



FEB 26 2004

Course Outline

A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Nursing

Option: Bachelor of Technology

NURS 7100**Community Nursing: Partnerships in Health****Start Date:** August 18, 2003**End Date:** November 10, 2003**Total Hours:** 45 **Total Weeks:** 12**Term/Level:** 5 **Course Credits:** 3**Hours/Week:** 2.5 Guided Learning 8hr Clinical**Prerequisites**

Course No.	Course Name
NURS 4030	Nursing Practicum 4
NURS 4000	Nursing and Health Issues 4
NURS 2040	Professional Practice Seminar 2
NURS 3020	Clinical Techniques 3
NURS 1060	Pharmacology

NURS 7100 is a Prerequisite for:

Course No.	Course Name
NURS 8800	Community Health Partnerships/Action

■ Course Description

In this course, students will examine multiple perspectives on community, health and partnership. Primary health care as a philosophical base for community practice is assessed. Using a facilitative approach, students will create a strategy to examine health for a chosen community. This course is modified from NSSC 8600 written by Specialty Nursing at BCIT.

Context of Practice: Communities**■ Detailed Course Description**

NURS 7100 is a combined theory and practicum course that explores the concepts of community, health and partnership. Emphasis is placed on developing knowledge, skills, and attitudes relevant to forming partnerships with communities. Students will explore how knowledge of community may inform nursing practice.

■ Evaluation

Personal perspectives on community, health and partnership	30%	Comments: All assignments must be completed to achieve a passing grade.
Portfolio Collection of Reflection	20%	
Weekly Engaging with a community – Reflective Journals	20%	
Online WebCT Activity	30%	
TOTAL	100%	

■ Course Learning Outcomes/Competencies

Upon successful completion, the student will be able to:

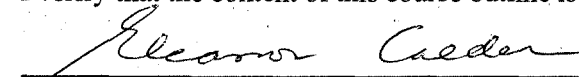
1. analyze social, political, economic and environmental contexts in relation to community health.
2. analyze various perspectives on community, community health and partnership.
3. synthesize a personal philosophy of community, health and partnership.
4. evaluate the contribution of nursing to communities and the contribution of communities to nursing.
5. evaluate the contribution of primary health care principles to the concepts learned in this course.
6. evaluate the contribution of the Stage Model of behaviour change to health promotion and illness prevention.
7. analyze a community's understanding of community, health and partnership.

■ Learning Processes Involved in this Course


- **Professionalism** – With increasing independence, students will work to integrate the rational and emotive elements of caring in the community to increase their understanding of the health care issues addressed by communities. They pursue shared meaning with communities to establish partnerships where shared goals are identified and self-care promoted. Empowerment, healing and growth characterize these partnerships. They analyze social, political, economic and environmental contexts in relation to community health and evaluate the contribution of primary health care to community health.
- **Communication:** Students dialogue with colleagues and teachers in the process of learning. They engage in participatory dialogue with key informants in nursing to identify multiple perspectives on community, health and partnership. They participate with communities to identify their understanding of their community and their health issues. They establish the participatory dialogue required to establish partnerships with communities. They critically read and compose papers that are descriptive, comparative and evaluative.
- **Systematic Inquiry:** Students are increasingly independent with critical thinking and use a variety of sources to analyze a variety of perspectives and sources of knowledge regarding health for a selected community. They reflect on and analyze their values, beliefs and assumptions regarding health and partnership in communities to synthesize a personal philosophy for nursing with communities. They clearly evaluate the implications of their perspective for building partnerships with communities. They evaluate the contribution of nursing to community health and the contribution of community to nursing practice. They analyze a community's understanding of community, health and partnership. They evaluate the application of primary health care and the Stage Model of behaviour change in this context of practice.
- **Professional Growth:** Students value learning as a way of promoting professional growth. They assume responsibility for continued knowledge development. They constantly evaluate their care using professional nursing standards and modify their practice to accommodate new learning. Students remain open to new ways of thinking and doing. They are increasingly independent in completing assignments related to their interaction with their selected community. They begin to synthesize a personal philosophy of community, health and partnership. Students are responsible and accountable for their actions and they develop reflective skepticism.
- **Creative Leadership:** Students establish collaborative partnerships with colleagues and work 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. Students use word processing and data bases. They access Internet sites for research and communicate with instructors using e-mail.

■ Verification

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

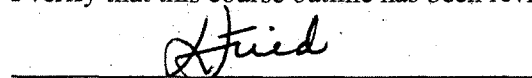


Authoring Instructor

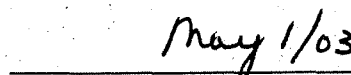


Date

I verify that this course outline has been reviewed.

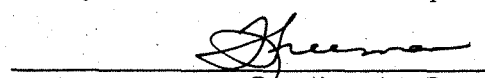


Program Head/Chief Instructor

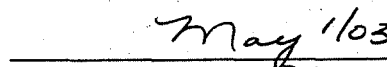


Date

I verify that this course outline complies with BCIT policy.



Dean/Associate Dean



Date

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

■ Instructor(s)

Eleanor Calder	Office Location: SE12-418 Office Hrs.: Monday 1430-1630	Office Phone: 604-456-8072 E-mail Address: eleanor_calder@bcit.ca
Denise Beaupre	Office Location: SE12-418 Office Hrs.: Monday 1430-1630	Office Phone: 604-432-8713 E-mail Address: denise_beaupre@bcit.ca

■ Learning Resources

Required:

Proof of current RNABC student membership is required for course registration. (\$35.00 per year for renewal starting 2003)

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 (One Card) student identification must be worn when interacting with your community group.
- appropriate washable street clothes. 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. See BCIT Nursing Program Policies for Students in community experiences on the Web.
- closed-toe and closed-heel walking shoes similar to hospital duty shoes. WCB will not cover injury resulting from inappropriate footwear.
- Access to Internet

Textbooks:

- Anderson, E.T., & McFarlane, J.M. (2000). *Community as partner: Theory and practice in nursing* (3rd ed.). Philadelphia: Lippincott.
- Canadian Nurses Association. (2002). *Code of ethics for registered nurses*. Ottawa: Author.
- Health Canada. (1994). *Strategies for population health*. Ottawa: Author.
- Health Canada. (1997). *Supporting self-care: The contribution of nurses and physicians*. Ottawa: Author. Available free at www.hc-sc.gc.ca/hppb/healthcare/pubs/selfcare
- Prochaska, J.O., Norcross, J.C., & DiClemente, C.C. (1994). *Changing for good*. New York: Avon Books
- Registered Nurses Association of British Columbia. (1997). *Standards of nursing practice in British Columbia*. Vancouver: Author.

Recommended Reading on Reserve in the Library:

- Northrup, D.T. (2002). Self-care: Re-examining the myth. In L.E. Young & V. Hayes (Eds.), *Transforming health promotion practice: Concepts, issues, and applications* (pp. 127-135). Philadelphia, F.A. Davis.
- Liaschenko, J. (2002). Health promotion, moral harm and the moral aims of nursing. In L.E. Young & V. Hayes (Eds.), *Transforming health promotion practice: Concepts, issues, and applications* (pp. 136-147)

■ Information for Students

Assignments: Assignments must be done on an individual basis unless otherwise specified by the instructor. **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 school day it is late. If assignments do not follow APA standards or do not follow standard English conventions they will be returned unmarked and be penalized 5% per day until the assignment is submitted in acceptable form. The assignment due dates may be extended if such is negotiated with the instructor **prior** to the due date specified in the course outline.

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 assignments or project for all parties involved and/or expulsion from the course.

Attendance: The attendance policy as outlined in the current BCIT Calendar will be enforced. Attendance will be taken at the beginning of each session. Students not present at that time will be recorded as absent.

Illness: A doctor's note is required for any illness causing you to miss assignments, quizzes, tests, projects, or exam. 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 two attempts at the course. Students who have not successfully completed a course 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 via email.

■ Course Policy Information

1. Students are responsible for identifying learning goals and consulting with the tutor to discuss ways to meet these goals.
2. A learning partnership is essential for the successful completion of this course. Both the student and tutor 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 tutor. 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 and how the course is scheduled. Then, read the course assignments in this 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. **There is a seminar in SE12-412 on Sept 8, 2003. Please watch the bulletin board for information for the time of the seminar.** The seminar will discuss the first assignment and help you analyze your perspectives on community, health and partnership. In turn, it will allow you to identify the different perspectives on these concepts that others in the course have developed.
6. Some students have expressed a need to discuss course concepts to more fully understand them and to have a better idea of how to manage the course assignments. If people require this discussion, please contact the course instructor directly, or use WebCT discussion area to begin the dialogue with peers. Course access for WebCT is <http://online.bcit.ca> and WebCT tutorial is <http://online.bcit.ca/activetutorial/index.htm>.

■ Course Policy Information (cont'd.)

7. 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.
8. 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.

■ Course Evaluation

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

■ Student Evaluation

Students are expected to submit academic papers according to the standards of the American Psychological Association (2001). You may want to review the expectations summarized in the APA Style Guidelines attached to this course outline. All assignments must be received by the course tutor no later than **November 10, 2003**. If students are unable to complete the course assignments by November 10, 2003, 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.

Assignments may be mailed in the assignment envelopes provided. Please make sure the BCIT address is showing through the clear plastic slot. You should allow at least three weeks turn around if you mail assignments. You may fax assignments to (604) 436-9590 if you wish. The instructor will try to get these assignments mailed back to you in two weeks. Also, you may e-mail assignment as word document to your Instructor. Again, the instructor will try to mail these assignments back to you in two weeks. 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. Please note: assignments will either be returned by mail or placed in the instructor box at BCIT. The assignments will not be marked online via the computer, so the instructor will not e-mail assignments back to you. There are assignments that will be completed within WebCT. Access to the site will be available August 18, 2003. There is a tutorial for using WebCT which can be accessed at <http://online.bcit.ca/activetutorial/index.htm> which would be useful to review before September 8th, 2003.

Students are in this course as learners. They are not expert community participants. However, they possess much of the knowledge and many of the skills they will be directed to use in the course assignments. The assignments are intended to build on this pre-existing knowledge. When students have questions about the course modules or assignments, please call the course instructor during the identified office hours or e-mail her at other times. If the identified office hours do not work, please contact the instructor to make mutually agreeable alternate arrangements.

■ Course Policy Information (cont'd.)

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Students are expected to submit academic papers according to the standards of the American Psychological Association (2001). You may want to review the expectations summarized in the APA Style Guidelines attached to this course outline. All assignments must be received by the course tutor no later than **November 24, 2003**. If students are unable to complete the course assignments by November 24, 2003, 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.

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■ Student Evaluation (cont'd.)

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

The process of inquiry that guides the 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 the modules and your community. Nevertheless, the following instructions and marking criteria are intended to guide your work in the course assignments.

■ Assignment Details

1. Personal Perspectives on Community, Health and Partnership due September 22, 2003.

This assignment provides you with opportunities to develop an understanding and expanding awareness of communities, health and partnerships within the context of your experiences. In addition, by thinking about **your perspectives**, you will have opportunities to develop knowledge for building partnerships with communities. To develop an understanding of your perspectives on the ideas in this course, you are asked to **articulate and analyze your perspectives on community, health and partnership**. The meaning of these concepts will vary for each student and for different nursing practice. There are no right or wrong perspectives regarding the ideas in this course; your perspectives will not be evaluated. What will be evaluated is your ability to clearly and concisely articulate your perspectives and related analyses about the meaning of community, health and partnership.

This assignment is divided into two sections. Part A is a **paper exploring and reflecting on your perspectives** on community, health, and partnership. Part B is a **portfolio documenting multiple ways of knowing and expressing** your perspective of community, health and partnership.

Part A - My Perspectives Paper (30%)

Part A of this assignment could be completed after you have finished Module 5.

Your journal entries and responses to critical thinking activities in the modules will be valuable as you explore your perspectives on the ideas in Modules 1 through 7. You are encouraged to articulate and then analyze your ideas from a variety of perspectives (sometimes your perspectives as a person are not fundamentally different from those as a community member, so combine these two perspectives):

- **Who you are as a person/community member:** How did you think about community, health and partnership before you became a nursing student? How do the groups that you belong to think about these ideas? Which theorists share similar perspectives and which are different? What might account for this similarity or difference?

■ Assignment Details

- **Who you are as a nurse:** Now that you have experience as a nursing student, how do you think about community, health and partnership. Which theorists share similar perspectives and which are different? What might account for this similarity or difference? How do the principles of primary health care fit with your views on health?

To compare the two perspectives, you may list your ideas about community, health, and partnership (in point form) that you had before you entered the program and now that you are in level 5. You might want to develop a chart to help you compare the ideas.

For example:

VIEWS	COMMUNITY	HEALTH	PARTNERSHIP
Perspective as a person/community member			
Perspective as a nurse			

This table allows you to see the similarities and differences in your perspectives so should help you organize your comparison and analysis. **Please remember, when you write the paper, do not take a lot of time to describe your views before comparing and analyzing.** The goal is to develop a personal definition of community, health and partnership that will be a useful starting point for considering how you will contact and engage with your community.

The course tutor will have thoughts about the meaning of community, health, and partnership. You may want to talk with the tutor about the tutor's perspectives to stimulate your thinking, self-exploration, and analysis for this assignment.

The submission for this assignment is an academic paper with a **minimum of 10 pages and a maximum of 12 pages of text**. Your discussion should clearly indicate that you have engaged in critical analysis of the meaning of the concepts in this course and their relevance for your nursing practice.

When taking a position on the definition of community, health and partnership:

- a) Take the position that is based on **what you know from experience and reading the modules**. Be sure to reference your writing appropriately.
- b) Make sure the historical, social, economic, or cultural context of your position is clear. Remember in critical thinking **the context of ideas is crucial**.
- c) When writing about personal views, remember you are writing critically so be clear and concise. Try to leave feelings out of your writing.

■ Assignment Details

- d) **Analyze your position.** This means **separate your view into parts** so you can understand them better. The module reflective thinking activities have helped you identify the parts of your views. What assumptions are you making? How does context influence your views? Next, identify what is missing or unaccounted for. Compare your views with what the theorists say and why you do or do not accept their position. Then, describe how the parts relate to each other. Could someone else look at them differently? Acknowledge these alternate perspectives. **Remember, you are analyzing your views, not critiquing the theorists.**
- e) When describing your position, set out clear arguments that illustrate your line of reasoning. Make sure the logic is clear and consequences are considered. Ask yourself questions to see if you have considered everything.
- f) Synthesize the parts of your position **into a whole** by describing relationships between the parts in new and creative ways. Start by looking for connections between ideas. Is there a way to make connections between your views and the disparate views you did not accept? Synthesis is a creative experience, you are looking for a different way of viewing the concepts so they fit with your analysis. Draw mind maps or pictures to describe your ideas. This may help you see the whole in a new way.
- g) Identify the implications of your views for community engagement. How might your definition of community and partnership impact how you approach and engage with a community? Give specific examples of how you plan to engage with a community based on your views. How might your definition of health affect how you identify and clarify health issues. Also note how these consequences might be managed in your community practice.
- h) Finish with a conclusion that convinces the reader that your position has been soundly made.

Criteria for Satisfactory Personal Perspectives Paper:

Content (25 marks):

- Compares perspectives on community, health and partnership (as a person/community member and nurse). The perspectives are clearly identified, the source of views is identified and the context is described. Also, the fit of primary health care principles into the health of communities is clearly articulated. (5 marks)
- Analyzes own perspectives using critical thinking and reflection (assumptions, consequences and alternate perspectives). Parts are described and related to each other. Theorists' views are compared and ideas not accepted are noted. (10 marks)
- Synthesizes a cohesive view of community, health and partnership consistent with the analysis. Connections between ideas are articulated and new understandings are developed. (5 marks)
- Critically evaluates implications of own perspectives for building nursing partnerships with communities. Clearly articulates how own views direct you to initiate contact with groups, engage with groups and collect information from groups? Consequences of views are discussed along with ideas of how these consequences might be managed in community nursing practice. (5 marks)

Format (5 marks)

- APA style is used. Sources of information are identified appropriately. References, citations and quotations are noted appropriately. Neutral and accurate language is used and repetition avoided. You are advised to review the APA Style Guidelines accompanying to this course outline. (2 marks)
- Organization, clarity, logic, and flow are appropriate for an academic paper. (2 marks)
- Grammar, spelling, and punctuation are appropriate. (1 mark)

■ Assignment Details (cont'd.)

Part B – My Portfolio (20 marks)

Consistent with valuing multiple ways of knowing about nursing practice, Part B of this assignment encourages you to explore non-traditional, relatively unrecognized and undervalued sources of knowledge and expression. Creating a portfolio in this assignment provides you with creative opportunities to collect a **variety of images that represent community, health and partnership as they are reflected in the communities to which you belong**. You are encouraged to explore diverse ways of knowing and expression of meaning of your community/communities using a mixed media strategy. Specifically use photos, poetry, conversations, music, art, quotes, newspaper clippings, magazine articles, interview data, stories, etc. to describe the ideas about community, health and partnership in the communities to which you belong. Write your story!

Create at least a two page summary that includes:

- **what you want me to know about the collection you are sharing, what are the reasons you choose the articles in your portfolio**
- **a map of your progress in learning about community, identifying your capacities**
- **an idea you have about learning with the community in the future based on your understanding of community, health, and partnerships in the past, and present.**

The portfolio may be submitted with Part A or at any point during the course.

Criteria for rating the Portfolio (20 marks)

- Creativity includes a variety of media (5 marks)
- Story Telling of what is important to you about the collection, and what reasons you had for choosing the articles in your portfolio (5 marks)
- Growth as displayed in your map of progress of learning about community and the community learning from you, including your capacities and your community's capacity(5 marks)
- Reflection that learning has happened by presenting an idea for future partnership with your community (5 marks)

2. Engaging with the Selected Community

The goal of this portion of the course is to provide opportunities for you to engage in participatory dialogue with a community. You and your community will have mutual opportunities to begin to learn about and understand one another and thereby develop relationships. What are their beliefs and assumptions about community, community health and partnership? How do individuals within the group relate to one another and how do they describe themselves? What is the history and description of the group? What does the group perceive to be their strengths and challenges?

To answer these and many other questions, you will be spending time (**at least 3 meetings**) interacting with a community, writing four reflective journals of your observations, impressions, interactions, and experiences. You will submit a community project in which you analyze and interpret what they believe about community, health, and partnership.

Module 7, *Engaging in Participatory Dialogue: Gathering Multiple Perspectives* provides a comprehensive guide to gathering perspectives from community members and gives suggestions for analyzing the perspectives you have heard. The community members may stimulate your thinking and provide ideas about pertinent community health issues. Additional sources of knowledge may be research literature and the media

■ Assignment Details (cont'd.)

that you used in the personal perspectives paper or portfolio. **Please note, it is hoped you will continue to work with your chosen community in the NURS 8800, Community Nursing: Partnerships in Action course. Try to choose a community that will persist long enough to allow this to happen.**

Some questions may help you select your community. They are:

- What areas of community practice interest me?
- Are there any opportunities for interacting with groups that I am aware of presently?
- What community development projects already exist?
- Who would be potential groups with whom I could interact?
- Is this an opportune time to interact with these groups?
- Would the groups be willing to interact with me?
- Would the groups I am interested in potentially benefit from my interactions with them?
- Have other health professionals recently interacted with these groups? If so, what was their experience?
- What are the perceived opportunities and challenges of interacting with these groups?
- Can I envision myself building partnerships with these people?
- How often does the group meet? Will it meet often enough for me to meet the group, collect data, analyze the data and then validate the data?
- How large is the group? How often will I have to meet with them to collect the perspectives of all members and validate my analysis with them?

Although selecting your community within your area of nursing practice has been suggested in this course, access to practice related groups may be limited for students. If you are having difficulty accessing communities in your practice, consider other opportunities for community interaction. You may belong to community groups like a church or community centre. Community centres for older and elderly people and children's daycare centres are other places that might be an opportunity for community interaction. Also, there may be groups where you work that would appreciate the opportunity to discuss course concepts with you. If you are having difficulty identifying a community for this assignment, talk with your tutor about possibilities for community interaction. It is the instructor's experience that groups appreciate the facilitation skills you bring to them and benefit from the concept clarification you engage with them.

In this community project, you will be inquiring into how they view themselves as a community, what they value and believe about the health of the community and how they relate to one another. The following questions may be used to focus your inquiry:

- What does the group believe about their community?
- What beliefs and values are attached to the concept of community?
- Does your group view themselves as a community?
- What do you know about the history/evolution of the group?
- Who are the apparent leaders?
- How do you see diversity being valued in this community?
- What do you see as your community's strengths?
- What challenges does your community identify?
- What do they believe about health?
- How are health professionals viewed?
- What environmental factors impact their health?
- What are the perceived health issues for this community?
- What principles of primary health care are important for this community? Do they exist here?

- How might the Stage of Model of behaviour change (Prochaska et al, 1994) help you think about health promotion in this community?
- How does your community's strengths and challenges relate to your community's health?
- What does partnership mean to this community?
- How would you describe relationships within this community?
- How does partnership manifest itself?

You need not limit your inquiry to these questions. Because this is an emergent inquiry, other questions and concepts will likely arise as you complete this assignment. Keep track of divergent thoughts in your field notes as they will likely provide a starting point for the assignments in the next community course, NURS 8800

The Process

One of the ways that you initially spend time with your community could be described as **participant observation**. Participant observation as a method of engaging with and inquiring about people, is based on the philosophy explored in this course called a participatory worldview. This perspective values partnership among community members and health care providers. Therefore, we do not participate in community work solely as 'professionals' to do for others, but rather, we engage as participants in order to do **with** people. This approach evolves from a philosophy that values community members' expertise and this means that nurses and community members **share** leadership, knowledge and power.

Participant observation means that you spend time with your community **where they normally get together** as a participant and as an inquirer. **You experience being a part of the community by observing interactions among community members, asking questions, engaging in dialogue and at the same time, keeping track of what you see, hear, and experience.** Lincoln and Guba (1985) describe several phases of engagement as a participant observer. The first phase involves gathering information and is described as 'orientation and overview'. During this phase, they suggest focusing on getting a sense of how people relate to one another and how people in communities see themselves. Specifically, they suggest you focus on hearing perspectives held by participants, seeing how people interact and collecting direct quotes that illustrate what you are observing and hearing.

To keep track of this information, you will need to take field notes. Lincoln and Guba (1985) suggest that field notes be written either during or immediately following your interactions to document what you are hearing, seeing and experiencing, **to record quotes and to raise questions.** The longer the lapse between participation, observation and writing, the greater the likelihood that notes end up unclear and meaningless thereby reducing your ability to think about and interpret what you have heard, observed and experienced. However, recording during discussions may interfere with the free dialogue that is needed to develop understanding. Lincoln and Guba also suggest that reviewing your field notes a day later facilitates further reflection and new insights.

Once you have a sense of the community, it is important to develop a partnership with them. Consider your definition of partnership. Ask yourself how this definition directs you to interact with the group. How can you share your knowledge and experiences without overpowering the group?

Part A – Four Reflective Journals (September 29, October 14, 27, November 10, 2003)

The purpose of the assignment is to explore your thinking about approaching and engaging with your chosen community. The journal is submitted bi-weekly using WebCT email. During the course, it is expected that students will make a number of entries that document their observations, thinking, experience, and analysis. Entries should not be limited to the thinking and analysis that occurs only while engaging with your community. Rather thinking and analysis that occurs as students write and examine their field notes should also be noted and recorded.

■ Assignment Details (cont'd.)

There will be a question posted every two weeks during this eight week timeframe, that will guide the bi-weekly journal submission.

The journal should be written spontaneously as students consider the questions and reflect on their knowledge and beliefs. Therefore, APA standards are not required nor are the usual requirements for paragraphs.

However, the instructor does need to understand what students write so for this reason, full sentences/complete thoughts must be recorded. Please double space so that the instructor can write comments.

The following are guidelines for your reflective journal.

Based on your views, how will you accomplish the following (be sure to link your actions clearly to your views):

- Approach this group?
- Meet with them and explain your purpose?
- Get consent from the group for the participation and recording you need to do?
- Participate with this group?
- What and how will you observe?
- How will you record your notes?
- How will you record direct quotes?
- Would taping interactions be helpful or intrusive?
- How might you collect visual images to record what you have seen?
- How will you question the group? If they do not understand your meaning, how will you clarify without directing their responses?
- What kinds of questions might help you clarify your interpretations?
- a) Compare your actual approach and engagement with the group to how you anticipated you would do things. Why did you change? What assumptions did you make and what were the consequences of the assumptions. What alternate perspectives could have been taken about the assumptions?
- b) How does your professional knowledge, experience and power influence the group? How should it influence the group and why?
- c) As you analyze your field notes, what patterns or themes do you identify about:
 - issues of power and equality?
 - acceptance of diversity?
 - community capacities or strengths?
 - group norms?
- d) How do you know you understand the group's meaning regarding words like commitment, acceptance, trust and support? Describe how the group defines the terms.

Criteria for Satisfactory Reflective Journal (20 marks)

- Analysis of the process of approaching and engagement reflects critical thinking (identification of assumptions, context, consequences and alternate perspectives). Why did you access this community, what made it opportune to engage with them, why were they willing to engage, what were the benefits to the group and what were the challenges to interacting with them. (5 marks)
- Compares actual engagement with anticipate engagement, analyzes why the differences occurred and analyzes the impact of professional nursing knowledge, experience and power on the group. How did you summarize what the group shared with you.(5 marks)
- Reflection on field notes indicates analysis. How was consent achieved, how were interactions observed, how did you keep track of what was seen and heard? Notes patterns or themes in the notes. Issues of power, diversity, capacity and group norms are linked to observations and experiences. The meaning of words like commitment, acceptance, trust, and support are examined. (5 marks)

■ Assignment Details (cont'd.)

- Analyze how your views influenced your participation with the group. An evaluation what went well and not so well, what might you change or keep the same for your next community project. (5 marks)

Part B Stage Model of behaviour change Online WebCT Discussion (15%)

Week of September 29, to October 6, 2003

Integrate the Stage Model of behaviour change with Health Promotion in your community

Criteria for Satisfactory Discussion on WebCT

Participation in the guided discussion on the Stage Model of behaviour change will be evaluated by your strategies to promote health in your community.

Part C Primary Health Care Online WebCT Discussion (15%)

Week of October 14 to 21, 2003

Clarify the values of Primary Health Care and discuss how Primary Health impacts your community

Criteria for Satisfactory Discussion on WebCT

Participation in the guided discussion on Primary Health Care will be evaluated by your partnership in proposing ways to influence your community's understanding of the benefits of Primary Health Care.

In summary, this community experience is intended to provide you with opportunities to learn about developing partnership with communities, and learn about participant observation as a way of interacting with and inquiring about groups of people. The experience is also intended to provide you and your community with mutual opportunities for exploration. It is hoped that you will begin to know and understand your community and for them to get to know you. By examining how a group comes together and developing a partnership with them, it is hoped that you will be better able to both facilitate and participate in group action in the next community course; NURS 8800, Community Nursing: Partnerships in Action. **Keep your field notes and assignments from this course, as you will be revisiting them in NURS 8800.**

Schedule

Week of/ Number	Outcome/Material Covered	Reference/ Reading	Assignment	Due Date
1	Complete Modules 1 & 2 and make contact with tutor	See module		
2	Complete Module 3	See module		
3	Complete Module 4	See module	Start Personal Perspectives Paper Start Portfolio of your community	September 1
4	Complete Module 5 Attend Seminar	See module	Discuss your perspectives on community, health and partnership	September 8
5	Complete Module 6	See module	Think about the group you will be working with for the community project and make initial contact with your community.	
6	Complete Module 7 Approaching Community	See module	Perspective Paper Due Start the Reflective Journal	September 22 September 23
7 to 10	Engaging Community Discussion Online WebCT Discussion Online WebCT		Submit Journal #1 online Stage Model of Behavior Change online Submit Journal #2 Primary Health Care online	September 29, September 29 to October 6 October 14 October 14 to October 21
11 to 12			Submit Journal #3 online Submit Journal #4 online All assignments due	October 27 November 10 November 10