this consensus health issue was chosen? Also consider whether the group values 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 hopefully lead to increased awareness --CST!)
- Analyze the group process by applying feminist and community development theory. Consider how the community formed 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 responses/behaviours did members display when discussing existing/new strategies—respect? appreciation of diversity? Also consider the dynamics, what transpired when the group members were exploring the contextual factors.

### Evaluation Criteria (40 marks)

**(0 marks)** In a few sentences, describe who your community group is.



**(4 marks)** Briefly present the community's health issues, the **consensus** health issue, as well as, the existing and newly discussed strategies. Evaluate the appropriateness of the new strategies. Note: The main focus of discussion is the consensus health issue and the accompanying strategies, therefore, ensure that you provide just a couple of sentences describing the group's "other" health concerns prior to discussing the consensus health issue.

**(6 marks)** Discuss the values and motivation behind why the consensus health issue was important to the community members.

**(12 marks)** Provide an analysis of the group's perspective concerning the impact of the contextual influences on their identified consensus health issue, followed by, an analysis as to how **their** discussion relates to critical social theory and ecofeminism.

**(12 marks)** Analyze your community group's dynamics according to feminist and community development theory (for community development theory please refer to the handout by Vollman (2004) p.136 "Methods of Community Development")

**(3 marks)** Provide specific examples of how you validated your observations and interpretations with group members.

**(3 marks)** Writing-punctuation, grammar, clarity/flow of thought, references, APA.

#### Assignment #4 Community Group Presentations

#### Week 16

Assignment #4 offers students an opportunity to share their community group experience in a small group presentation. The presentation will encompass students' assessment of their facilitation skills. This assignment is looked upon not only as a shared, meaningful learning opportunity, but also, as a means of bringing closure to the students' community experiences.

For this assignment, each instructor will be responsible for 5 small presentation groups consisting of 4 students per group. A sign-up sheet will be posted on the Level 6 & 7 bulletin board. Each presentation group will last approximately 1.75 hours. Students will share their analysis of their facilitation experience in a cohesive 15 minute presentation followed by an additional 5 minutes for questions and answers. The final 15 minutes of the seminar presentation will be directed towards discussing, in a group format, the 2 questions outlined below in the marking criteria guideline.

For this assignment, you will need to review Vollman (2004) p. 134 "Developing Communities: Where do we Start" and "Building Community Capacity," as well as, Leeseberg & Stamler (2005) "Community Development and Empowerment Strategies" pp. 90-93.

#### Evaluation Criteria (15 marks)

**(1 mark)** Present a snapshot overview of what your community group is--include age span, gender, and any other interesting points you wish to share about your group. Also, make sure to identify the consensus health issue. **REMEMBER TO KEEP THIS BRIEF 1-2 minutes -OTHERWISE YOU WILL RUN OUT OF PRESENTATION TIME!**

**(3 marks)** Address how you implemented 3 key strategies/qualities suggested in the "facilitator" readings identified above.

**(3 marks)** Present your analysis as to what went well for you as facilitator. Provide at least 3 key points and include specific examples.

**(3 marks)** Present your analysis as to what didn't go so well for you as facilitator. Again, 3 key points with specific examples.

Note: For the above 2 analyses, you will need to consider how the group members and their functioning impacted on your ability to facilitate.

**(3 marks)** Share your reflection as to what you would do differently. Provide 3 examples.

### Group Discussion Questions

Note: In order to achieve the marks below, every student must contribute to the following discussion questions in a manner that indicates thoughtful reflection.

**(1 mark)** Identify at least one insight gained from having worked with a "healthy community."

**(1 mark)** Share 1 philosophical nursing approach that you could apply to your future nursing practice from having read the course materials and or from having worked with your community group.

### ✓ 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?