



Course Outline

A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Nursing

Option: Bachelor of Science in Nursing

NURS 7100

Community Nursing: Partnerships in Health

Start Date: January 8, 2007

End Date: May 11, 2007

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 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: Explore Community Health Nursing	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:

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.

VERIFICATION:

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

Diane Brothers.

Authoring Instructor

December 12, 2006.

Date

I verify that this course outline has been reviewed.

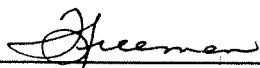
Ann Kocemuh

Program Head/Chief Instructor

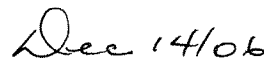
December 12, 2006

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:

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Information for Students

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

Cheating, Fabrication, Plagiarism and/or Dishonesty:

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

Second Offence: Any Student in the School of Health Sciences involved in a second act of Academic Misconduct- Cheating, Fabrication, Plagiarism and/or Dishonesty- will receive a Zero (0) or Unsatisfactory (U) on the particular assignment, a Zero (0) or Unsatisfactory (U) in the course and the Associate Dean will recommend to the BCIT Vice-President, Education and/or President, expulsion from the program.

Illness: A doctor's not 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.

Equipment:

- You will want to take a pen and a note book with you when you do your interviews.
- BCIT (One Card) student identification must be worn when interacting with individuals for interviews.
- 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.

Course Modules:

- The course modules, *NURSING 7100 Community Nursing: Partnerships in Health* (February 2006 Edition), are available in the bookstore.

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.

ASSIGNMENT REQUIREMENTS:

- All assignments must be completed to pass the course.
- Written assignments must be within the guidelines given for the length and any additional pages will not be read.
- Assignments are due by 0830 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. For example, if an assignment is worth 20%, 2 marks will be lost each day for lateness.
- 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.
- If an assignment is inconsistent with APA standards, the assignment will be returned to the student to complete APA corrections. The assignment will be considered late for each day until the assignment is handed in.

COURSE POLICY INFORMATION:

1. As this is a guided learning course, students **must** initiate contact with the Instructor. The Instructors are available by phone, email, or appointments.
2. A learning partnership is essential for the successful completion of this course. 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.
3. 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.

COURSE EVALUATION:

Students have the right and the responsibility to evaluate the course. 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 future students.

ASSIGNMENT DETAILS:

Assignment #1: Due Monday, February 12, 2007 at 8:30.

Perspectives on Community and Health 20%

Complete after Module 2: Exploring Community and Module3: Perspectives on Health.

The **purpose** of the assignment (**5 pages double spaced**) is to develop an awareness of diverse perspectives on community and health and clarify your own perspectives and how they might influence your nursing practice.

You are required to articulate your beliefs and assumptions about community and health. Compare and contrast these beliefs and assumptions with someone else, either a friend, colleague, or relative. You may want to choose someone whose perspective is quite different from yours. You will provide an analysis of what you have learned from this process about community and health, including the similarities and differences between the two perspectives.

You will clarify your own perspective on health and community by comparing and contrasting your perspectives with the course readings. In your analysis, you will demonstrate how your perspective has changed and how this will influence your nursing practice. Include references to the readings from the modules, text, or articles that assisted you in formulating your perspective. Correct grammar is essential.

You will create a **portfolio** to illustrate your evolved perspective on health and community. The format may be varied according to your creative preference. You will have an opportunity to collect and illustrate a variety of images that represent examples of community and health, according to your perspective. Include a brief summary in your paper of how your portfolio represents your community and health perspectives. Assignment #1 is incomplete unless a portfolio is submitted.

Evaluation Criteria

Upon successful completion of this assignment, you will have:

1. Described your beliefs and assumptions about community and health. **2 marks**
2. Described another's beliefs and assumptions about community and health. **2 marks**
3. Compared and contrasted the two perspectives and described how another perspective has influenced your own. **2 marks**
4. Demonstrated how your perspective on community compares with the concepts of community as a resource and community as a relational experience. **2 marks**
5. Demonstrated how your perspective on health compares with the biomedical, lifestyle, and epidemiological perspectives on health. **3 marks**

6. Described how your own perspective has changed as a result of this exploration, described your illustrated portfolio, and described how your new perspective will influence your nursing practice. **4 marks**
7. Creatively illustrated your perspective of community and health from various media sources. **4 marks**
8. Course readings appropriately references. **1mark**

Assignment #2: Due Monday, April 12, 2007 at 8:30

Exploring Community Health Nursing 35%

Complete after Module 4: Exploring Community Health Nursing and Module 5: Relational Practice: The Essence of Community Health Nursing.

The **purpose** of this assignment is to broaden your understanding of community health nursing (CHN). After reading the course modules, you are required to research **Canadian** community health nursing literature. In your exploration of community health nursing literature, include at least **three** appropriate articles (within the last five years) not cited in the course materials to provide further evidence about the scope and nature of CHN. Your literature findings will be included in your paper as you answer the questions below. The reference list for this assignment should include a minimum of **five** references.

Format: This is a formal academic paper, APA style, **7 pages double spaced**. Correct reference for the course modules is located in the APA Style Guideline located in Appendix 2 of Module 1: Course Introduction on page 6.

Evaluation Criteria

Upon successful completion of this assignment, you will have:

1. Described the roles, responsibilities, and influencing factors of CHN. **3 marks**
2. Discussed how the principles of Primary Health Care provide the foundations for the role of CHN. **3 marks**
3. Analyzed the beliefs and values of CHN standards and compared and contrasted them to your own. **4 marks**
4. Discussed the important ethical implications for CHN. **3 marks**
5. Analyzed Shield and Lindsey's (1998) health promotion practice framework for CHN. **3 marks**
6. Analyzed Hartrick's (2002) health promotion approach to relational practice and compared and contrasted this approach to the Canadian Community Health Nursing Standards of Practice, Standard 6: Building relationships. **3 marks**
7. Discussed the importance of empowerment and cultural awareness in CHN. **3 marks**
8. Identified personal potential capacities that will influence your community nursing practice. **3 marks**
9. Written a scholarly paper in APA format: **10 marks**

Assignment #3: Due Monday, April 30, 2007 at 08:30

Promoting Health in Families 45%

Complete the assignment after reading Changing for Good (Prochaska, Norcross, & DiClemente) and Module 6: Health Promotion/Illness Prevention: Strengthening Community Health.

Review the Transtheoretical Model web site: <http://www.uri.edu/research/cprc/transtheoretical.htm>.

The **purpose** of this assignment is to provide an opportunity for you to interview a family and explore multiple perspectives health and relational practice. Further, you will explore the application of the transtheoretical model of lifestyle change with a family and develop a health promotion or illness prevention plan.

Selecting your Family

You will need to select a family (preferably a couple) who is currently attempting to make a lifestyle change. You will meet with this family for **one home visit** to discuss the transtheoretical model for change. Your chosen family may be composed of either personal or professional people you know from work, home, or your neighbourhood. The family's relationship with each other will be described as well as your relationship with them. Prior to your meeting, you will want to invite them to reflect on their perspectives on health and participatory relationships with health care workers so 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 they have identified. You will identify the family's change processes and the stage of change as well as any experiences with relapse. Together with the family, you will develop a health promotion or illness prevention plan based on strategies that would be helpful for this family. Finally, you will apply this change model to your nursing practice using examples.

To keep track of this information, you will need to take notes either during or immediately following your interview to document your observations, interactions, and personal experiences. Audio recording during discussions may interfere with the free dialogue that is needed to develop understanding. You will analyse your interview with the family considering the strengths and challenges of the process of engagement. Your analysis will include observations of the family, the strategies you used to interact with the family, and changes you would implement for the future.

Students must obtain **written consent** prior to engaging with the family. 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 and all written documents shredded at the completion of the assignment. The family members must be given an opportunity to ask questions. Finally, a consent form located in the Appendix of Module 1: Course Introduction must be signed by one member of the family and included with the assignment when submitted. The assignment will not be marked until there is a consent form included.

Questions for your interview with your Family:

What are your experiences and values about health?

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

What has been your experience with a lifestyle change? Were you successful? What worked and what did not?

How did this lifestyle change affect your relationship?

What lifestyle change are you currently attempting to make?

What has been your experience with relapse?

What are your thoughts on The Stage Model of Change?

What strategies could be incorporated into a health promotion or illness prevention plan to assist you with this lifestyle change?

Students are expected to submit a **7 page double spaced** paper for this assignment. APA format is not required; however, correct usage of grammar is essential as well as the inclusion of references to the text, 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 their relationship with each other. **5 marks**
2. Described the family's perspective on health and participatory relationships with health care professionals. **5 marks**
3. Described the process of engaging in a participatory relationship with a family including how you prepared for this interview, what you observed with the family and what strategies you used to engage. **10 marks**
4. Critically reflected on the process of engagement including the strengths and challenges of the process and what you would do differently for the next interview. **5 marks**
5. Applied the transtheoretical model of health promotion and illness prevention to a family who has made a lifestyle change including identifying the change processes that the family used, the stage of change the family is currently in, their experience with relapse, and implications for their relationship. **10 marks**
6. Developed a health promotion or illness prevention plan with the family that included strategies that will assist them in their lifestyle change. **5 marks**
7. Indicated and provided examples of how you will apply the transtheoretical model of change in your nursing practice. **5 marks**