



A POLYTECHNIC INSTITUTION

School of School of Health Sciences

Program: Nursing

Option: Bachelor of Science in Nursing

NURS 7100**Community Nursing: Partnerships in Health****Start Date:** August 13, 2007**End Date:** December 7, 2007**Total Hours:** 45 **Total Weeks:** 17**Term/Level:** 5 **Course Credits:** 3**Hours/Week:** 2.5 **Lecture:** **Lab:****Shop:** **Seminar:** **Other:****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 8100	Community Nursing: Facilitating Health Action
NURS 7134	Practicum 6: Community Home Health

■ Course Description

NURS 7100 is the first of two community nursing courses that introduces the broad overview of Community Health Nursing. The goal of the course is to engage the student in post-modern critical thinking about health, community, relational practice, primary health care, and health promotion and illness prevention. The ideas presented throughout this course will prepare students for their second Community Health Nursing course, NURS 8100, Community Nursing: Facilitating Health Action. The information about community, health, relational practice and health promotion will be relevant to students in Practicum 6, NURS 7134: Community Home Health and Practicum 7, NURS 8132: Health Promotion and Prevention Services.

■ Detailed Course Description

Nursing 7100, Community Nursing: Partnerships in Health, is a Distributed Learning course. The focus of this course is to examine the multiple perspectives on health and communities and explore how the ideas about these concepts have been socially and historically constructed. Students will critically examine the beliefs, values, and assumptions that underlie the way that community nurses engage in participatory relationships with individuals and families. Primary health care principles and health promotions strategies will be two of the frameworks examined that Community Health Nurses use to provide health care to individuals and families. The processes of relational practice, critical thinking, and systematic inquiry and the concepts of health, community, participation, and power are identified as fundamental aspects of Community Health Nursing. Understanding these processes and concepts will provide the student with knowledge and skills to facilitate health for individuals and families. This course is modified from NSSC 8600 written by Specialty Nursing at BCIT.

■ Evaluation

Assignment #1: Perspectives on Community Health	20%	Comments:
Assignment #2: Explore Community Health Nursing	35%	All assignments must be completed to achieve a passing grade.
Assignment #3: Facilitating Health in a Family	45%	A grade of 50% is required to pass the course.
TOTAL	100%	

■ **Course Learning Outcomes/Competencies**

Upon successful completion, the student will be able to:

1. critically examine a variety of perspectives on and sources of knowledge for communities, health, and relational practice with individuals and families.
2. reflect on and critically explore beliefs and assumptions related to communities, health and relational practice in order to develop their own perspective on these concepts.
3. systematically inquire about community health nursing, identifying potential capacities for CHN.
4. assess the contribution of primary health principles to the concepts of community, health, and relational practice.
5. assess the contribution of the trans-theoretical model of lifestyle change to health promotion and illness prevention.
6. examine the application of the trans-theoretical approach to lifestyle change to a family.

■ **Verification**

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

Diane Brothens
Authoring Instructor

May 23, 2007.
Date

I verify that this course outline has been reviewed.

Ann Hausman
Program Head/Chief Instructor

May 23, 2007
Date

I verify that this course outline complies with BCIT policy.

Heena
Dean/Associate Dean

May 24/07
Date

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

PROCESS THREADS RELEVANT TO 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.

■ Instructor(s)

MARG GORRIE COURSE LEADER	Office Location: SE 12 Room 418 Office Hrs.:	Office Phone: 604 456-8115 E-mail Address: mgorrie@my.bcit.ca
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CHERYL KILBACK	Office Location: SE 12 Room 418 Office Hrs.:	Office Phone: 604 453-4096 E-mail Address: ckilback@my.bcit.ca
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LISA SEABERLY	Office Location: SE 12 Room 418 Office Hrs.:	Office Phone: TBA E-mail Address: TBA
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■ 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.

Recommended Reading:

Philosophy Task Group. (2006). *Bachelor of Science Nursing curriculum philosophy*. Burnaby, B.C.: British Columbia Institute of Technology.

■ Information for Students

The following statements are in accordance with the BCIT Student Regulations Policy 5002. To review the full policy, please refer to: <http://www.bcit.ca/~presoff/5002.pdf>.

Attendance/Illness:

In case of illness or other unavoidable cause of absence, the student must communicate as soon as possible with his/her instructor or Program Head or Chief Instructor, indicating the reason for the absence. Prolonged illness of three or more consecutive days must have a BCIT medical certificate sent to the department. Excessive absence may result in failure or immediate withdrawal from the course or program.

Academic Misconduct:

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances are prohibited and will be handled in accordance with the 'Violations of Standards of Conduct' section of Policy 5002.

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. Applicants who have any combination of two instances of withdrawal or failure in any Nursing Practicum course (s) for academic or performance reasons, will not be readmitted to the program.

Attempts:

BCIT Nursing Program Student Guidelines, Policies and Procedures located online at <http://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 circumstances" (p.30). Applicants who have any combination of two instances of withdrawal or failure in any Nursing Practicum course (s) for academic or performance reasons, will not be readmitted to the program.

Accommodation:

Any student who may require accommodation from BCIT because of a physical or mental disability should refer to BCIT's Policy on Accommodation for Students with Disabilities (Policy #4501), and contact BCIT's Disability Resource Centre (SW1-2300, 604-451-6963) at the earliest possible time. Requests for accommodation must be made to the Disability Resource Centre, and should not be made to a course instructor or Program area.

Any student who needs special assistance in the event of a medical emergency or building evacuation (either because of a disability or for any other reason) should also promptly inform their course instructor(s) and the Disability Resource Centre of their personal circumstances.

■ **Assignment Details**

- All assignments must be completed to pass the course.
- Written assignments must not exceed the requirement for length of the paper. Any additional writing will not be read.
- Assignments are due on the dates specified. If an assignment is late, the mark for the assignment will drop 10% for each day it is late. For example, if an assignment is worth 20%, 2 marks will be lost each day for lateness.
- Extensions may be granted on an individual basis for an unexpected or unusual situation.
- Assignments will be marked within 1-3 weeks depending upon instructor workload and the number of extensions given. All assignments will be kept by the instructor until all students have submitted the assignment.
- 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.
- Assignments are to be submitted using the WebCT Course Assignment tool. Please send as word documents.

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.

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 to provide written feedback on the course. The evaluation is aimed at modifying the course for future students.

ASSIGNMENT DETAILS:

There are two types of assignments in this community nursing course:

- Web-based discussion with your group and the course instructor
- Written assignments

This course outline contains an overview of the assignments in the course. Specific information is available from the homepage of the webCT course.

Assignment #1: Due Week 1: Individual WebCT Posting (#1) Friday, August 17th at 8:30 am
Due Week 2: Individual WebCT Posting (#2) Friday August 24th at 8:30 am
Due Week 3: Individual Assignment to Instructor Monday August 27th at 8:30 am
Due Week 4: Group Summary to Instructor Tuesday September 4th at 8:30 am

Perspectives on Community and Health 20%

The **purpose** of the assignment is to develop an awareness of diverse perspectives on community and health, clarify your own perspectives on these two concepts and analyse how diverse perspectives might influence your nursing practice.

Read: Module 2: Exploring Community and Module3: Perspectives on Health.

Individual Component – 18 marks

Individual WebCT Posting (#1)

Due: 8:30 am Friday August 17th (Week 1)

Examine and then share with your assigned WebCT group your beliefs and assumptions about:

- Community
- Health

What do each of these terms mean to you? What is the context (history, key influences) for your beliefs? What elements or parts make up your beliefs about each concept? What values are associated with your beliefs? Word count of 250-300 words.

Read the beliefs and assumptions of the other members in your assigned group.

4 of 18 marks

Individual WebCT Posting (#2)

Due: 8:30 am Friday August 24th (Week 2)

Interview another person (ideally someone not working in health services or not in nursing) and share with your assigned WebCT group a description of his/her beliefs and assumptions about:

- Community
- Health

What do each of these terms mean to this person? What is the context (history, key influences) for his/her beliefs?

What elements or parts make up each concept? What values are associated with his/her beliefs?

Word count of 250-300 words.

4 of 18 marks

Individual Submission

Due: 8:30 am Monday August 27th (Week 3)

Compare and contrast your view of health and community with the perspectives of the person you interviewed
2 marks.

Discuss how your perspective has been altered as a result of this exploration (e.g. in relation to the perspectives of other group members, those of the person you interviewed, the influence of readings)

4 marks.

Provide an example of how your perspective might influence your nursing practice in the future.

2 marks

APA

2 of 18 marks

Word count of 400-500 words.

Total = 10 of 18 marks

Group Component – 32 marks

WebCT Discussion - Concepts of Community and Health (Opens at 8:30 am Monday August 20th and Closes at 8:30 am Tuesday Sept. 4th)

Each member of the group must examine and then share with the group a view of *community* developed by one theorist/author from your readings. Members must present different theorists/authors. It is expected you will complete this part of the assignment during Week 2.

Each member of the group must examine and then share with the group a view of *health* developed by one theorist/author from your readings. Members must present different theorists/authors. It is expected you will complete this part of the assignment during Week 2.

Explore the similarities and differences between the theorists/authors presented. You should begin working on this during week 2 for completion during week 3.

Select a common health problem with which each group member has had direct experience in hospital e.g. patients with diabetes mellitus, congestive heart failure, or another health problem. Discuss how the perspectives presented in the required readings may influence your nursing practice in community settings. Provide an example. You will need to complete this discussion during week 3.

Discuss with your group who will be designated to submit the group summary to the instructor via the WebCT Course Assignment tool.

Each group is to post a summary of the above discussion that must include analysis of at least 6 theorists/authors. Marks are given for APA citations and references. You may be working on this during week 3 for submission on Tues. of week 4.

Word count of 750-850 words.

Marking Criteria

Participation: (individual mark)

1. Student engages in discussion throughout the allotted time – 2 marks
2. Engagement with the group facilitates discussion – 1 mark
3. Critical thinking demonstrated – 2 marks

Group Summary: (group mark)

1. Analysis of Perspectives on Community (strengths, weaknesses) – 6
2. Analysis of Perspectives on Health (strengths, weaknesses) – 6
3. Similarities and differences between perspectives; critical thinking regarding perspectives – 6
4. Influence of perspectives in relation to selected health problem, nursing practice, example – 5
5. APA – Reference, citations and quotations are noted appropriately (2 marks), reference list is accurate (2 marks)

Assignment #2: Due Week 10: Monday, October 15, 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.

For this assignment, you will need to read the Canadian Community Health Nursing Standards of Practice located at www.communityhealthnursescanada.org.

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, **1750 words**. 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. **11 marks**
2. Discussed how the principles of Primary Health Care provide the foundations for the role of CHN. **5 marks**
3. Compared and contrasted the beliefs and values of CHN standards with your own. **5 marks**
4. Discussed the important ethical implications for CHN. **5 marks**
5. Analyzed Shield and Lindsey's (1998) health promotion practice framework for CHN. **5 marks**
6. Contrasted Hartrick's (2002) health promotion approach to relational practice for CHN to the Canadian Community Health Nursing Standards of Practice, Standard 3: Building relationships. **5 marks**
7. Identified personal potential capacities that will influence your community nursing practice. **4 marks**

8. Written a scholarly paper in APA format: **10 marks**

Assignment #3: Due Week 16: Monday, November 26, 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** (approximately one hour duration) to discuss the transtheoretical model for change. Your chosen family may be composed of either personal or professional people you know from work or your neighbourhood. Your own family members are not appropriate for this assignment. 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 also want them to identify a lifestyle habit they are currently attempting to change. Examples of appropriate lifestyle habits that families identify are trying to change are diet, exercise, and time management. Please check with your Instructor if you have any questions about the lifestyle habit your family identifies.

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 analyze 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 must be included with the assignment when submitted. The consent form may be scanned and emailed with the assignment or faxed to your Instructor at **604 436-9509**. You need to let your family know that the Instructor may phone them to discuss the assignment.

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 **1750 word**, 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. **10 marks**
2. Described the family's perspective on health and participatory relationships with health care professionals. **10 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. **15 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. **12 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. **16 marks**
6. Developed a health promotion or illness prevention plan with the family that included strategies that will assist them in their lifestyle change. **10 marks**
7. Indicated and provided examples of how you will apply the transtheoretical model of change in your nursing practice. **7 marks**

Schedule

Week of/ Number	Outcome/Material Covered	Reference/ Reading	Assignment	Due Date
Week 1	Read course outline & introduce yourself to webCT group members. Read Module 1: Course Introduction Begin reading Module 2: Exploring Community	See Module - Text: Ch. 10 Sheilds & Lindsey (1998) Hawe (1994)	Individual WebCT posting #1	Aug. 17
Week 2	Finish Module 2: Exploring Community Read Module 3: Perspectives on Health	See Module - As Above Text: Ch. 5 & 7 Hall, Stevens & Meleis (1994) C.N.A. (2000) C.N.A./C.M.A. (1995) Butterfield (2002)	Meet with selected individual to discuss concepts and complete individual WebCT posting #2 Start group discussion of theorist/authors perspectives on community and health, exploring similarities & differences.	Aug. 24
Week 3			Individual Assignment to be submitted via WebCT Continue group discussion, including application to common health problem and influence on your nursing practice.	Aug. 27
Week 4			Finish group discussion for assignment #1	Sept. 4 - Submit group summary Assignment #1

Week of/ Number	Outcome/Material Covered	Reference/ Reading	Assignment	Due Date
Week 5	Read Module 4: Exploring Community Health Nursing	See Module - Text: Ch. 3, 4, 6 & Appendix Craddock (2000) Self & Peters (2005) Oberle & Tenove (2000)		
Week 6	Read Module 5: Relational Practice: The Essence of Community Health Nursing	See Module - Text: Ch. 16 Hartrick (2002) Sawyer (1995) Chinn (2004) Labonte (1989) Browne & Fiske (2001)		
Week 7	Research Canadian literature for Assignment #2			
Week 8	Begin to write academic paper for Assignment #2			
Week 9	Complete Assignment #2: Exploring Community Health Nursing			
Week 10				Submit Assignment #2 on October 15/07 at 08:30.
Week 11	Read Module 6: Health Promotion/Illness Prevention: Strengthening Community Health. Read Changing for Good by Prochaska et al.	See Module - View: www.uri.edu/research/cprc/translationaltheoretical.htm Grimely et al (2000) Werch & DiClemente (1994)		
Week 12			Contact family and obtain written consent	
Week 13			Meet with a	

Week of/ Number	Outcome/Material Covered	Reference/ Reading	Assignment	Due Date
			selected family to discuss the stage model	
Week 14			Begin to write paper for Assignment #3	
Week 15				
Week 16	Complete Assignment #3: Promoting Health in Families			Submit Assignment #3 on November 26/07 at 08:30
Week 17	Fill out evaluation form and email to Anne Houseman, Program Coordinator.			