


HOW COMMUNITY HEALTH NURSING EDUCATION LEADS TO HOLISTIC CARE: A STUDENT'S PERSPECTIVE

Author: **Chandecia French**, Student Nurse 3, Ryerson University, Toronto, ON
 Co Authors: Debbie Cameron, RN, MEd, MSN, Toronto, ON; Beverly Griffiths, RN, Toronto, ON; Yassin Shariff, RN, Toronto, ON



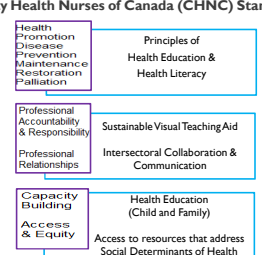
COMMUNITY HEALTH NURSING EDUCATION - THEORY

What we learn:

- Social Determinants of Health
 - Equitable distribution of social determinants of health indirectly and directly affect health and well-being
- Using the Community Nursing and Socio-environmental Lens
 - Opportunity to learn how to view the client in the context of social determinants of health.
 - Once the student understands the many factors that have an effect on the client's health, they can adjust their approach and provide comprehensive and holistic care.
 - It is through a socio-environmental lens that social justice (access to health services and equitable distributions of social determinants of health) becomes very important in promoting health through health education at all levels of health care.
- How to apply the Community Health Nurses of Canada (CHNC) Standards of Practice

COMMUNITY HEALTH NURSING EDUCATION - THEORY

Applying the Community Health Nurses of Canada (CHNC) Standards of Practice



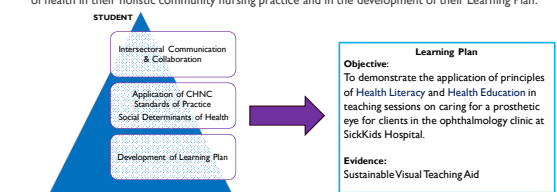
The diagram maps CHNC standards to teaching aids and health education topics:

- Health Promotion, Disease Prevention, Maintenance, Restoration, Palliation** → **Principles of Health Education & Health Literacy**
- Professional Accountability & Responsibility, Professional Relationships** → **Sustainable Visual Teaching Aid**
- Professional Relationships** → **Intersectoral Collaboration & Communication**
- Capacity Building, Access & Equity** → **Health Education (Child and Family)**
- Capacity Building, Access & Equity** → **Access to resources that address Social Determinants of Health**

COMMUNITY HEALTH NURSING EDUCATION - PRACTICE

I operationalized the community health nursing principle of intersectoral/interdisciplinary collaboration and communication through: **The TRIAD – Student, Faculty Advisor and Preceptor(s)**

- Necessary to facilitate the student's application of community health nursing standards and social determinants of health in their holistic community nursing practice and in the development of their Learning Plan.

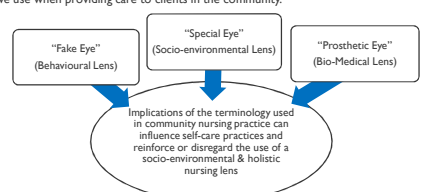


The TRIAD model shows the interaction between the Student, Faculty Advisor, and Preceptors leading to a Learning Plan. The Learning Plan objective is to demonstrate the application of principles of Health Literacy and Health Education in teaching sessions on caring for a prosthetic eye for clients in the ophthalmology clinic at SickKids Hospital. Evidence includes Sustainable Visual Teaching Aid.

COMMUNITY HEALTH NURSING EDUCATION - PRACTICE

I operationalize the community health nursing principle of intersectoral/interdisciplinary collaboration and communication through: **Working with the Ocularist**

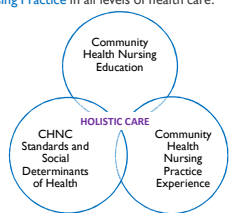
- I gained insight into the multifaceted nature of client care and discovered how important it is to consider the language we use when providing care to clients in the community.



The diagram shows three lenses: "Fake Eye" (Behavioural Lens), "Special Eye" (Socio-environmental Lens), and "Prosthetic Eye" (Bio-Medical Lens). These lenses influence self-care practices and reinforce or disregard the use of a socio-environmental & holistic nursing lens.

IN CONCLUSION

The content from my community health nursing theory course, in conjunction with my community placement experiences, has led me to value how **Community Health Nursing Education** leads to the development of **Holistic Nursing Practice** in all levels of health care.



The Venn diagram shows the intersection of CHNC Standards and Social Determinants of Health, Community Health Nursing Education, and Community Health Nursing Practice Experience, leading to **HOLISTIC CARE**.

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Chandecia French
 Student Nurse 3
 chandecia.walker@ryerson.ca