



A POLYTECHNIC INSTITUTION

Course Outline

School of Health Sciences  
Program: Nursing  
Option: Bachelor of Science in Nursing

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

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Start Date:	August 14, 2006	End Date:	December 8, 2006
Total Hours:	45	Total Weeks:	17
Hours/Week:	2.5	Term/Level:	5
		Course Credits:	3

**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 7100 is a Prerequisite for:**

Course No.	Course Name
NURS 8800	Community Health Partnerships/Action
NURS 7134	Practicum 6

**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 family. Emphasis is placed on developing knowledge, skills, and attitudes relevant to forming partnerships with individuals and families. Students will explore how knowledge of community informs nursing practice. This course is modified from NSSC 8600 written by Specialty Nursing at BCIT.**

**EVALUATION:**

1. Assignment 1: Perspectives on Community Health	20%
2. Assignment 2: Community, Health, & Partnership Paper	35%
3. Assignment 3: Facilitating Health in Families	45%
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.
- 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 family'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 [mybcit.ca](http://mybcit.ca).

VERIFICATION:

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

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Authoring Instructor	Date
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I verify that this course outline has been reviewed.

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Program Head/Chief Instructor	Date
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I verify that this course outline complies with BCIT policy.

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

**COURSE INSTRUCTORS:**

**DIANE BROTHERS**      Office: SE 12 Room 418      Office phone: 604 451-6965  
**COURSE LEADER**      Office Hours: Mondays, 11:00-13:00      Email: Diane\_Brothers@bcit.ca

**BRENDA ROSENAU**      Office: SE 12 Room 418      Office phone: 604 431-4975  
Office Hours: Fridays, 09:00-13:00      Email: Brenda\_Rosenau@bcit.ca

**MARG GORRIE**      Office: SE 12 Room 418      Office phone: 604 456-8115  
Office Hours: TBA      Email: Marg\_Gorrie@bcit.ca

**Information for Students**

**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.

**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.

**Readmissions:** BCIT Nursing Program Student Guidelines, Policies and Procedures which are located online at <http://www.bcit.ca/health/nursing/> state: Applicants who have any combination of two instances of withdrawal or failure in a Nursing Theory course will be readmitted to the program "with written permission from the Associate Dean, who will detail any special considerations".

**LEARNING RESOURCES:**

**Required:**

Proof of current CRNBC 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 when you do your assignments. (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 individuals for assignments.
- You must wear appropriate washable street clothes when engaging with individuals. 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 completed to pass 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 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 (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.
- Students are expected to submit academic papers according to the standards of the American Psychological Association (2002). Students are encouraged to review the expectations summarized in the APA Style Guidelines attached to the course modules.

**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. 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 in your journal on how the module information will help you complete the assignments.
5. 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 to begin the dialogue with peers.
6. Students must have current student membership in CRNBC at the start of the course.
7. 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. Students will be given an evaluation form on Level 6 Orientation Day to provide written feedback on the course. The evaluation is aimed at modifying the course for subsequent students.

#### LEARNING PLAN:

There are three Learning Plan schedules so students may complete the course in 8 weeks if preferred rather than the 17 week scheduled plan in order to accommodate other courses in Level 5. Please refer to the outline on Page 1-17 of the course modules and contact your Instructor in Week 1 which Learning Plan you will be following. The due dates are as follow:

	Learning Plan A: (17 weeks)	Learning Plan B: (8 weeks)	Learning Plan C: (8 weeks)
Assignment #1	Sept. 18/06	Sept. 1/06	Oct. 27/06
Assignment #2	Oct. 30/06	Sept. 15/06	Nov. 10/06
Assignment #3	Nov. 27/06	Oct. 2/06	Nov.27/06

#### ASSIGNMENT DETAILS:

##### Assignment #1

##### Perspectives on Community and Health 20%

Complete after Modules 2 and 3.

This assignment provides you with opportunities to analyze and synthesize your perspectives on community and health, and compare and contrast this with another person's perspective on community and health. The purpose is to support you in clarifying your perspectives on community and health, and develop and awareness of diverse perspectives.

You are required to articulate your values, assumptions, and beliefs about community and health, illustrating those with examples from your life and various sources of literature.

Compare and contrast these with someone else, either a friend, colleague, or relative. You may want to choose someone whose perspective is likely quite different from yours.

The format may be varied according to your creative preferences; written or visual presentations such as collages, CD's, or photo collections will give you an opportunity to collect a variety of images that represent community and health. Be sure to differentiate the two perspectives and provide a summary (**maximum 4 pages double spaced**) of the similarities and differences between the two. This does not need to be a formal academic paper but include references to the readings from the modules, text, or articles that assisted you in formulating your perspectives.

**The following questions will support your thinking for this assignment:**

- What are my values, assumptions, and beliefs about community and health?
- How do these relate to the course materials?
- What can I learn about community and health from another's perspective?

#### **Evaluation Criteria**

Upon successful completion of this assignment, you will have:

1. described and/or illustrated your perspective on community and health. **2.5 marks**
2. described and/or illustrated another's perspective on community and health. **2.5 marks**
3. compared and contrasted the two perspectives. **5 marks**
4. demonstrated how the readings in the modules have influenced your perspectives. **5 marks**
5. described or illustrated how your understanding of community and health has changed as a result of this exploration. **5 marks**

#### **Assignment #2**

#### **Explore Community Health Nursing 35%**

Complete after Modules 4 and 5.

The purpose of this assignment is to broaden your understanding of community nursing, and articulate your vision of CHN, while recognizing the capacities that you could potentially bring to CHN. You are required to explore community health nursing literature, comparing and contrasting your findings with your perspective and the course materials. Illustrate your exploration with examples from practice. In your discussion, be sure to include the capacities that you could potentially bring to CHN.

**Some questions you may want to consider in your exploration:**

- What is my overall vision of CHN?
- What are some examples that I can think of that would illustrate the primary roles and responsibilities of CHN?
- How do the principles of Primary Health Care influence the nature of the role?
- How will my perspective about community, health, and relational practice influence the nature of my practice?
- What are some of the common ethical challenges that are encountered by CHNs?
- How is my vision of CHN evolving?
- What potential capacities do I bring to CHN?

In your exploration of community health nursing literature, include at least three articles (within the last five years) not cited in the course materials to provide further evidence about the scope and nature of CHN. The reference list for Assignment #2 should include a minimum of five references.

**Format:** This is a formal academic paper, APA style, **5-7 pages double spaced.**

#### **Evaluation Criteria**

Upon successful completion of this assignment, you will have:

1. described the vision, nature, and scope of CHN, illustrating this description with examples from practice. **5 marks**
2. summarized your findings from CHN literature findings about CHN. **5 marks**
3. articulated your evolving vision of CHN by synthesizing various perspectives you have explored, including your potential capacities for CHN. **10 marks**
4. reflected on what you have learned in this exploration about CHN, describing any new insights and discoveries that may influence your future nursing practice. **5 marks**
5. written a scholarly paper in APA format: **10 marks**

### **Assignment #3**

#### **Promoting Health in Families 45%**

Complete after Module 6.

The purpose of this assignment is to provide an opportunity for you to explore multiple perspectives on community, health, and participation with a family. Further, you will be able to explore the application of the transtheoretical approach to health promotion or illness prevention with a family. You and your family will have an opportunity to begin to learn about and understand one another and thereby develop relationships.

#### **Selecting your Family**

You will need to select a family for one home visit. Your chosen family can be composed of either personal or professional people you know from work, home, or your neighbourhood. You may want to invite them to reflect on their perspectives on community, health, and participatory relationships with health care works before the meeting, so that they are prepared for the discussion. You will apply the concepts from the transtheoretical model for change by sharing your knowledge with your chosen family and discussing their experiences with a lifestyle change. You will experience being a part of the family by observing their interactions, 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 must obtain consent from their family group. Students will share the purpose of their assignment and inform the family members that their discussions will be analyzed and written in a report. Students must inform the family that their individual identities will be kept confidential. The family members must be given an opportunity to ask questions. Finally, a consent form located in the Appendix of Module 1 must be signed by one member of the family and included with the assignment when submitted. The assignment will not be marked unless there is a consent form included.

To prepare for this assignment, read Module 6, *Health Promotion/Illness Prevention: Strengthening Community Health* which provides a comprehensive guide to assisting individuals, families, and community groups with a lifestyle change.

#### **Potential Questions for the Family:**

What stories do you have about community and health?

What does community mean to you and why? What does health mean to you and why?

What are your experiences and values about community and health?

What makes you feel valued and respected, when relating to health care workers?

How do you feel about your participation in health care decisions?

What experiences have you had with health care workers and making decisions about your health?

Have you ever tried to make a lifestyle change? Were you successful? What worked and what did not?

Students are expected to submit a report no longer than **5 pages double spaced** that includes an analysis and evaluation of their experience of engaging with their chosen family. A scholarly paper, in APA format, is not required. However, correct usage of grammar is essential as well as the inclusion of references to the modules or articles that have assisted your learning.

#### **Evaluation Criteria**

Upon successful completion of this assignment, you will have:

1. described the family in terms of your relationship with them and one another. **5 marks**
2. described the family's perspective on community, health, and participatory relationships with health care workers. **10 marks**
3. described the process of listening and reflective questioning and how you encouraged participation from the family members. **10 marks**
4. critically reflected on the process of engagement with the family, including the strengths and challenges of the entire process. **5 marks**
5. applied the transtheoretical approach to health promotion and illness prevention to a family, including the identified change process and the stage of change. **5 marks**
6. identified strategies that would benefit a family who is wanting to make a lifestyle change. **5 marks**
7. indicated how you might apply the transtheoretical model in your nursing practice as a CHN. **5 marks**