**BCIT** ®

*Course Outline*

*A POLYTECHNIC INSTITUTION*

School of Health Sciences
Program: Nursing
Option: Bachelor of Technology

**NURS 7100**
*Community Nursing: Partnerships in Health*

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|---|---|---|---|
| **Start Date:** | August 15, 2005 | **End Date:** | December 9, 2005 |

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|---|---|---|---|
| **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 Discussion 1: The Stage Model | 15% |
| 2. Online WebCT Discussion 2: Primary Health Care | 15% |
| 3. Concept paper: Community, Health & Partnership | 35% |
| 4. Report on Community Partnership | 35% |
| 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 shared with 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 community health.
6. Assess the contribution of the Stage Model of behaviour change to health promotion and illness prevention.
7. Assess 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. 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. 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 and negotiation 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.**

_____          _____
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.

**COURSE INSTRUCTORS:**

**Diane Brothers**          Office Location: SE12 Room 418  Office Phone: 604 451-6956
                                                                                   Home Phone: 604 437-1189
                            Office Hours:  Monday,                  E-mail           Diane_Brothers@bcit.ca
                                                    11:30-13:30               Address:

**Fairleth McCuaig**

                            Office Location: SE12 Room 328  Office Phone: 604 451-7095
                                                    Office 338                 Home Phone: 604 936-7572
                            Office Hours:  Monday,                  E-mail           Fairleth_McCuaig@bcit.ca
                                                    11:30- 13:30              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.* Toronto: Pearson Prentice Hall.
> Prochaska, J.O., Norcross, J.C., & DiClemente, C.C. (1994). *Changing for Good.* New York: Avon Books.

## ASSIGNMENTS:

> All assignments must be submitted to complete the course.
> Written assignments must be within the guidelines given for the length.
> 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). For example, if an assignment is worth 20%, 2 marks will be lost each day for lateness.
> The due dates may be extended if negotiated with the Instructor prior to the date specified in the course outline.
> 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 concept paper and the community report need to be submitted via the "hand in papers" on the WebCT following the directions provided.
> 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.

**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 Instructor to discuss ways to meet these goals.

2.  A learning partnership is essential for the successful completion of this course. Both the student and instructor will communicate openly, demonstrate respect in the relationship and work to establish and maintain a collaborative relationship. This can be achieved by:
    ➤ discussing course outcomes to achieve a shared understanding of them.
    ➤ discussing progress towards meeting the achievement of course outcomes.
    ➤ conferring regularly throughout the course. A reflective journal 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.  An email will be sent out to all students every **Monday** throughout the course to communicate any updated information or clarify any concerns. Instructors will check their emails on **Mondays** and **Thursdays** only. Please check your WebCT email regularly.

5.  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.

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 students 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:**

Online WebCT Discussions:
**Directions for the discussions are provided online.**
You will be assigned to a team consisting of 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, August 15, 2005.**
    ➤ http://online.bcit.ca

## Assignment 1: Stage Model of Behaviour Change (15%): August 22, 2005 to September 2, 2005. (Week 2-3)

After reading the text, "Changing for Good" and Module 6, you will participate in an instructor guided discussion that analyze the Stage Model of behaviour change with various lifestyle habits of the group members. The Instructor will post two sets of questions with the due dates required for postings. A summary of the discussions for each team will be posted by an allocated team member.

### Criteria for Satisfactory Online Discussion:

Students will be evaluated on meaningful participation and collaboration with your assigned team members to better understand the Stage Model of Behaviour Change. Participation means that each student will engage online with team members consistently throughout the time allotted for discussion. Participation in the discussions demonstrates critical thinking of the material and meaningful feedback in response to other team members' postings.

## Assignment 2: Primary Health Care (15%): September 12, 2005 to September 23, 2005. (Week 5-6)

Read Chapter 5 of the Romanow Commission (WebCT Homepage Link) and Module 5. There will be an instructor guided discussion that will assist you to clarify the values of Primary Health Care and discuss how Primary Health impacts your community and nursing. The Instructor will post two sets of questions with the required due dates. A summary of your discussions will be posted by a team member.

### 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. Students will demonstrate, via the discussions, their critical analysis of the required readings and their ability to apply their knowledge in their nursing practice. Again, students must engage with their team members consistently throughout the discussions to demonstrate their critical thinking and provide meaningful feedback in response to their team member's postings.

## Assignment 3: Concept Paper on Community, Health and Partnership (35%) due Monday, October 17, 2005. (Week 10)

The purpose of this paper is for students to develop a personal definition of community, health, and partnership that will be useful when engaging with a community group. This assignment provides you with opportunities to expand your awareness and develop an understanding of the concepts 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, analyze, and then synthesize your ideas from a variety of perspectives.

### Assignment Details:

➢ Make sure the historical, social, economic, or cultural context of your position is clear. Remember, critical thinking about the context of ideas is crucial.
➢ What is your position based on your 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.** The reflective thinking activities in the modules have helped you identify your views. How do you think about community, health, and partnership? What assumptions are you making? How does context influence your views? Compare your views with what the theorists say in the required readings and modules? Which theorists share similar perspectives to yours and which are different? Acknowledge these alternate perspectives. What influences account for this similarity or difference? Remember, you are analyzing your views, not critiquing the theorists.
> Students must use at least **five** theorists to compare and contrast their views in their paper; **three** of these theorists must be academic sources (within the last five years) outside the required readings and modules.
> When describing your position, set out clear arguments that illustrate your line of reasoning. Make sure the logic is clear and consequences are considered. Examples that illustrate or support your perspective are beneficial.
> **Synthesize your analyzed view** into a whole by describing relationships between the concepts 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 provides the reader with a synthesis of your ideas that will result in a cohesive definition of the concepts of community, health, and partnership.
> A copy of all papers will be kept on file.
> This assignment consists of an academic paper from **5 to 7 pages of double spaced text.**

**Criteria for evaluating the Concept Perspective Paper (35 %)**
**Content (28 %):**
> Analyzes own perspectives using critical thinking and reflection (assumptions, consequences and alternate perspectives). The perspectives and source of views are clearly identified. Theorists' views are compared and contrasted to your own. Relevant examples are provided.
> Synthesizes a cohesive view of community, health and partnership consistent with the analysis. Connections between ideas are articulated and new understandings are developed.

**Format (7%):**
> 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.
> **To reference the course modules**: BCIT. (2005). *Community nursing: Partnerships in health.* Burnaby: Author.
> Organization, clarity, logic, and flow are appropriate for an academic paper.
> Grammar, spelling, and punctuation are appropriate.

## Assignment 4: Community Partnership Report (35%) due Monday, November 7, 2005. (Week 13)

The purpose of this assignment is to provide an opportunity for you to share your definition of community, health, and partnership from your concept paper with a community group. Through discussion with this group, your definition may evolve to include the community's perspective. You and your community will have mutual opportunities to begin to learn about and understand one another and thereby develop relationships. To prepare for this assignment, read Module 7, *Engaging in Participatory Dialogue: Gathering Multiple Perspectives* which provides a comprehensive guide to gathering perspectives from community members and gives suggestions for analyzing the perspectives you have heard.

You will spend time with your chosen community (at least three meetings) where they normally get together. You will experience being a part of the community by observing interactions among community members, asking questions, and engaging in dialogue. To keep track of this information, you will need to take notes either during or immediately following your interactions to document your observations, interactions, and personal experiences. Audio recording during discussions may interfere with the free dialogue that is needed to develop understanding. Students are expected to submit a report that includes an analysis and evaluation of their experience of engaging with a community group. Some questions to consider for this assignment:

## How do I choose a community group?

> What areas of community practice interest me?
> Who would be potential groups with whom I could interact (you may want to ask family or friends about groups they are involved with or visit your local community centre, community health centre, church or library)?
> Would the groups be willing to interact with me (you need to contact the group leader)?
> 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 the group's 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?  What are the ages of the group members?

If there are any difficulties selecting a community group or deciding if the group you would like to work with is appropriate, please contact your Instructor.

## How do I prepare for my first meeting?

The purpose of the first meeting with a community group is to introduce yourself, obtain consent from the group for the assignment, begin to build partnership with the group, and observe the group.

> Students must obtain consent from their community group. They will share the purpose of their assignment and inform the community members that their discussions will be analyzed and written in a report. The group must be given an opportunity to ask questions. Finally, students must inform the community that their individual identities will be kept confidential.
> The initial meeting will provide an opportunity for the student to observe the group and may include some of the following observations:
>    • How would you describe relationships within this community?
>    • What do you know about the history/evolution of the group?
>    • Who are the apparent leaders?
>    • Are there any evident group norms?

## How do I prepare for my second meeting?

The purpose of the second meeting is to share your definition of community, health, and partnership with a community group. Does your community agree with your definition? What further perspectives could be added to your definition after discussion with a community group?

Based on your observations of the group from the first meeting, students will want to develop strategies to present their definitions to the group at the second meeting. Students may want to consider using a poster, cue cards, a game, etc. to help facilitate discussion. Be creative with strategies that will meet the needs of 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 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?
  ➢ What does partnership mean to this community?
You may want to schedule another meeting to further discuss your definition if necessary.

## How do I prepare for my third (or last meeting)?

The purpose of your final meeting with your community group is to present a revised definition of community, health, and partnership to the group based on an analysis of your discussions. You will want to verify that the information you have gathered from the members is correct. Students may have further questions for the group to help verify that their gathered information accurately reflects what the group members shared. Also, group members may have further ideas to share after having some time to reflect after the last meeting.

## Criteria for Satisfactory Report of Community Partnership (35 %)

The written report **(no longer than five double spaced pages)** should contain an analysis and evaluation of the student's experience with their community group. APA standards are not required. However, the instructor does need to understand what students write, therefore, correct usage of grammar is essential.

  ➢ **Analysis** of the process of engagement reflects critical thinking. What are your assumptions, consequences and alternate perspectives of engaging with a community group? Briefly describe the context. The actual engagement with the group is compared with the anticipated engagement.
  ➢ **Reflection** on notes indicates reflective thinking. Are there any emerging patterns or themes in the notes? What was the impact of your professional nursing knowledge, experience and power on the group? What were the challenges for you to engage with this group?
  ➢ **Evaluation** of your experience with the group demonstrates critical thinking. Were your strategies effective? What went well and what would you change for next time? What did you learn from the group through your discussion of the concepts? What impact did the group have on you? What benefit did the discussion have for the group? Have your concepts of health, community, and partnership changed? If not, provide rationale for why a change has not occurred.

**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.**

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