



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Nursing

Option: Bachelor of Science

NURS 7100**Community Nursing: Partnerships in Health****Start Date:** August 18, 2008**End Date:** December 12, 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 introduce a broad overview of Community Health Nursing. This course is a print-based distance learning course with online components. It focuses on examining multiple perspectives on health and community. Students critically examine the beliefs, values, and assumptions that underlie the way community nurses engage in partnerships with individuals, families, and groups. Students also critically examine primary health care principles, health promotion and illness prevention strategies, and the Trans-theoretical Model of Lifestyle Change as frameworks for community health nursing. The processes of partnership, critical thinking, and systematic inquiry and the concepts of health, community, and partnership are fundamental aspects of the course. These processes and concepts help students build knowledge and skills to facilitate health for individuals, families, and groups.

■ Evaluation

Assignment #1: Perspectives on Community Health	20%	Comments: All assignments must be completed to achieve a passing grade. A grade of 50% is required to pass the course.
Assignment #2: Explore Community Health Nursing	40%	
Assignment #3: Facilitating Health in a Family	40%	
TOTAL	100%	

■ Course Learning Outcomes/Competencies

Upon successful completion of this course, the student will be able to:

1. analyze multiple perspectives on communities, health, and partnership.
2. reflect on and critically explore own and others' beliefs and assumptions about communities, health, and partnership.
3. systematically inquire about community health nursing to identify own potential capacity for community health nursing.
4. analyze the contribution of primary health principles to community and health.

■ Course Learning Outcomes/Competencies (cont'd.)

5. examine the relationship between the Trans-theoretical Model of Lifestyle Change and health promotion and illness prevention.
6. examine how the Trans-theoretical Model of Lifestyle Change applies to a family.

■ Verification

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

Marg Larive
Authoring Instructor

June 12, 2008
Date

I verify that this course outline has been reviewed.

Anne Hecce
Program Head/Chief Instructor

June 13, 2008
Date

I verify that this course outline complies with BCIT policy.

Arvid
Dean/Associate Dean

June 13/08
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.: <i>Tuesdays</i> 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 (May 2008 Edition), may be accessed online through WebCT for NURS 7100.

Textbooks:

- Stanhope, M., Lancaster, J., Jessup-Falcioni, H., & Viverais-Dresler, G. (2008). *Community nursing in Canada*. Toronto, ON: Mosby Elsevier.
- 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.

■ Process Threads Relevant to this Course

Professionalism — professionalism is a process that evolves throughout professional life as nurses make the client (the individual, family, and community) the primary focus of nursing and commit to providing nursing service in the community interest (Bachelor of Science in Nursing Curriculum Philosophy, 2006). Students commit to using reasoning and reflection to develop professional nursing attitudes, judgments, knowledge, and skills.

Students commit to honesty, integrity, responsibility, accountability, and moral commitment consistent with the Canadian Nurses Association Code of Ethics for Registered Nurses (2002) as they develop optimism, comfort with uncertainty, and passion for nursing in their first community nursing theory course. This includes developing an appreciation for the philosophical beliefs and values underlying community nursing.

Communication — is a dynamic process by which embodied, verbal, written, emotional, and spiritual messages are exchanged (McMaster University, 1993). Students develop professional communication by establishing shared meaning and partnership with other nursing students and a family. They also word process essays using APA style.

Students develop partnerships by believing all human beings have worth and potential and are unique. They value cooperation and commit to sharing the responsibility, risk, and power inherent in partnerships. They value partnership, open communication, and the contribution colleagues bring; they believe in the capacity of others to engage in partnership and empowerment.

Nursing partnership is developed in this course:

- Students agree to partner and negotiate roles, responsibilities, and actions.
- Students use critical listening to explore concerns, assist with self-reflection, identify capacities, and build trust in the partnership.
- Students discuss with one another the application of the course frameworks and build on facilitator skills learned in other courses.

Systematic Inquiry — involves the processes of critical thinking, decision making, and research. They access course modules, textbooks, academic literature, and online resources including WebCT for research information and course work.

- Students develop critical thinking by continuing to challenge assumptions, consider the importance of context, imagine alternate perspectives, and develop reflective skepticism (Brookfield, 1987). They engage in self-reflection and dialogue with others. This reflective questioning, critical thinking, and evidence search is used to develop their understanding of the Trans-theoretical Model of Lifestyle Change and primary health care.
- Students develop decision making with a family by using reasoning and reflection to make connections and judge information. Students use critical thinking and academic research to develop change strategies with the family.
- Students develop research ability by initiating a diligent, systematic investigation of concepts and data. They critically read appropriate, relevant academic literature to expand their body of knowledge.

■ Process Threads Relevant to this Course (cont'd.)

Professional Growth — is a process of self-inquiry and self-discovery that facilitates learning. Students are committed to professional growth. They evaluate their performance, assess learning gaps, reflect on these gaps and why they might exist, manage information to search for learning opportunities, think critically about learning options, and then critically appraise the consequences of the learning options implemented. Students have self-discipline, initiative, commitment to nursing, and passion for nursing practice to engage with nursing students to enhance their professional growth. They reflect on their values, beliefs, and assumptions about nursing concepts regarding community nursing. Students assume responsibility and accountability for professional growth in this course.

Creative Leadership — is a process that evolves throughout a nurse's professional life. Students continue to develop creative leadership that enhances and supports the creative potential within followers by nourishing a common vision and focusing activity towards the common goal. Students continue to learn to understand themselves so they can transcend self-interest, establish meaningful connections with nursing students, instructors, and family members, challenge the status quo, and incorporate nursing ethics into their actions. Students support self-direction and risk taking in other nursing students and recognize the contribution of others.

Students continue to work to develop exemplary followership (Kelley, 1992). That is, they are working to develop the independence and initiative to think critically and challenge their student colleagues so the best idea, strategy, or goal is identified, but they remain loyal, energetic supporters of the common goal (Chaleff, 1998). Students recognize their strengths and appreciate their unique contribution to the common goal. Students continue to develop their ability to move between exemplary followership and creative leadership roles as the situation requires.

Technology-in-practice — "Technology involves organizations, procedures, symbols, new words, equations and... a mindset" (Franklin, 1990, p. 12). Technology-in-practice is the ways of knowing, being, and doing in health that enhances patient care and community health. Students continue to develop an understanding of the impact of technology-in-practice on culture, socially accepted practices, and values. Students begin to recognize the impact of technology-in-practice on communities.

■ Expectations

1. As this is a guided learning course, students must initiate contact with the instructor. The instructors are available by phone, email, or appointment. 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.
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.
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.