

“Code CHN”



Extreme Measures to Reveal Standards of Practice in CHN Curriculum

7th Annual Community Health Nursing Conference

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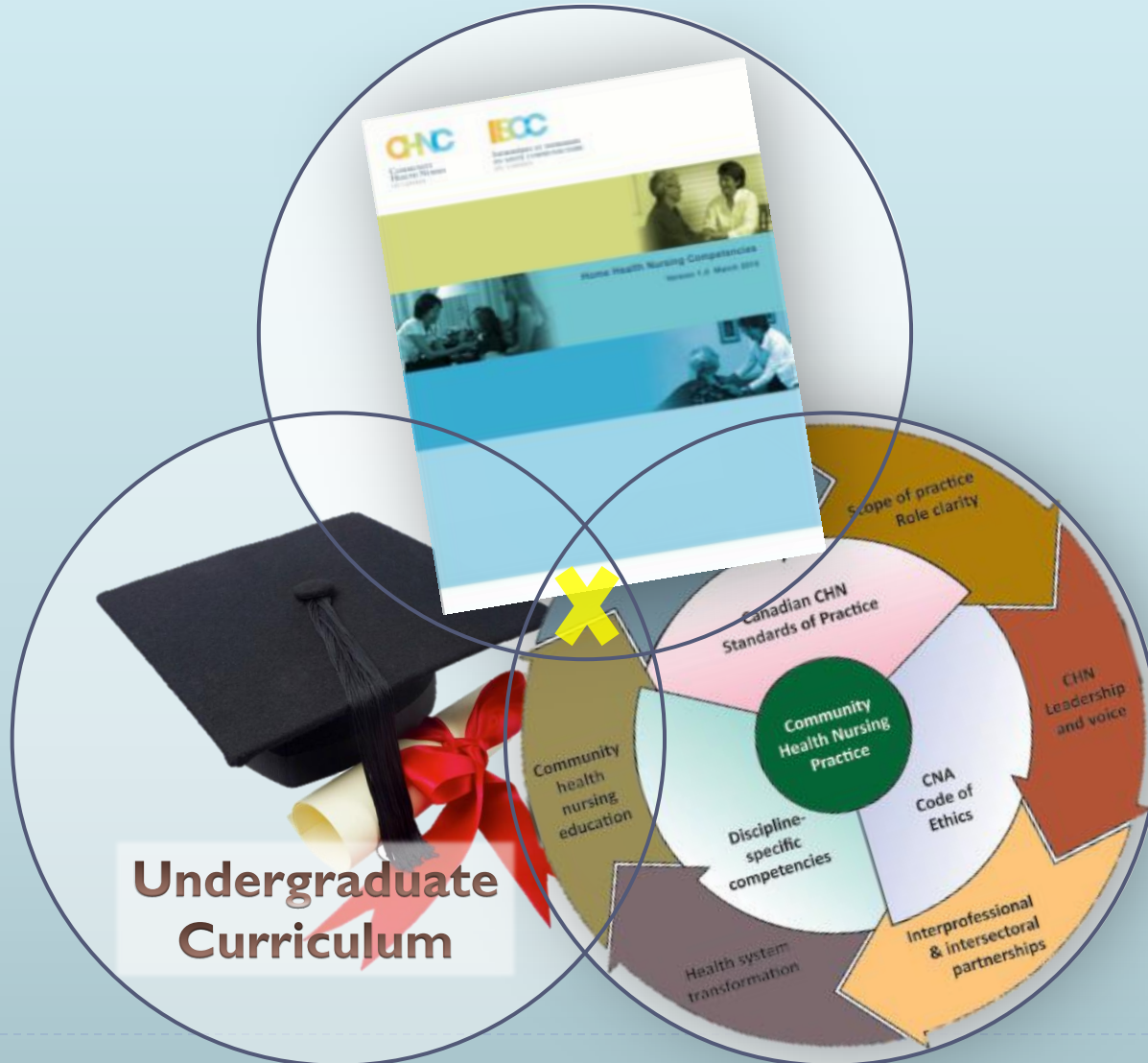
Kelowna, B.C., June, 2013

Overview

- ▶ Setting the Scene
- ▶ Community Health Nursing (CHN) Log Design & Implementation
- ▶ What We Discovered
- ▶ Student Voice: “Dotmocracy”
- ▶ So What?
- ▶ Suggestions



Setting the Scene



CHN Curriculum

- ▶ Curriculum involves 4 integrated courses that unfold from September to April. 2 Theory + 2 Practicum courses
- ▶ CHN Practicum courses =
 - ▶ 1 day per week (7 hours) PHC placement with a nurse preceptor
 - ▶ 1 day per week 'CHN Learning Activities'
- ▶ Codes focus **exclusively** on CHN learning activities
- ▶ Fall session students learned how to use the CHN Log
- ▶ **Winter 'advanced' session is context for this data collection**
- ▶ Total CHN time in winter session = ~4500 hours (52 students)



CHN Learning Objectives

The student will be able to:

- ▶ 1. Explain how their CHN actions link to integrative socio-ecological approach to health across the lifespan; *relate all CHN learning activities to relevant Standards via selection/entry of appropriate CHN Log codes.*
 - ▶ 2. Build and nurture collaborative partnerships for the purpose of contributing to community capacity; to promote authentic public participation of people/families/groups or populations.
 - ▶ 3. Connect community-based experiences to course theory; to improve depth of insight and to advance personal/ professional development.
 - ▶ 4. Demonstrate effective application of multiple dimensions of communication.
 - ▶ 5. Consistently demonstrate Professionalism and Accountability within all CHN contexts.
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CHN Log Design & Implementation



- ▶ Excel (common software) – practical necessity but not ideal
- ▶ Template with drop down lists for the pre-defined time log scheme
- ▶ One worksheet for each month
- ▶ Template stored on Learning Management System
- ▶ Students downloaded the template, entered their time and submitted to faculty
- ▶ Faculty collated data in a database (Microsoft Access) and decoded
- ▶ Reporting and analysis carried out using Excel pivot tables and charts



The CHN Log Template

log 2013 march - Microsoft Excel

File Home Insert Page Layout Formulas Data Review View Developer

Clipboard Font Alignment Number Styles Cells Editing

B3 202

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Family Name:			First Name:					Agency:	CSSS				
2	Date	Context	Partner	Purpose	Action1	Action2	Action3	F/U	Cientele	Language	Time	Specify		
3	11/03/2013	202	2	607	4100	4101	4103	701	802	401	3	prep for workshop		
4	11/03/2013	202	1	607	6000	6102	6200	701	804	401	2	done on march 15th		
5	18/03/2013	204	2	607	4100	4122	4123	701	802	401	2.5			
6	18/03/2013	205	4	607	1200	1221		700	802	401	0.5			
7	25/03/2013	207	2	607	4100	4105	4106	701	802	401	3			
8	01/04/2013	208	1	607	4100	4124	4125	701	804	401	2	done on april 5th		
9	08/04/2013	202	542	607	4100	4122	4126	701	802	401	3			
10	10/04/2013	207	545	607	4100	4125	4126	701	805	401	4	plus 3h (CHN DAY)		
11	15/04/2013	207	544	606	4100	4125		707	802	401	4	presentation day		
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January February March Codes

Ready 100%

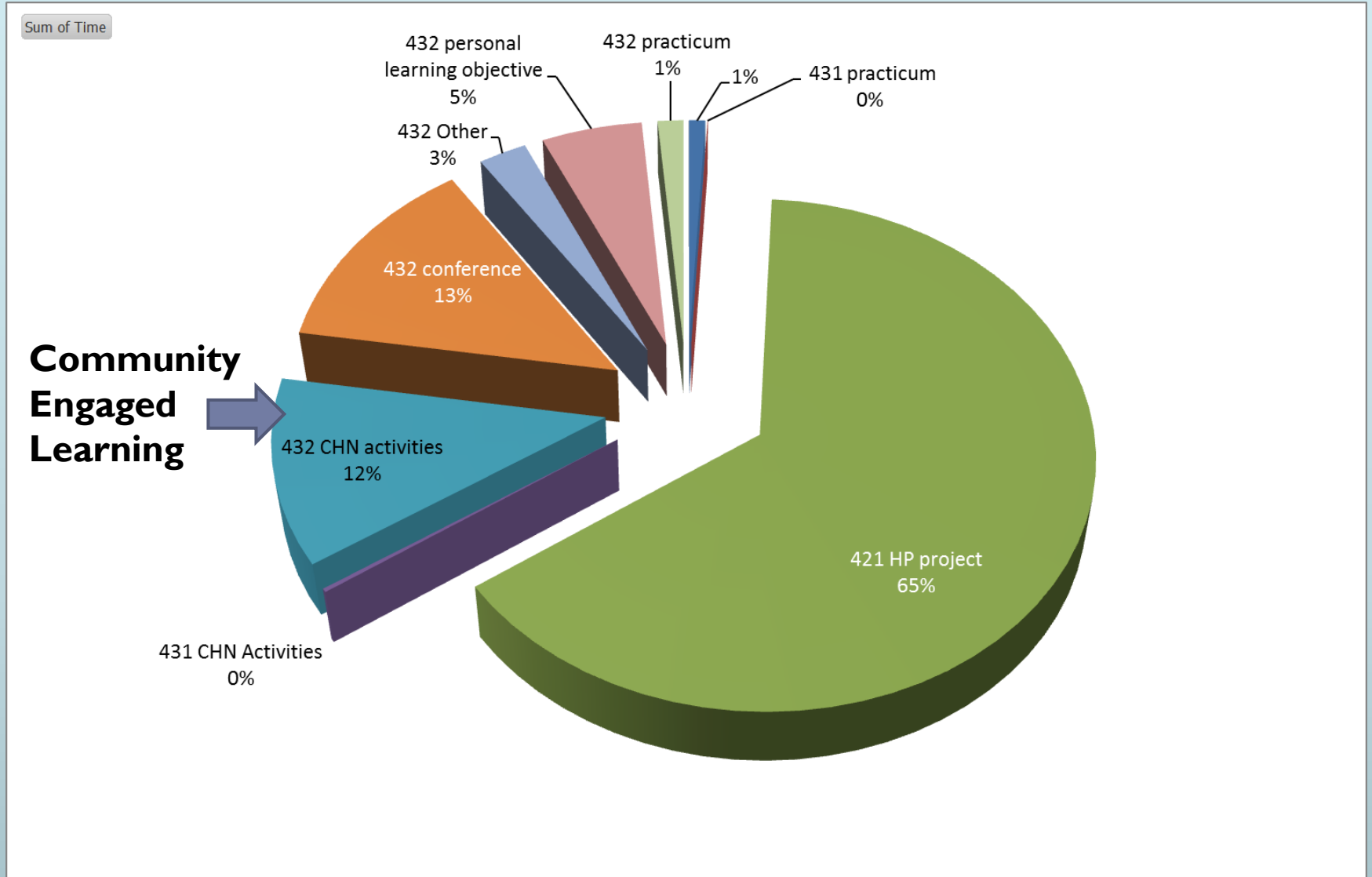
Action Codes Snapshot

Action 1	
_1000	Coordination (4;3;7)
_1100	Conference (7)
_1200	Faculty consultation (7)
_2000	431/432 Partnership(s) (4)
_2100	420/421 Project Partnership(s) (4)
_3000	431/432 Independent learning activity (1;6)
_4000	420 EHA Project/team (1, 7)
_4100	421 HP Project/team (1, 2, 7)
_3100	Special context
_5000	Health education, prevention & protection (2)
_6000	Health promotion (1)
_7000	Political Action/ Advocacy (5; 6;7)
_8000	Health Communication Campaign (1)

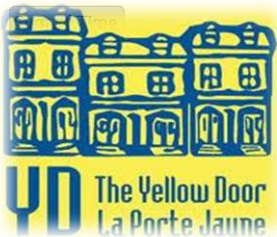
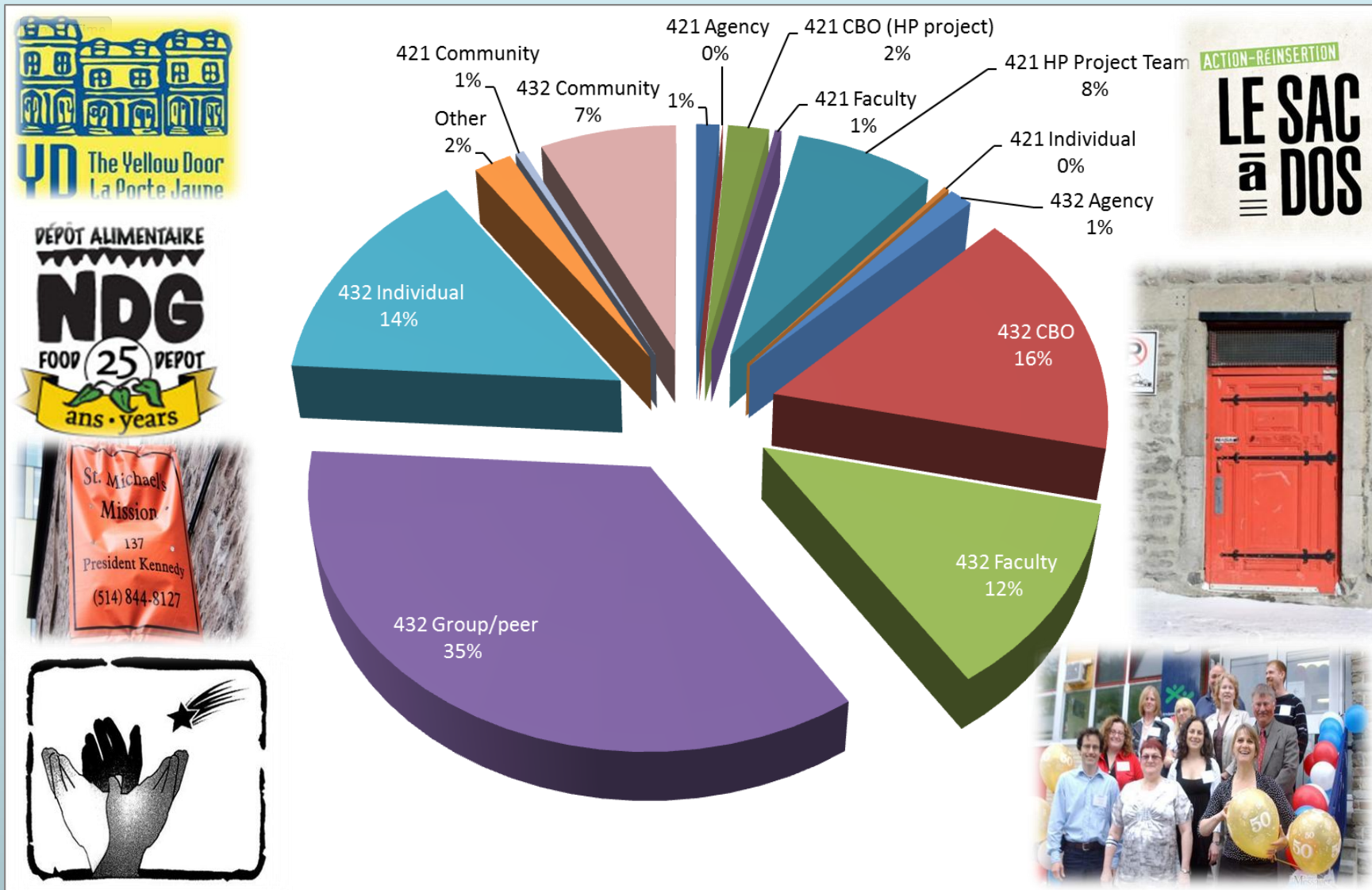
What We Discovered



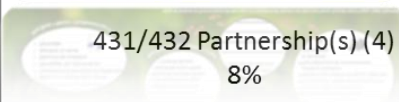
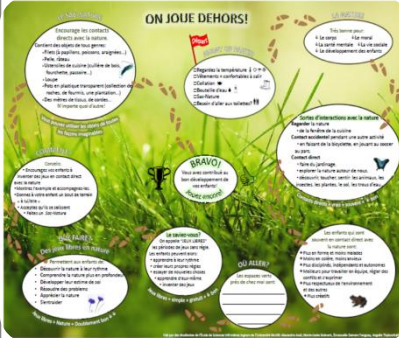
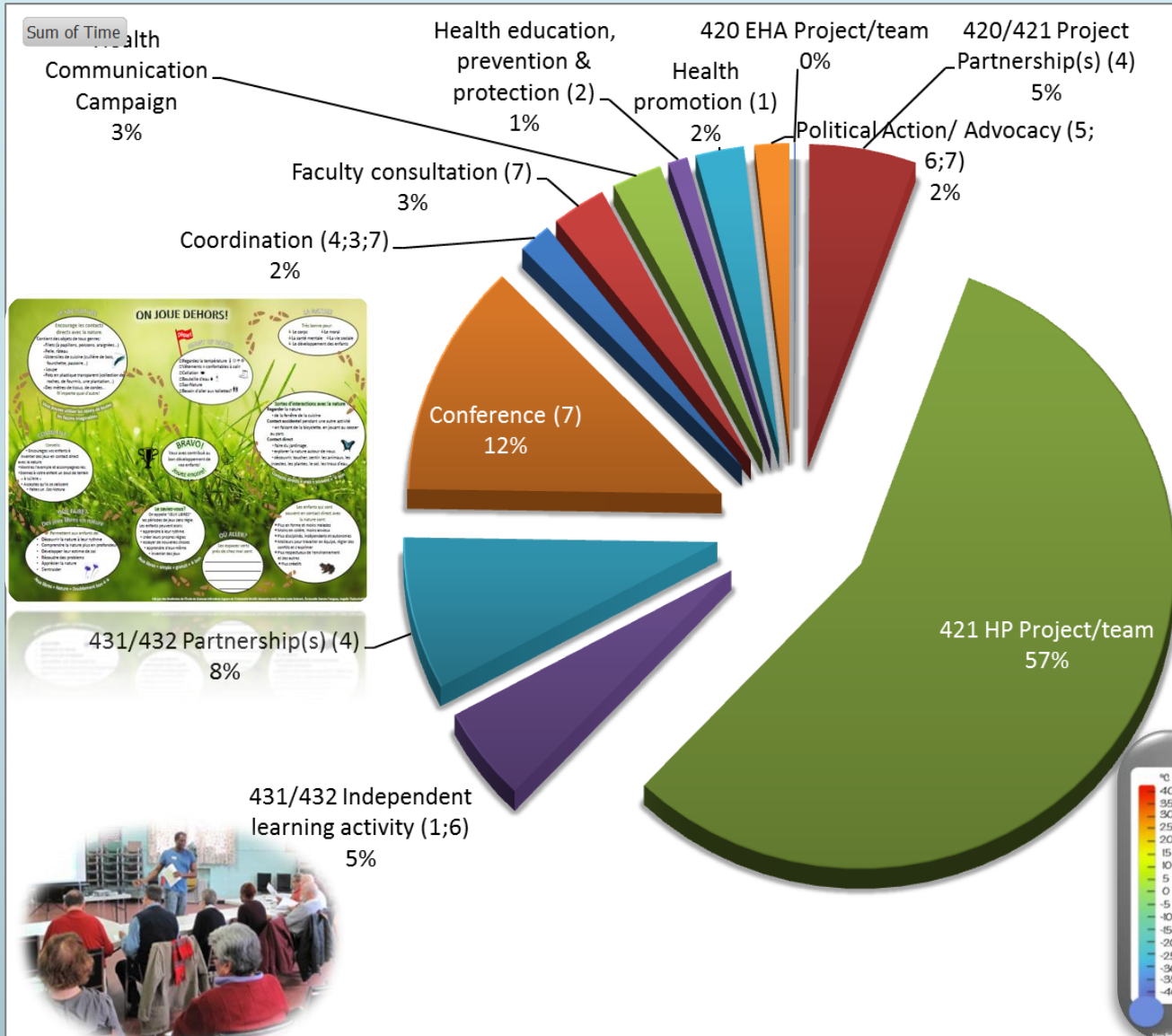
CHN Day: % Time Devoted to Purpose



CHN Day: % Time Devoted to Partners



CHN Day: % Time Devoted to Action 1 Including 421 Project



Family Mealtime:

More than "just eating"!

Let's Reach Out

The '10 on 10' Day of Action - Be Part of the Wave-

Call to Action on April 10th at 10:00 AM local time

What? Seniors are an important part of our heritage, our families and our communities. The numbers show that as they age, becoming more at risk for depression over time. Signs of their depression are often not recognized, so seniors may not get the help they deserve. It does not have to be this way.

So what? Every senior needs to know they are important to us. Let's reach out today to seniors across Canada.

Now what? Start by knowing the Let's Reach Out! Public Service Announcement on YouTube. Learn more about seniors' risk for depression - read the Background Tool. Be part of the wave - reach out and connect with a senior in your community. Spread the word - share this call to action with everyone you know.

<http://www.pseeds.com/LetReachOut10>

International Friends-Join in with us
The time is now!

We'll have a fun to play in reality, awareness and reaching out to community seniors.

Let's Reach Out!

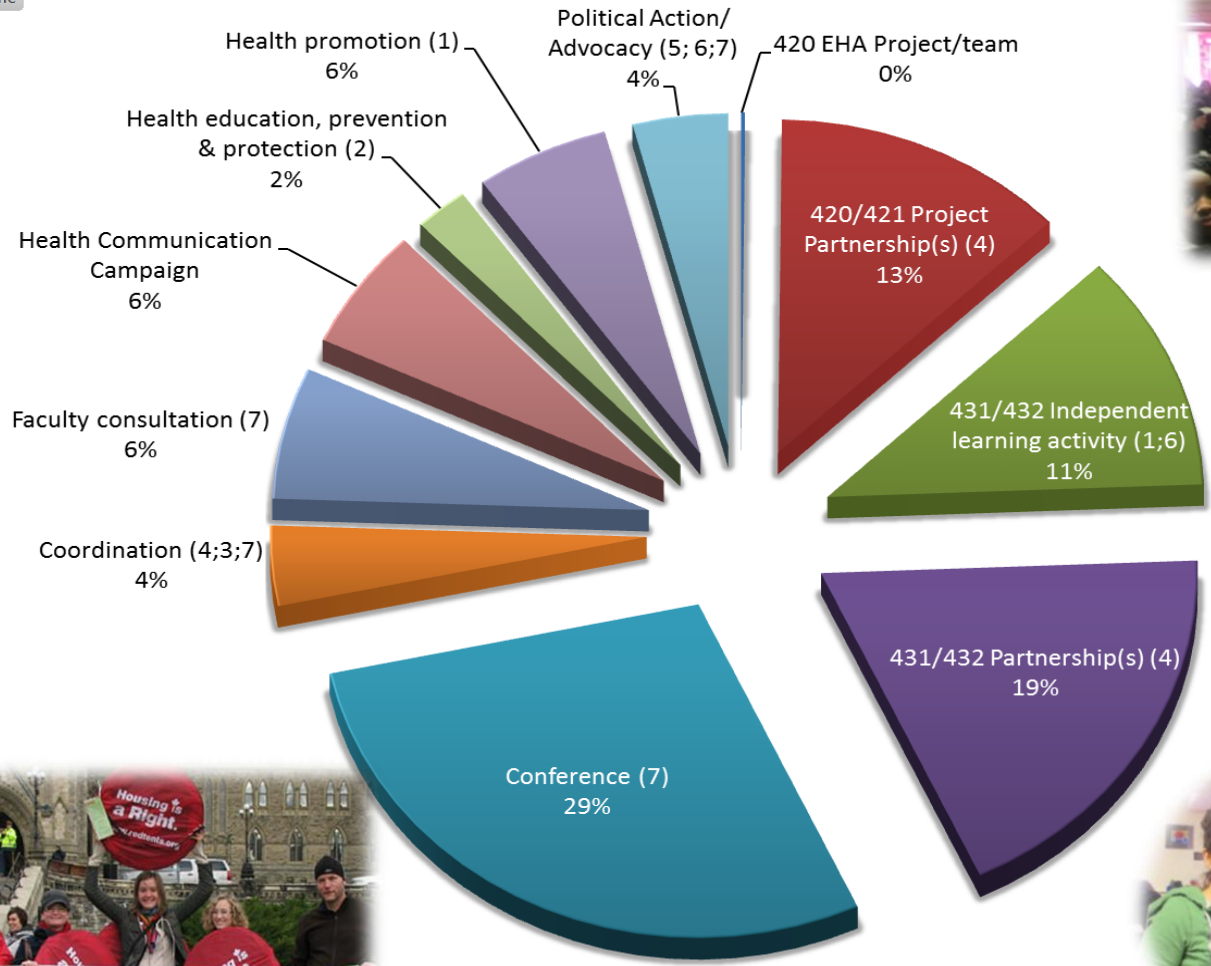
Weather Wise

Temp	What could happen?	What to do?
40°	Heat stroke, heat cramps and extreme fatigue	Stay hydrated and wear light clothing. Take breaks in shade.
30°	Fatigue and dehydration	Drink water and wear light clothing.
20°	Hypothermia when playing outside for long periods	Wear warm clothing and hats. Take breaks in shade.
10°	Frostbite and hypothermia after 30-60 minutes	Wear warm clothing and hats. Take breaks in shade.
0°	Increased need to eat, drink, and wear warm clothing	Wear warm clothing and hats. Take breaks in shade.
-10°	Frostbite and hypothermia after 15-30 minutes	Wear warm clothing and hats. Take breaks in shade.
-20°	Increased need to eat, drink, and wear warm clothing	Wear warm clothing and hats. Take breaks in shade.
-30°	Frostbite and hypothermia after 10-15 minutes	Wear warm clothing and hats. Take breaks in shade.
-40°	Increased need to eat, drink, and wear warm clothing	Wear warm clothing and hats. Take breaks in shade.

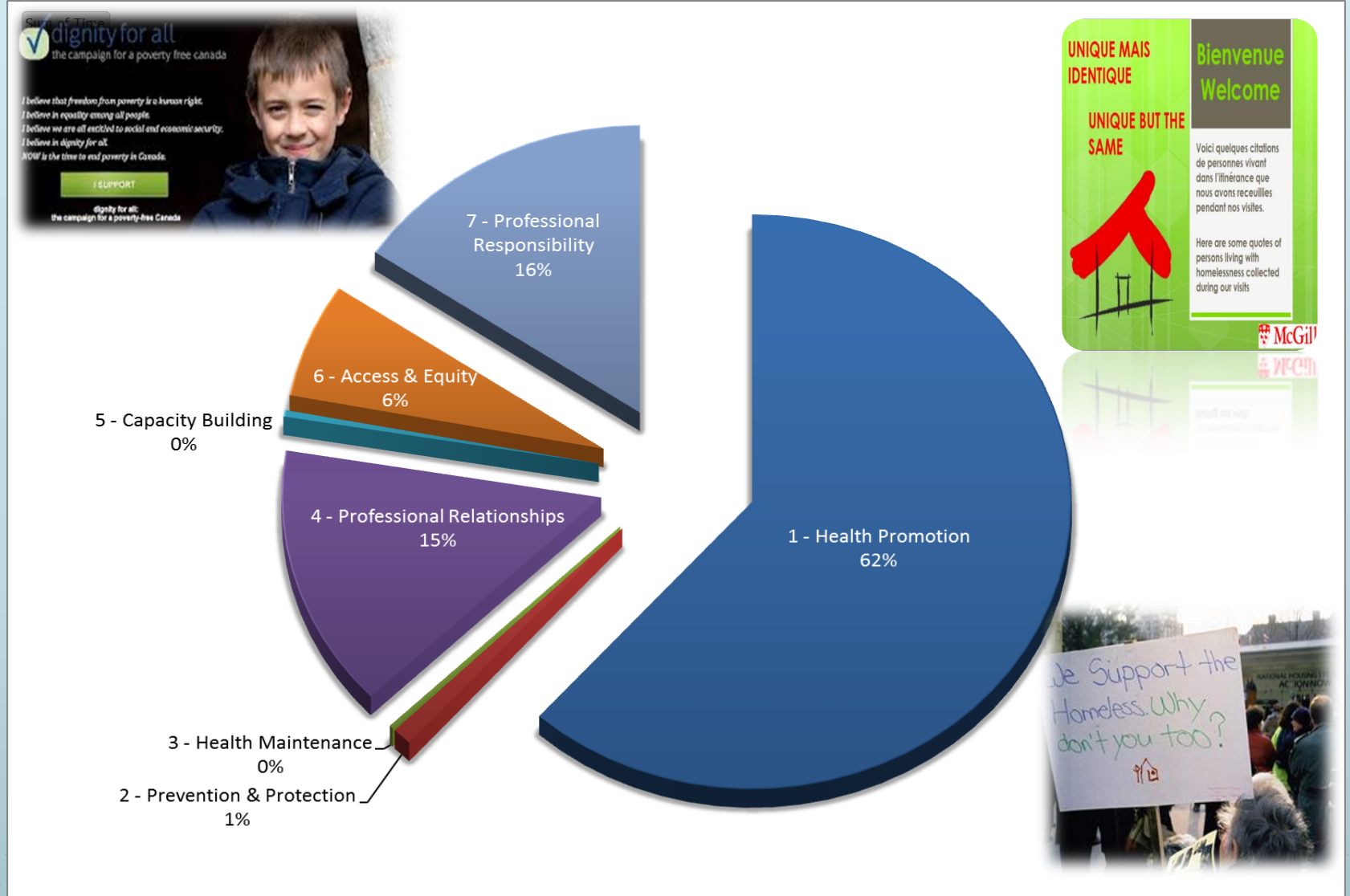
LE SAC à DOS

CHN Day: % Time Devoted to Action 1 Excluding 421 Project

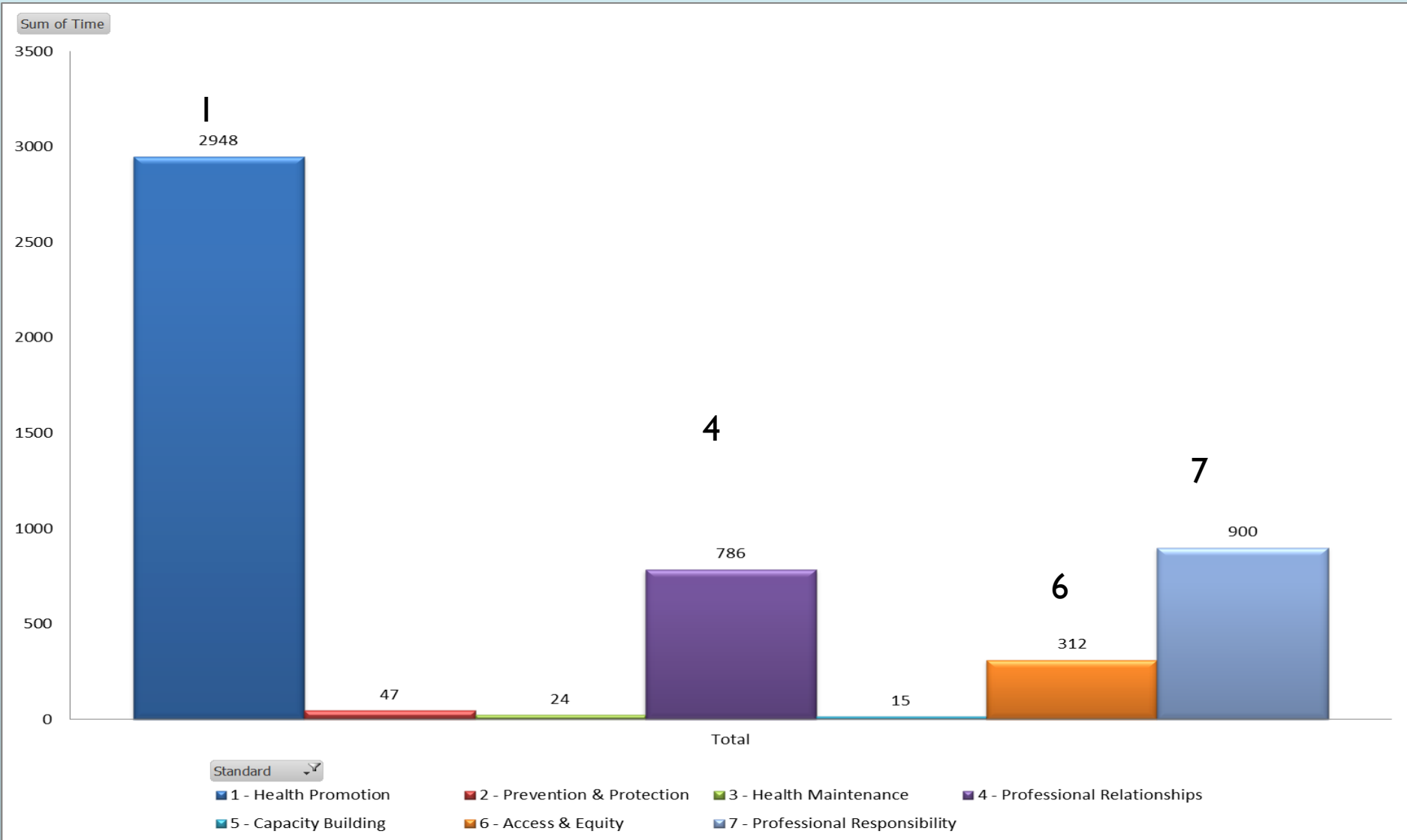
Sum of Time



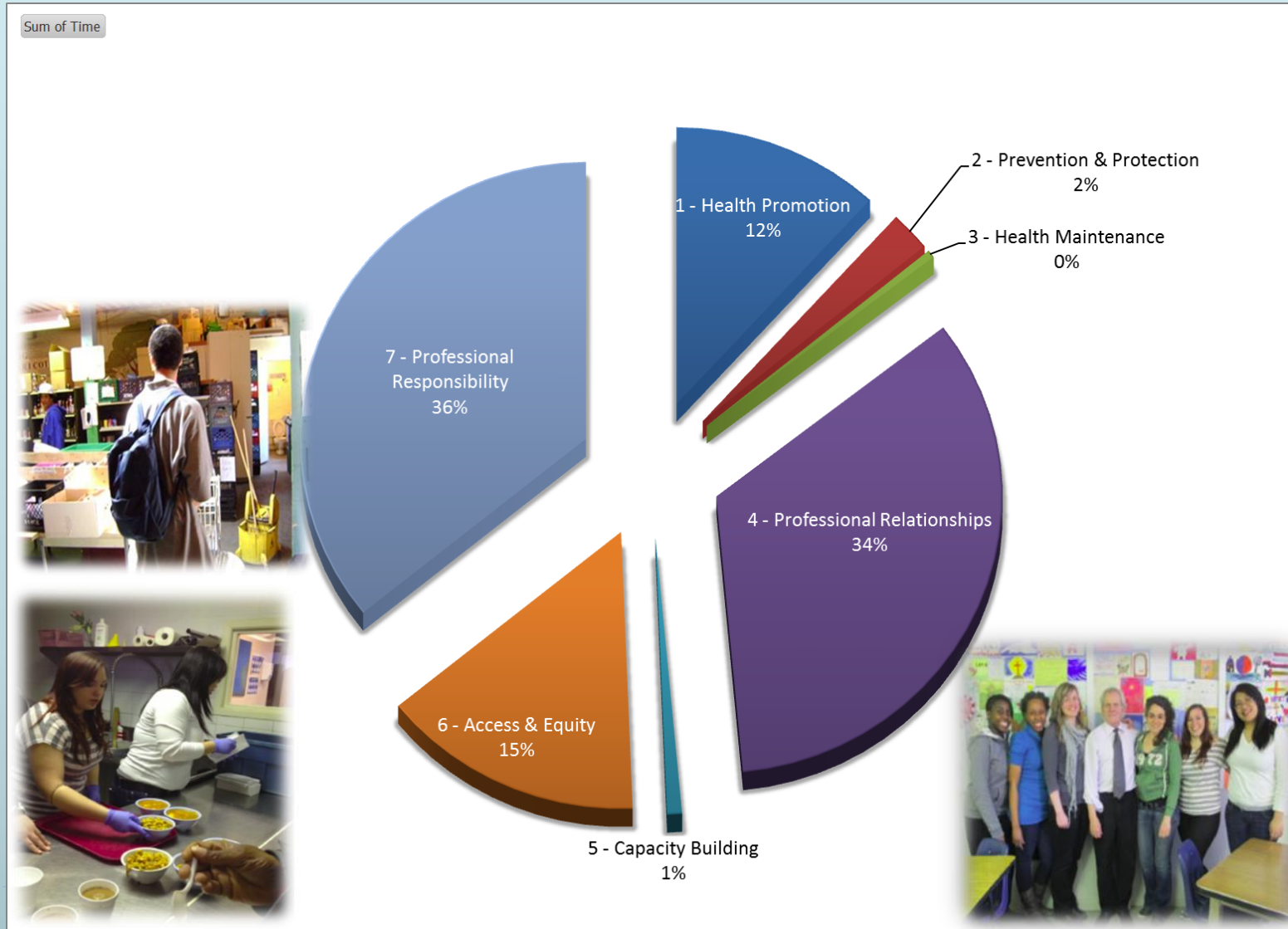
CHN Day: % Time Devoted to Each Standard



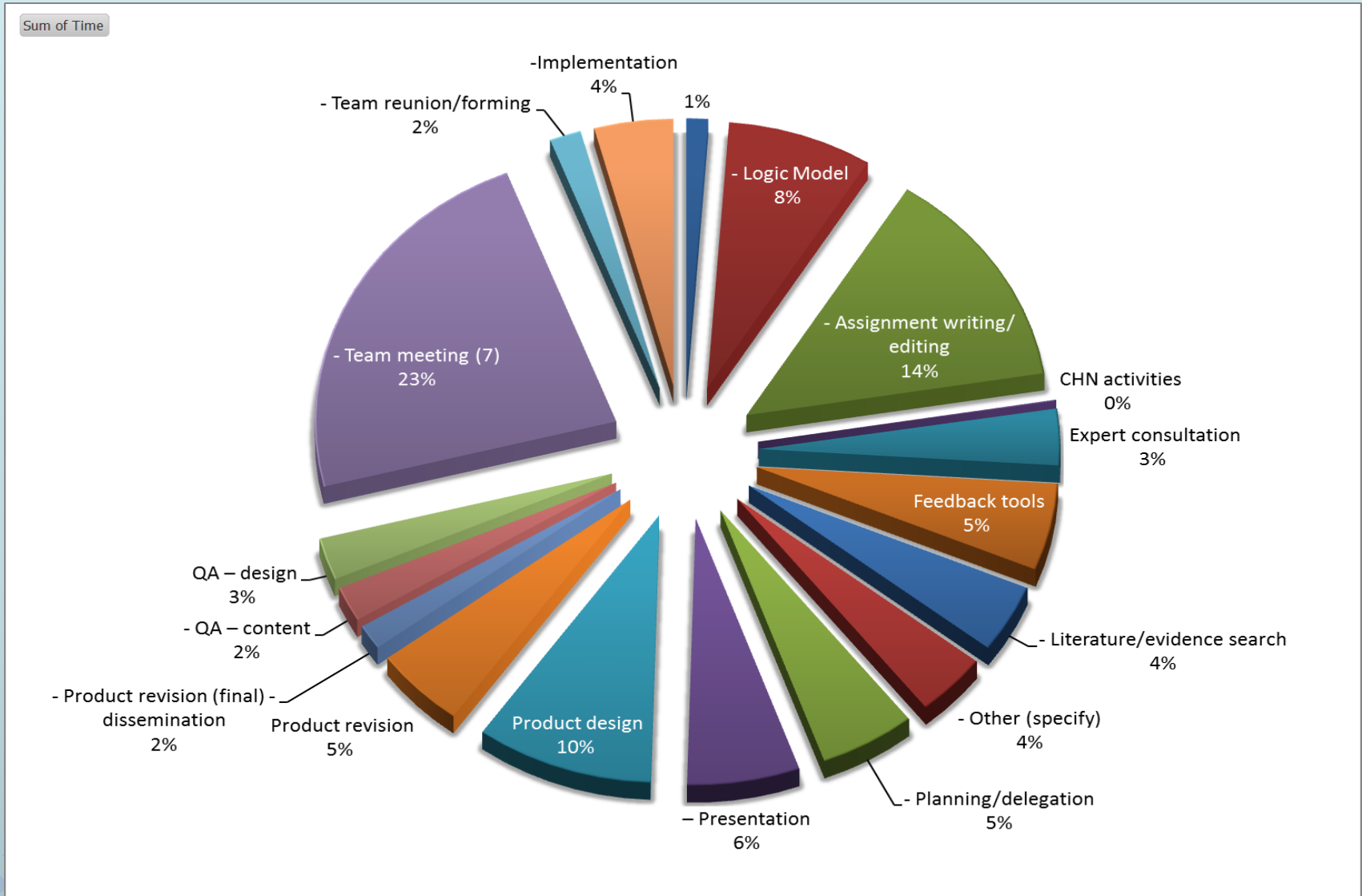
CHN Day: Hours Devoted to Each Standard



CHN Day: % Time Devoted to Each Standard Excluding 421 Project



Key Elements of the Health Promotion Project Process



Student “Voice”: CHNC Standards



Their View



Determinants of health & root causes
Collaboration & readiness
Strategies for change & advocacy
Community Resources
Teamwork

**Shift societal norms & apply
community development**
Legislation & Professional boundaries
Health Maintenance
Research & systems gaps

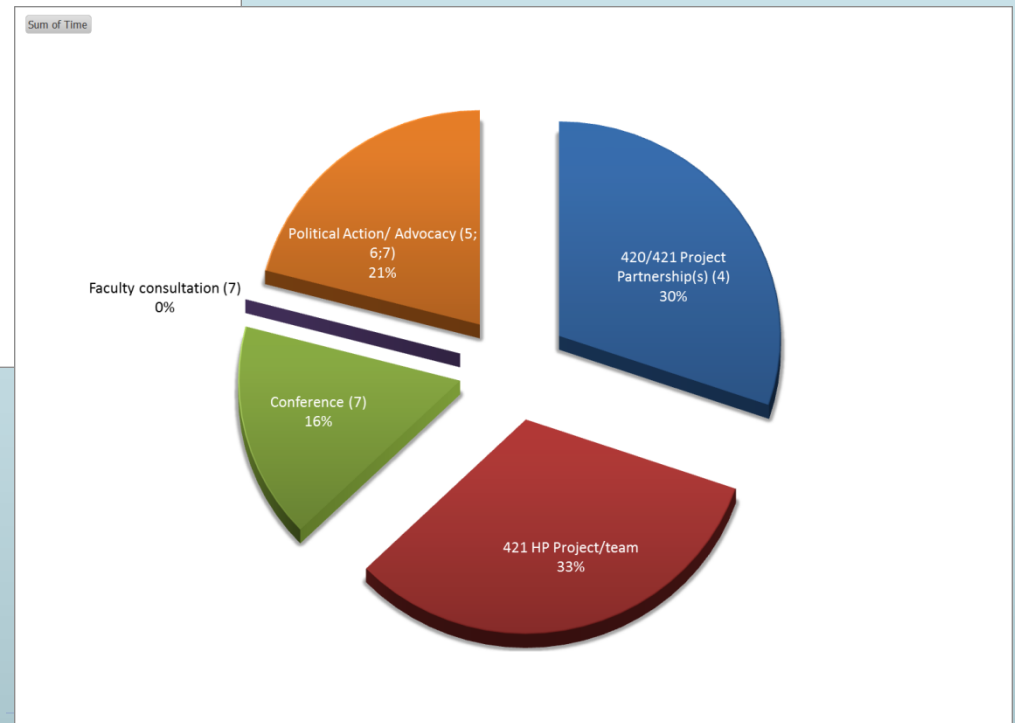
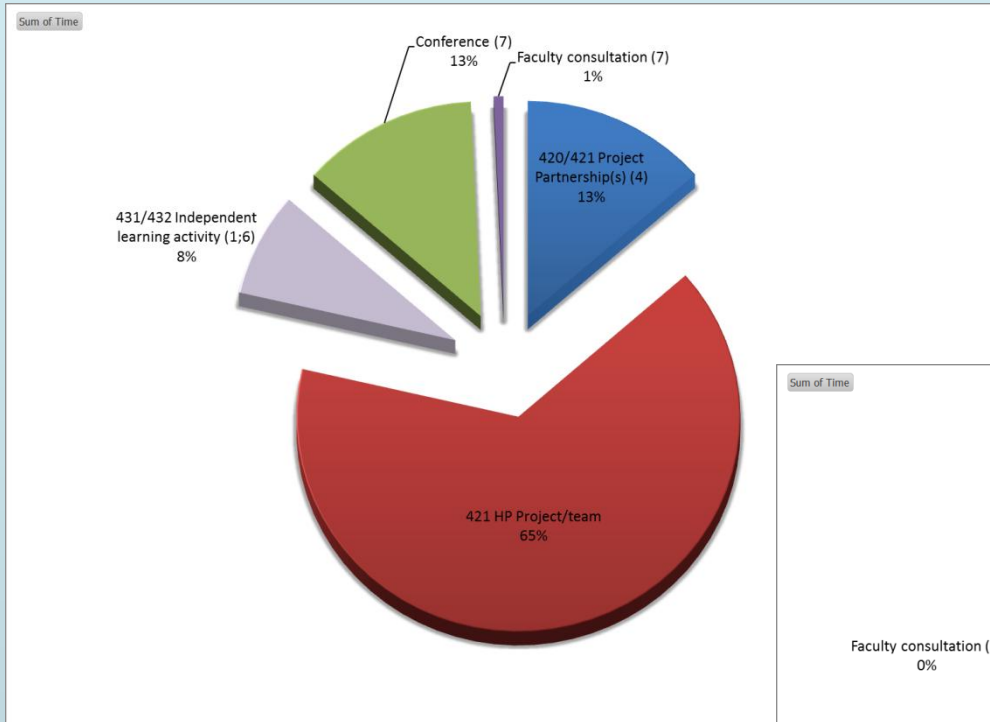


Findings Suggest:

- ▶ Time is an important factor
 - ▶ Anecdotally: maturity and evolution of choice of CHN codes in Winter compared to Fall
- ▶ CHN Log helped students co-create learning experiences
 - ▶ Translated to ‘advanced’ CHN learning/evolving vision – including *community engaged learning*
 - ▶ Exposure to front line determinants are reflected in “Dotmocracy” feedback
- ▶ Diversity in engagement and accessing opportunity is a part of their/our reality
 - ▶ Includes non-conventional partners & contexts



Diversity of Vision & Experience



So What?

▶ **Standards**

- ▶ Health Promotion, (nurturing) Professional Partnerships and Access & Equity are valued, feasible and deserving of undergraduate curriculum
- ▶ It's hard to tease out Capacity Building from Access & Equity
- ▶ Multiple elements within some Standards make it challenging to prioritize actions

▶ **Curriculum and technology**

- ▶ Students value community engaged learning (with non-conventional partners)
- ▶ Faculty need to embrace diversity & offer flexibility in learning activities
- ▶ Technology revealed student progress towards professional competencies
- ▶ IT skills take time – and (unexpected) external partners

▶ **Research**

- ▶ Emerging technologies, standards & nomenclature to measure/capture practice
 - ▶ Students like to contribute when they feel they are contributing to innovation and practice development
-



Suggestions

▶ **CHNC**

- ▶ Lead partnership to research application of Standards in undergraduate curriculum – including student response over time
- ▶ Prioritize elements within each Standard for undergraduate level
- ▶ Break those elements into concrete, paced, plain language steps for faculty and students
- ▶ Create student handbook with natural practice examples
- ▶ Cross reference with the Blueprint for Action – for shared language and vision
- ▶ Explicate non-conventional
- ▶ Rename “Professional Relationships”? Consider Relationships and Partnerships

▶ **Faculty**

- ▶ Create CHN (project) paths to integrate learning activities
- ▶ Require students to have the Standards ‘in-hand’ (living document)

Partner, partner, partner with IT (intersectoral) – see Standard 7 😊

Take Home Messages

- ▶ Technology is here to stay – so might as well have it work for us
- ▶ Using the CHN Log raised visibility of CHN and education with all partners/contexts
- ▶ Using the CHN Log helped students co-create learning experiences & shape vision
- ▶ Potential to generate evidence – accreditation and regulatory bodies
- ▶ Integrating technology resonates with youth (bridge a connection)
- ▶ Leadership - continuing this work can influence and inspire CHN practice, education and research





Philip Gausden (Technical Consultant)!!😊

Hermes Cornejo & Rosanna Zappavigna (Faculty)

Community Health Nursing Students (2012-2013)