

Placement Factors that Contribute to Student Confidence in Community Health Nursing

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Outline

- Background
- Development of scales
- Purpose of survey
- 4 Scales used in study
- Programs and Participants
- Results
- Application

Note: For further information on community health nursing education, sign the sheet or send an email to lizdiem@uottawa.ca

Background

- 1999- Initiation of 2 consecutive community clinical courses (24 days) based on student teams
- By 2003- Questions were raised about courses:
 - What was contributing to students' satisfaction and dissatisfaction?
 - What could increase satisfaction?
 - Were students learning what they needed to learn?
 - Was what they were learning important to them?

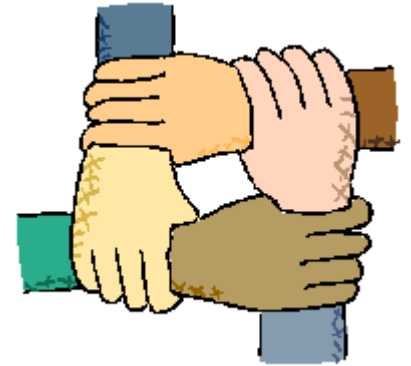
Approach to answering the questions- 2003-5

- Draw on student experience & literature to develop and test scales on teamwork, satisfaction, community health nursing skills
- Student input from questionnaires used with two classes of students (n=44, n= 54) at two to three points during clinical experience
- Testing of scales with two additional classes of students (n= 105, 77% response rate) on different sites

Sources for Scales

➤ **Teamwork- 2 scales**

developed from Woods (1994) and revised based on feedback from students and results of reliability testing



➤ **Satisfaction with community experience-** developed from 3 questions on satisfaction/ dissatisfaction in questionnaire



Sources for Scales *cont.*

- **Confidence in using public (community) health nursing skills:**
 - A. Foundation set of skills common to 3 policy documents including Canadian Community Health Nursing Standards of Practice (2003/8)
 - B. Student responses to questions on what was important for their learning and what they could use else where in their practice.



Developed Scales

- **Teamwork:**
 - Individual functioning on team scale (8 items)
 - Team functioning scale (8 items)
- **Satisfaction Scale (11 items)**
- **Confidence in using public (community) health nursing skills (17 items)**

Note: all scales rated on 5 point Likert scale

More information on development

Public Health Nursing

- **Development and Testing of Tools to Evaluate Public Health Nursing Clinical Education at the Baccalaureate Level**

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- Note: Only the satisfaction and confidence scales discussed

Purpose of study present study- 2008-9

- To assess reliability of scales on teamwork, satisfaction, and confidence in using skills with a greater number of students
- To compare student teamwork, satisfaction, and confidence in using skills in 3 programs in Ontario

Programs & Participants

Response rate: 60-80%

Program	Participants
University of Ottawa (Eng) & Algonquin College	152
Humber College (3 of 5 sections)	82
McMaster University (3 sites)	232
Total	466

Structure of community clinical in 2008-9

Note: all have been changed

	Ottawa/ Algonquin	Humber	McMaster
# of weeks	24	12	6
Hours/ week	7.5	15	2.3
Total hours	180	180	14
Size of teams	2-4	7-12	10-12

Results- Reliability of Scales

Scale	Cronbach's alpha reliability
Individual functioning on team	.80
Team functioning	.88
Satisfaction with community experience	.91
Confidence in using public (community) health nursing skills	.93

Items included in Scales

- Factor analysis indicated that each scale is unifactorial
- However, the mean for each item provides an indication of which items that are handled better than others
- The following slides lists the items with the highest and lowest mean within each of the four scales

Scale for **Individual Functioning on Team (8 items)** Rating Rarely '1' to Often '5'

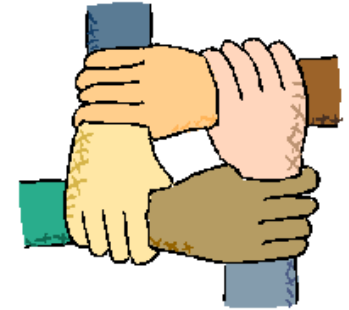
Items with highest mean

- I share information I have gathered with the team- 4.47
- I take a fair share of the work- 4.40

Items with lowest mean

- I attempt to change things when I see that others are unhappy - 3.76
- I encourage others to share their views in team discussions- 3.67

Scale for Team Functioning (8 items) Rating Rarely '1' to Often '5'



Items with highest mean

- We willingly contribute our skills and knowledge- 4.37
- We seek input from a variety of sources including literature and key informants- 4.37

Items with lowest mean

- We trust each other to do quality work – 3.98
- We are committed to being frank with each other- 3.87

Scale for Satisfaction (11 items)

Rating: High '5' Satisfaction '4' So-so '3' Little '2' No satisfaction '1'

Items with highest mean

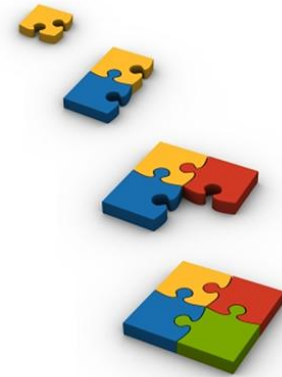


- Ability to make decisions and carry through with them- 3.95
- Feeling respected for the work that is being done - 3.90
- Expecting to provide something useful for the community group- 3.87

Items with lowest mean

- Perceiving consistency of workload among different teams- 3.58
- Receiving clear and timely communication - 3.56
- **Sufficient time to interact with community members - 3.31**

Scale for Confidence in using Skills (17 items)



Items with highest mean

- Meeting goals/ objectives on long term project - 4.21
- Being flexible - 4.20
- Communicating effectively using a variety of ways (verbal, electronic, written, meetings etc.) - 4.19

Items with lowest mean

- Documenting community practice - 3.85
- Adapting information for different groups - 3.76
- Evaluating changes resulting from practice, eg. changes in awareness, knowledge, behaviour - 3.74

Analysis to compare differences between programs

- One way Anova:
 - 4 scales by program (Ottawa, Humber, McMaster)
 - Post hoc tests: LSD, Bonferroni, Sidak
- Results:
 - Anova- significant difference
 - Post hoc tests:
 - Significant difference between McMaster and other two programs on four scales
 - Differences between Ottawa and Humber on some scales

Possible explanations

- Length of clinical
- Timing of clinical
- Size of teams
- Age of students
- Placement sites
- Other?

Application of results

- Within a program:
 - Select placements that provide consistent interactive time with clients
 - Limit documentation to professional accountability to increase interaction time
 - Use scales to determine most appropriate student placements and progress in learning skills
- Within Canada
 - Use scales to identify the structure and process that is likely to be the most satisfying and effective

National collaboration on community clinical education

Meeting tonight at 1800 to 2000, Room _____

Discussion points:

- CASN guidelines

- Evaluation

- Determination of important issues

Contact Liz Diem lizdiem@uottawa.ca

Sign-up sheet