



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Nursing

Option: Bachelor of Technology

NURS 7100

Community Nursing: Partnerships in Health

Start Date: January 10, 2005

End Date: May 13, 2005

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

Term/Level: 5 **Course Credits:** 3

Hours/Week: 2.5

Prerequisites

Course No.	Course Name
NURS 4032	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 Distributed Learning course, students will examine multiple perspectives on community, health and partnership. The value of Primary health care and Stage Model of Change as related to nursing practice will be explored. Using a participatory approach, students will examine meanings of community, health, and partnership with a chosen community. 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. This course is modified from NSSC 8600 written by Specialty Nursing at BCIT.

EVALUATION:

1. Online WebCT Activity (2 Discussions)	30%
2. Personal perspectives on community, health & partnership	25%
3. Portfolio Collection of Reflection	20%
4. Report on Community Partnership	25%
TOTAL	100%

COURSE GOALS:

- Analyze various perspectives of community, health, and partnership that impact personal and professional lives.
- Create a personal definition of community, health, and partnership that is applied to a community.
- Assess the contribution of Primary Health Care and the Stage Model of Change to nursing.

COURSE LEARNING OUTCOMES AND COMPETENCIES:

Upon successful completion, the student will be able to:

1. Analyze various perspectives on community, community health and partnership.

2. Analyze social, political, economic and environmental contexts in relation to community health.
3. Create a personal philosophy of community, health and partnership.
4. Evaluate the contribution of nursing to communities and the contribution of communities to nursing.
5. Assess the contribution of primary health care principles to the concepts learned in this course.
6. Assess the contribution of the Stage Model of behaviour change to health promotion and illness prevention.
7. Examine a community's understanding of community, health and partnership.

LEARNING PROCESS 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 reflective and 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 scepticism.

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 each other and instructors using WebCT.

VERIFICATION:

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

Diane Brothers

Authoring Instructor

December 17, 2004

Date

I verify that this course outline has been reviewed.

April Houseman

Program Head/Chief Instructor

December 17, 2004

Date

I verify that this course outline complies with BCIT policy.

Sheenan

Dean/Associate Dean

Dec. 17/04

Date

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

COURSE INSTRUCTORS:

Diane Brothers

Office Location: SE12 Room 418

Office Phone: 604 451-6956

Home Phone: 604 437-1189

Office Hours: Thursday,
11:30-13:30

E-mail: Diane.Brothers@bcit.ca

Address:

Eleanor Calder

Office Location: SE12 Room 418

Office Phone: 604 456-8072

Home Phone: 604 293-1903

Office Hours: Thursday,
11:30- 13:30

E-mail: Eleanor.Calder@bcit.ca

Address:

LEARNING RESOURCES:

Required:

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

Equipment:

- You will want to take a pen and a note book with you to your community group. (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.
- You must wear appropriate washable street clothes when engaging with your community. Tops must cover the midriff and be loose fitting. Skirts or pants 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.
- Shoes must be closed-toe and closed-heel similar to hospital duty shoes. WCB will not cover injury resulting from inappropriate footwear.

Textbooks:

- Leeseberg Stamler, L. & Yiu, L. (2005). *Community Health Nursing: A Canadian Perspective*. Pearson Education Canada.
- Prochaska, J.O., Norcross, J.C., & DiClemente, C.C. (1994). *Changing for Good*. New York: Avon Books.

ASSIGNMENTS:

- All assignments must be completed to achieve a passing grade.
- Assignments must be done on an individual basis unless otherwise specified by the instructor.
- **Assignments are due by 2400 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 (Monday to Friday).
- The due dates may be extended if such is negotiated with the instructor prior to the due date specified in the course outline.
- **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.**
- Students are expected to submit academic papers according to the standards of the American Psychological Association (2001). Students are encouraged to review the expectations summarized in the APA Style Guidelines attached to the course modules.
- If students are unable to complete the course assignments, 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 will be marked within a three week period. The perspective paper and the community report need to be submitted via the "assignment tool" on the WebCT following the directions provided. The portfolio will have to be handed in at the Instructor's desk in SE 12 Room 418.

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 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. 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 in class.

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 instructor will communicate openly, demonstrate respect in the relationship and work to establish and maintain a collaborative relationship. This can be achieved by:
 - discussing course outcomes to achieve a shared understanding of them.
 - discussing progress towards meeting the achievement of course outcomes.
 - conferring regularly throughout the course. A reflective journal or learning plan may enhance the dialogue between the instructor and student.
3. As this is a guided learning course, students must initiate contact with the instructor. The contact hours are listed on the course outline. If the hours are unworkable, please arrange for an alternate time that is more mutually agreeable.
4. Read Module One to see the course overview 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 planned on Monday, January 24, 2005 from 1430 to 1620 in Room NE1 Room 226.** We will discuss the first assignment using WebCT discussion groups. The seminar will help you analyze your perspectives on community, health and partnership in preparation for Assignment 2. 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 the WebCT discussion area to begin the dialogue with peers.
7. Students must have current student membership in RNABC at the start of the course.
8. Students are advised to read the *BCIT Nursing Program Student Guidelines, Policies and Procedures* for information about specific policies for practicum experiences.

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 and made available to the students. The review is aimed at modifying the course for subsequent students.

ASSIGNMENT DETAILS:

Assignment 1: Online WebCT Discussions

There are two parts to the discussions that will be completed online.

You will be assigned to a team consisting of three to five group members for your discussions.

The following resource for Online Courses is helpful to review prior to the start date:

- <http://online.bcit.ca/activetutorial/index.htm>

Course access for WebCT will be available on Monday, January 10, 2005:

- <http://online.bcit.ca>

PART A (Assignment 1):

Stage Model of Behaviour Change (15%): January 25, 2005 to February 4, 2005. (Week 3)

After reading the text, "Changing for Good" and Module 6, you will participate in an instructor guided discussion that analyzes the Stage Model of behaviour change with various lifestyle habits of the group members. The Instructor will post three sets of questions with the due dates required for postings. Question set #1 will be answered individually. Question set #2 and #3 will require group discussions. A summary of the discussions for each team will be posted.

Criteria for Satisfactory Online Discussion:

You will be evaluated on meaningful participation and collaboration with your assigned team members to better understand each person's identified habit as it relates to the Stage Model of Behaviour Change. The team will also discuss the influence that the Stage Model has on health promotion and nursing.

PART B (Assignment 1):

Primary Health Care (15%): February 14, 2005 to February 25, 2005. (Week 6)

Read Chapter 5 of the Romanow Commission (WebCT Homepage Link) and Module 5. There will be instructor guided questions posed to each group that will assist you to clarify the values of Primary Health Care and discuss how Primary Health impacts your community and nursing. Question set #1 and #2 will be discussed as a group and the summary of the discussions will be posted. Question set #3 will be posted individually.

Criteria for Satisfactory Discussion on WebCT:

Participation in the guided discussion on Primary Health Care will be evaluated by your collaboration and research to identify how Primary Health Care contributes to community well-being and to nursing.

Assignment 2: Personal Perspectives on Community, Health and Partnership (25%) due Monday, March 7, 2005. (Week 9)

This assignment provides you with opportunities to expand your awareness and develop an understanding of the concepts of community, health and partnership within the context of your experiences. These concepts will vary for each student. There are no right or wrong perspectives regarding the ideas in this course; your perspectives will not be evaluated. You will be evaluated on your ability to clearly and concisely articulate your perspectives and related analyses about the meaning of community, health and partnership.

Your journal entries and responses to critical thinking activities in the modules will be valuable as you explore your perspectives on the ideas presented in Modules 1 through 5. You are encouraged to articulate and then analyze your ideas from a variety of perspectives.

Who you are as a person: How did you think about community, health and partnership before you became a nursing student? Which theorists share similar perspectives and which are different? What might account for this similarity or difference?

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 to you and which are different? What influences account for this similarity or difference?

You might want to develop a chart to help you compare the ideas. For example:

VIEWS	COMMUNITY	HEALTH	PARTNERSHIP
Perspective as a person			
Perspective as a nurse			

This table allows you to see the similarities and differences in your perspectives and may 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.

Assignment Details:

- Make sure the historical, social, economic, or cultural context of your position is clear. Remember in critical thinking the context of ideas is crucial.
- Take the position that is based on what you know from experience and reading the modules. Be sure to reference your writing appropriately, according to the APA guidelines.
- When writing about personal views, remember you are writing critically so be clear and concise. Leave your feelings out of your writing as this is an academic paper.
- **Analyze your position.** This means separate your view into parts so you can understand them better. The reflective thinking activities in the modules 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 and needs attention. Compare your views with what the theorists say. Do you accept their position? Why or why not? 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.
- 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.
- Synthesize the parts of your positions 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.
- Finish with a conclusion that convinces the reader that your position has been soundly made.
- This assignment consists of an academic paper from **7 to 10 pages of text**.

Criteria for evaluating the Personal Perspective Paper (30 marks):

Content (24 marks):

- Compares perspectives on community, health and partnership (as a person and a nurse). The perspectives are clearly identified, the source of views is identified and the context is described.
- 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.

- Synthesizes a cohesive view of community, health and partnership consistent with the analysis. Connections between ideas are articulated and new understandings are developed.

Format (6 marks):

- APA style is required. 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 that accompany this course outline.
- Organization, clarity, logic, and flow are appropriate for an academic paper.
- Grammar, spelling, and punctuation are appropriate.

Assignment 3: My Portfolio (20 %) due Monday, April 4, 2005. (Week 12)

Consistent with valuing multiple ways of knowing about nursing practice, this assignment encourages you to explore non-traditional sources of knowledge and expression. Creating a portfolio in this assignment provides you with an opportunity to collect a variety of images that represent community, health and partnership as reflected in the communities to which you belong. You are encouraged to explore diverse ways of knowing and expression of meaning of your personal community/communities using a mixed media strategy such as photos, poetry, conversations, music, art, quotes, newspaper clippings, magazine articles, interview data, stories, etc. Create your own meaning!

Assignment Details:

Create at least a two page summary that includes:

- What is important about the collection you are sharing and what are the reasons that you chose the items in your portfolio.
- A map of your progress in learning about community.
- Identify your capacities as they have evolved in this course.
- A new perspective that you have discovered about engaging with a community in the future that is based on your understanding of community, health, and partnerships.

Criteria for evaluating the Portfolio (20 marks):

- Creativity that includes a variety of media.
- Story Telling of what is important to you about the collection, and what reasons you had for choosing the articles in your portfolio
- 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
- Reflection that learning has happened by presenting an idea for future partnership.

Assignment 4: Community Partnership Report (25%) due Monday, April 25, 2005. (Week 15)

The goal of this portion of the course is to provide opportunities for you to engage with a community. You and your community will have mutual opportunities to begin to learn about and understand one another and thereby develop relationships.

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.

You will be spending time (at least 3 meetings) interacting with a community, writing reflective journals of your observations, impressions, interactions, experiences, and then submitting these reflections in which

you analyze and interpret what they believe about community, health, and partnership OR what their experiences on modifying behaviours and lifestyles.

Some questions that you may want to ask yourself to help you select your community are:

- What areas of community practice interest me?
- What opportunities for interacting with groups am I aware of presently?
- What community development projects already exist?
- Who would be potential groups with whom I could interact?
- 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?
- 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?

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

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 enable this to happen. Keep your notes and assignments from this course as they will provide you with a starting point for the assignments in the next community course, NURS 8800.

You will 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. You will record the participants' perspectives, observing 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 notes either during or immediately following your interactions to document what you are hearing, seeing and experiencing. 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.

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

The following questions may be used to focus your inquiry:

- 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 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 they believe about health?
- How are health professionals viewed?
- What environmental factors impact their health?
- What does partnership mean to this community?
- How would you describe relationships within this community?
- What are the perceived health issues for this community?
- What are the strategies that they have used to address the issues?
- How do they use community to support lifestyle changes?

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.

The report should be written spontaneously as students consider the questions and reflect on their knowledge and beliefs. Therefore, APA standards are not required. However, the instructor does need to understand what students write so for this reason correct usage of grammar is essential.

Submit 5 to 7 pages for the assignment.

- Summarize your beliefs about community, health and partnership.
- 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?
- How did your professional knowledge, experience and power influence the group? How should it influence the group and why?
- As you analyze your notes, what patterns or themes in the group did you identify:
 - issues of power and equality?
 - acceptance of diversity?
 - community capacities or strengths?
 - group norms?

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.

What did you think about the process, what might you change for next project?

Criteria for Satisfactory Report of Community Partnership (25 %)

- Analysis of the process of engagement reflects critical thinking (identification of assumptions, context, consequences and alternate perspectives).
- Compares actual engagement with anticipated engagement, analyzes why the differences occurred and analyzes the impact of professional nursing knowledge, experience and power on the group.
- Reflection on notes indicates analysis. Note any 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.
- Analyze how your views influenced your participation with the group. Evaluates what went well and not so well and what would you change for your next community project.