



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Nursing

Option: Bachelor of Science

NURS 7100**Community Nursing: Partnerships in Health****Start Date:** January 7, 2008**End Date:** May 9, 2008**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 2

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

NURS 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 promotion 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%
Assignment #2: Explore Community Health Nursing	35%
Assignment #3: Facilitating Health in a Family	45%
TOTAL	100%

Comments: All assignments must be completed to achieve a passing grade. A grade of 50% is required to pass the course.

■ **Course Learning Outcomes/Competencies**

Upon successful completion, the student will be able to:

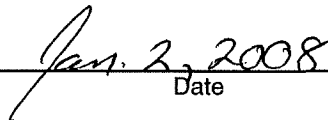
1. critically examine a variety of perspectives on and sources of knowledge for communities, health, and relational practice with individuals and families.
2. reflect on and critically explore beliefs and assumptions related to communities, health and relational practice in order to develop their own 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.



Authoring Instructor

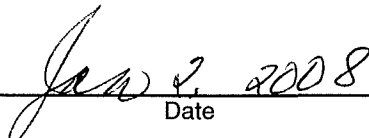


Date

I verify that this course outline has been reviewed.




Program Head/Chief Instructor

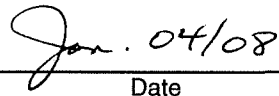


Date

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.

■ **Instructor(s)**

Marg Gorrie Course Leader	Office Location: SE12-418 Office Hrs.: Mondays 9:30–11:30	Office Phone: 604-456-8115 Cell Phone: 778-928-2314 E-mail Address: Through WebCT for NURS 7100
Lisa Seaberly	Office Location: SE12-418 Office Hrs.: Mondays 9:30–12:30	Office Phone: 604-432-8468 Cell Phone: 778-928-2362 E-mail Address: Through WebCT for NURS 7100

■ **Learning Resources**

Required:

- CRNBC student membership

Equipment and Dress Code:

- Pen and notebook for recording information while interviewing family for Assignment #3 'Promoting Health in Families.'
- Photo ID (BCIT OneCard) name badge.
- Clean, washable street clothes are required when you are interviewing the family for Assignment #3. A professional appearance is the objective: tops must cover the midriff at all times and be loose fitting; bottoms must come up to the waist and down to the knee and be loose fitting. No denim clothing is allowed. See BCIT Nursing Program Policies for students in community experiences.
- All tattoos must be covered.
- Closed-toe and closed-heel shoes. WorkSafe BC will not cover injury resulting from inappropriate footwear.

Course Modules:

- The course modules, NURS 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*. Pearson Education Canada.
- Prochaska, J.O., Norcross, J.C., & DiClemente, C.C. (1994). *Changing for good*. New York: Avon Books.

Recommended:

- Hartrick Doane, G., & Varcoe, C. (2005). *Family nursing as relational inquiry: Developing health-promoting practice*. New York: Lippincott Williams & Wilkins.
- Philosophy Task Group. (2006). *Bachelor of Science Nursing curriculum philosophy*. Burnaby, BC: British Columbia Institute of Technology.

■ Information for Students

(Information below can be adapted and supplemented as necessary.)

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. After an illness of three or more consecutive days, students must arrange to have a BCIT medical certificate sent to the department. Excessive absence may result in failure or immediate withdrawal from the course or program.

Cheating, Fabrication, Plagiarism, and/or Dishonesty:

First Offense: 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 Offense: 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 and may receive a Zero (0) or Unsatisfactory (U) in the course, and the Associate Dean will recommend to the BCIT Vice-President, Education and/or President, that the student be expelled from the program.

Attempts:

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. 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.

■ Learning Processes 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.

Systemic 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 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 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 skepticism.

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.

■ Expectations

1. As this is a guided learning course, students must initiate contact with the instructor. The instructors are available by phone, email, or appointments. The office hours are listed on the course outline.
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.

■ Expectations (cont'd.)

3. Read Module 1 to see the course overview. Then read the course assignments in the Assignments Guidelines to develop an understanding of the evaluation strategies. As you work through the modules, you will want to reflect upon the assignments and make notes on how the module information will help you complete the assignments.
4. Assignments must be done individually unless otherwise specified by the instructor.
5. Unforeseeable circumstances may necessitate the alteration of course content, sequencing, timing, or evaluations. Students will be given as much notice as possible of such changes.

■ Course Policies

1. Students are advised to read the *BCIT Nursing Program Student Guidelines, Policies, and Procedures* for information.
2. All assignments must be completed to pass the course.
3. Written assignments must not exceed the requirement for length of the paper. Any additional writing will not be read.
4. Assignments are due at 24:00 on the dates specified. If an assignment is late, the mark for the assignment will drop 10% for each day it is late (includes weekends and holidays). For example, if an assignment is worth 20%, 2 marks will be lost each day for lateness.
5. Extensions may be granted on an individual basis for an unexpected or unusual situation.
6. Assignments will be marked within a three week period.
7. Students are expected to submit academic papers according to the standards of the American Psychological Association (2001). Please review the Nursing Program APA Guidelines distributed in Level 1 for expectations in this course. APA style is about precision and conciseness of academic writing, not the more informal prose of fiction. If you have not already done so, you may want to read Chapters 2 (*Expressing Ideas and Reducing Bias in Language*) and 3 (*APA Editorial Style*) to ensure you are following the style expectations.
8. 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.
9. Assignments must be submitted using the WebCT **Course Assignment** tool. Please send assignments as Word documents. Please make sure you submit assignments under the appropriate heading.
10. Students will be required to submit a medical certificate if a student's ability to complete the course is affected for medical reasons. Please see Policy #1 above.

■ Course Policies (cont'd.)

11. The instructor will use WebCT to communicate course information. **Please check the *Announcements* tab weekly for helpful hints and information about the course. Information specific to a student group or individual students will be sent via email.**
12. **Please contact the instructor via WebCT during the first week of the course to ensure the technology is working for you and to introduce yourself:**
 - Use the discussion topic “**Introductions.**”
 - During Week 1, introduce yourself. You may have worked with most of the students in the class, but the instructor likely doesn't know you. Also, other students may not know about your volunteer or extracurricular experiences which may be relevant to community nursing. Please tell us about yourself, your nursing goals, and any experiences you have had which might relate to community nursing.
 - Students having difficulty accessing WebCT via <http://online@bcit.ca> should call the technology service desk at 604-412-7444 or 1-800-351-5533 or email techhelp@bcit.ca. Your ID is your student number (A00 000 000) and your password is your student number as well.

■ 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 that is aimed at modifying the course as needed for subsequent students.

■ Assignment Details

There are two types of assignments in this nursing course:

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

Specific information is available from the homepage of the WebCT course and available in the Assignments Guidelines.

