

***Local Interprofessional and
Intersectoral Partnerships to
Address Under or Never Served
Populations***

**12th CHNC Conference
June 2017
Niagara Falls Canada**

Presented by: Prof. Ruth Schofield RN, MSc(T), &
in collaboration with Dr. Olive Wahoush RN, PhD

Participant Outcomes

- Discuss partnering collaborations that harness student interest and learning to bring added value to community settings with high needs
- Identify potential opportunities in their own settings
- Engage in discussion about the risks and benefits of these local collaborations

Presentation today

- Background about Community Health Nursing course
- History of placements
- Opportunity development with three placements
- Risks and benefits of partnerships

Community Health Nursing

- A professional practice course
 - Students learn community health nursing practice with clients as mostly communities, and populations
 - Wide variety of settings and client population age
 - CASN Entry to Practice PHN Competencies integrated/Practice Tools (1-4)
 - Students learn to promote the health of clients through collaboration with them using various health promotion approaches.

Format and Evaluation

Format

- Placement site community preceptor/contact (3 meetings)
- Tutor - weekly conferences on-site
- Student professional practice = 72 hours
- 4 students/placement & 2 placements/tutor

Evaluation

- Assignments – learning plan, clinical reasoning worksheets, EIDM, Intersectoral Collaborative Practice exercise & reflection
- Pass Fail

Course Ends in View

Students

- provide client centred care with individuals, families, groups, communities and populations
- engage in community health nursing practice in and with the community
- develop professional relationships with their clients
- build clinical reasoning and judgment in recognizing client assets and needs, interpreting and responding to health inequities relevant to their clients

Course Ends in View Cont'd

- collaborate with peers, individuals, families, and community partners, various sectors, disciplines and community members to address the health inequities
- implement health promotion interventions guided by the Canadian Community Health Nursing Standards of Practice, CASN ETP PHN Competencies, relevant literature and research, and ethics
- demonstrate professional accountability

Professional Practice Tools

- Practice Tool #1: Community assessment
- Practice Tool #2: Measuring health of community
- Practice Tool #3: Health promotion approaches
- Practice Tool #4: Program planning and evaluation

History of Placements

- Overtime past 15 years from 14 to 72 practice hours
- Placements with opportunities to work with client populations, communities and settings
- Placements focused on individuals and families moved to 4th year
- Total hours in community for the McMaster site – approx 10000 hrs per year.

**Number of Students and Percentage of Placements by Level in
Service Learning Organizations & Community Placements
Outside of Health Sector**

Course	n=	Site	%
Year 1	118	Social Service agencies (Big Brothers Big Sisters, Food Banks, Supportive housing)	56%
Year 2	162	Social Service agencies (Big Brothers Big Sisters, Food Banks, Supportive housing)	61%
Year 3	383	Schools, Housing, Ontario Early Years Centres, ESL programs	93%
Year 4	62	LTC, Public Health, Home Health, Primary Care, Corrections, Occupational Health, Community Mental Health, Global Health	38%

Observation & Opportunity

- Some frustration with experiences in different placement term to term and little opportunity to engage in longer term more substantive programming to better serve clients
- Three opportunities
 - 1) Enhancing partnership with an Adult learning programs for newcomers to Canada – *IN PROGRESS*
 - 2) Exploring opportunity for ongoing partnering with a high needs school – *IN PROGRESS*
 - 3) Developing seniors engagement approaches facing social isolation- *IN PROGRESS*

Opportunity 1 Adult learning centre

Context: Adult Learning Centre for mostly newcomers

- Multi-year placement
- Health literacy in the context of language acquisition
- Students – employ population health assessment and health promotion activities for community health practice
- Plan interventions with detailed attention to language acquisition related to health

Opportunity 1 Results (cont'd 2/4)

Results

- A variety of health topics to address health literacy identified and presented to and with clients in the setting adapted for:
 - level 1 language
 - level 4 language

Topics – Canadian Health care system, Sun Safety, Emergency calling, Smoking Cessation, Fitness, Immunization and Healthy Eating.

Opportunity 1 Results (cont'd 3/4)

Nursing Students

- Produced materials in appropriate language levels
- Developed awareness of and confidence with non-verbal communication greatly enhanced
- Considered careers in Public Health Nursing, several changed from an acute care career path to Public Health
- Learned to collaborate with other sectors eg. emergency call practice exercise shared with Hamilton Immigrant Partnership Council
- Collaborated with Public Health Nurse on best evidence and public health messages

Opportunity 1 Results (cont'd 4/4)

Client Population and Setting

- Gained current health resources to increase access (Adult Learning Centre)
- Welcomed new information and resources to understand health care system (students)
- Shared with family members (students)

Opportunity 2: Elementary School

Context

- High needs school in priority neighborhood in Hamilton
- Observed complex and multiple needs, especially low physical activity and unhealthy eating
- High % of immigrant students
- School catchment - low SES area, both parents working
- Elementary student and parent engagement valued by school

Opportunity 2 Results (cont'd 2/4)

Results

- Peer-led physical activity during recess developed
- Family event involved over 300 parents
- Healthy eating station
- Local service eg. YMCA participated in event

Opportunity 2 Results (cont'd 3/4)

Nursing students

- Learned to work with the assets and resources attached to the school
- Unsolicited feedback from children, teachers, and parents overwhelmingly positive
- Developed skills in advocacy, partnership, health messaging, inter-sectoral collaboration, program planning

Opportunity 2 Results (cont'd 4/4)

Client Population

- Student engagement and leadership
- Family involvement in their child's education and health
- Partnerships with local services strengthened
- Continues as an annual school with nursing students

Opportunity #3 – Social Housing

Context: Social housing for seniors

- Low income subsidized housing for seniors
- Isolation, frequent use of health services
- Growing newcomer population
- Multiple housing sites
- Multi-year partnership

Opportunity #3 – Results (2/3)

Results

- Weekly drop-in coffee hour
- Door-to door brief survey
- Health Fair involving up to 50 seniors
- Participation of up to 10 different local community and health services

Opportunity #3 – Results (3/3)

Nursing students

- Overcame stereotypes
- Developed new skills in team work, health promotion
- Elicited involvement of private sector eg. Funeral Home, health and social services, immigrant services, Asian Society
- Secure funds to provide food

Opportunity # 3 – Results (4/4)

Client Population

- Reduced social isolation
- Greater engagement with own cultural groups and community services
- Increased collaboration between services

Observation

- Students and their tutors are resources to local communities, populations, groups families and individuals
- They are informed and at the same time learning, they contribute time and effort that can be harnessed for community benefit

Risks and Benefits of Partnerships

Risks – Community & Nursing Program

- Community capacity and burnout
- Faculty and partner changes
- Succession planning

Benefits – Community & Nursing Program

- Synergy for health
- Capacity building for client population, community and students
- Student preparation for entry to practice

Discussion Points/Questions

- Do you have similar examples to share?
- Any other risks & benefits?
- Any thoughts? Comments? Cautions?