

# A Sustainable Model for Community Embedded Learning in the School of Nursing: Community Health Nursing

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# McMaster, Mohawk & Conestoga B.Sc.N. Program

- Three sites
- Approximately 2000 students
- Three active streams of students
  - Basic 4 year stream
  - RPN – BScN stream
  - Accelerated stream

# Why is Community important to our BScN program?

- WHO (2013) Transforming and advancing health professionals education & training
- Patients First (MOHLTC, Dec 2015)
- Forward with Integrity, (McMaster U. 2013 & 2014)
- Strategic plan and values - School of Nursing
  - Working together making a difference

***In summary: Preparing Nurses for the 21<sup>st</sup> century, new roles in health care***

# Community Health: Required courses

- Service Learning (1K02 & 2K02)
  - health & wellbeing of diverse populations
- Introduction to Social Determinants of Health (2RR3)
- Professional Practice Community Health (N3QQ3)
- Level 4 Professional Practice Courses (N4J07 & N4K10)  
may be in community health
  - local, outpost & international

# Elective choices in Community (SON)

- Health in the Hubs: Hlth Sci 3HN3 Partnering with Hamilton Neighbourhoods for Health
  - [http://www.fhs.mcmaster.ca/nursing/community\\_neighbourhood.html](http://www.fhs.mcmaster.ca/nursing/community_neighbourhood.html)
- MACSOC
  - [http://www.fhs.mcmaster.ca/nursing/community\\_macsoc.html](http://www.fhs.mcmaster.ca/nursing/community_macsoc.html)

# Kaleidoscope Curriculum 2008-2014

- Three Themes
  - Personhood and Caring
  - Context Health and Healing
  - Learning and knowing
- Eleven Concepts grouped into these three themes

# Personhood and Caring: Concepts

- Communication
- Nursing as a Profession
- Leadership
- Advocacy

# Context Health & Healing

- Change
- Inter-professional teamwork
- Professional Nursing Care
- Diversity



# Learning and Knowing

- Critical Inquiry
- Technology
- Research
- Focus on five ways of knowing
  - Empiric
  - Ethical
  - Personal
  - Emancipatory
  - Aesthetic

# Service Learning

# Service Learning

- experiential education - students act to address human and community needs
- structured opportunities intentionally designed
- reflection and reciprocity are key concepts of service-learning
- cycle of action and reflection are integral to service learning

# Service Learning: Purpose

- To increase students' awareness and appreciation for how
  - aspects of diversity can influence health and well being.
  - personal attitudes and values influence our view of others and have the potential to impact professional nursing practice(s).
- To engage students in self-assessment of personal assumptions, values and beliefs
- To facilitate awareness of the knowledge, skills and values required of a civically engaged individual & health care professional.
- To expand student knowledge of professional behaviours

# Concepts for service learning

- Civic engagement in Nursing
- Reciprocity
- Health and Wellbeing
- Values and Beliefs
- Reflection in Service Learning
- Diversity
- Professional Values

# Format & Evaluation

- Two large lectures - one each term – course lead
- 5 group discussions (one hour) PBL-PBL tutor
- Evaluations –
  - Reflections
  - Portfolio

# Introduction to the Social Determinants of Health

# Social Determinants of Health

- Lecture based course for all students, all streams are integrated in this course
- Major components are presented in 3 broad areas:
  - overview of the social determinants of health
  - explorations of the impacts of social determinants of health
  - actions to improve health from a social determinants of health perspective



# Social Determinants of Health: Purpose

- understand of the major factors that determine the health of populations (e.g. SES, gender, politics, culture)
- explain how some factors *may* lead to inequalities in health status both within and between populations
- understand the structure and function of the Canadian health care system
- basic epidemiological concepts (e.g. rates, ratios and proportions)
- understand how psychosocial factors impact physical health and wellbeing

# Format & Evaluation

## Format

- Large lecture one unit per week
- Content based on PHAC 12 social determinants of health & WHO

## Evaluation

- Quizzes and examinations (MCQs)

# Professional Community Nursing Practice

# Community Health Nursing: Purpose

To learn about :

- professional community nursing practice with clients as individuals, families, groups, communities, and populations in a variety of settings
- promoting the health of clients through collaboration with them using health promotion approaches
- CCHN Standards of Practice, CASN entry to practice PHN competencies

# Course Ends in View

## *Students*

- provide person/client centred care (individuals, families, groups, communities and populations)
- engage in community health nursing practice, in and with community
- develop therapeutic 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, sectors, disciplines and community members to address health inequities
- implement health promotion interventions guided by the Canadian Community Health Nursing Standards of Practice, relevant literature, research, and ethics
- demonstrate professional accountability

# Format and Evaluation

## Format

- Placement site coordinator/lead
- Tutor - weekly meetings
- Professional practice = 72 hours/std

## Evaluation

- Assignments – learning plan, clinical reasoning worksheets, EIDM, Interprofessional/Intersectoral exercise & summary reflection
- Pass Fail

# Professional Practice Final Year



# Professional Practice Final year

- Professional Practice N4Jo7 (288 hours)
  - Focus on being, becoming a registered nurse and developing a sense of belonging to the profession
- Professional Practice & the New graduate N4K10 (354 – 356 hours)
  - Focus on transition and integration into the professional practice community

# Level 4 Professional Practice

- N4Jo7 – students focused on understanding the meaning of
  - *Becoming a registered nurse*
  - *Knowing within nursing*
  - *Developing in professional practice Acting*
  - *Exploring facets of Being a registered nurse*
  - *Belonging in the nursing profession.*

# Level 4 Professional Practice (final)

- N4K10 - students focus on the integration and application of
  - research, theory and concepts to professional practice
  - an introduction to the leadership role in client care.
  - are individually placed in a variety of contexts, where they are actively involved in the enactment of the nursing role.

# Format and Evaluation

- Student selected preceptored placements local, outpost and international
- Term 1 – 2 x 24 hours per week
- Term 2
  - 1<sup>st</sup> 6 – 7 weeks = 24 hours per week
  - 2<sup>nd</sup> 6 – 7 weeks = full time 35 hours per week

## Evaluation - pass fail

- Learning plan, professional practice, reflections and evidence of Clinical reasoning

# Community Embedded Learning Project

(CELP) (2014 – 2016)

# What is CELP

- Community Embedded Learning Project
  - Goal to develop a sustainable model for Community Embedded Learning
  - Review presence of community health and learning in the BScN program
  - To evaluate and make recommendations
  - Funded by the University - Strategic Alignment Fund for \$500,000 Spring 2014

# CELP - High Level Objectives

- Curriculum Team: Identify/design a distinct trajectory of community embedded learning in the BScN curriculum levels 1-4
- Neighbourhood Team: Expand community placements to 11 Neighbourhoods with a focus on seniors
- On-Line Education Team: Offer theoretical components of current community based nursing courses in an on-line format with potential for uptake by non-nursing students

# Alignments

- Builds on
  - experience of Health in the Hubs 2011
  - Think tank funded through a FWI grant
- Forward with Integrity
- MOHLTC moving forward on Patient's first agenda
  - Access, Connect, Inform, Protect
  - Focused on integrated care models, more care at home and more focus on seniors /chronic disease management



# CELP activities

- Feasibility assessment Kitchener Waterloo
- Reviewed curriculum for community health content
- Additional grants
  - MIETL evaluation activities student survey, mapping work
  - MTCU – Yvonne Lawlor – 3 online modules and community health and community health nursing
- Dissemination activities
  - Health Fair
  - Final Report
  - CHNCC May-June 2016 (paper & workshop)

# CELP Teams



# Backbone Team

Supported project meetings & supervised students

Mapping Project (MIETL & Neimeier funding)

2016 - Weekly meetings to

plan for Health Fair 2016

prepare final report

Final CELP meeting April 2016

# Outcomes: Curriculum Team

- Hosted 3 clinical summits with community partners ✓
- Identified the curricular thread of community embedded learning levels 1-4 ✓
- Produced maps of community placements according to neighbourhood ✓
- Conducted a feasibility study for community embedded learning in K-W neighbourhoods ✓
- Shared lessons learned with implications for University wide community engagement ✓
- Evaluated student experience in service learning and community health placements ✓

# On-Line Education Team

Secured - \$75,000 grant from MTCU for on-line modules  
Developed modules with MIETL support in 6 months ✓

Links to modules -

[http://miietl.mcmaster.ca/media/ooi/com\\_health/COM\\_HEALTH\\_M1/story.html](http://miietl.mcmaster.ca/media/ooi/com_health/COM_HEALTH_M1/story.html)

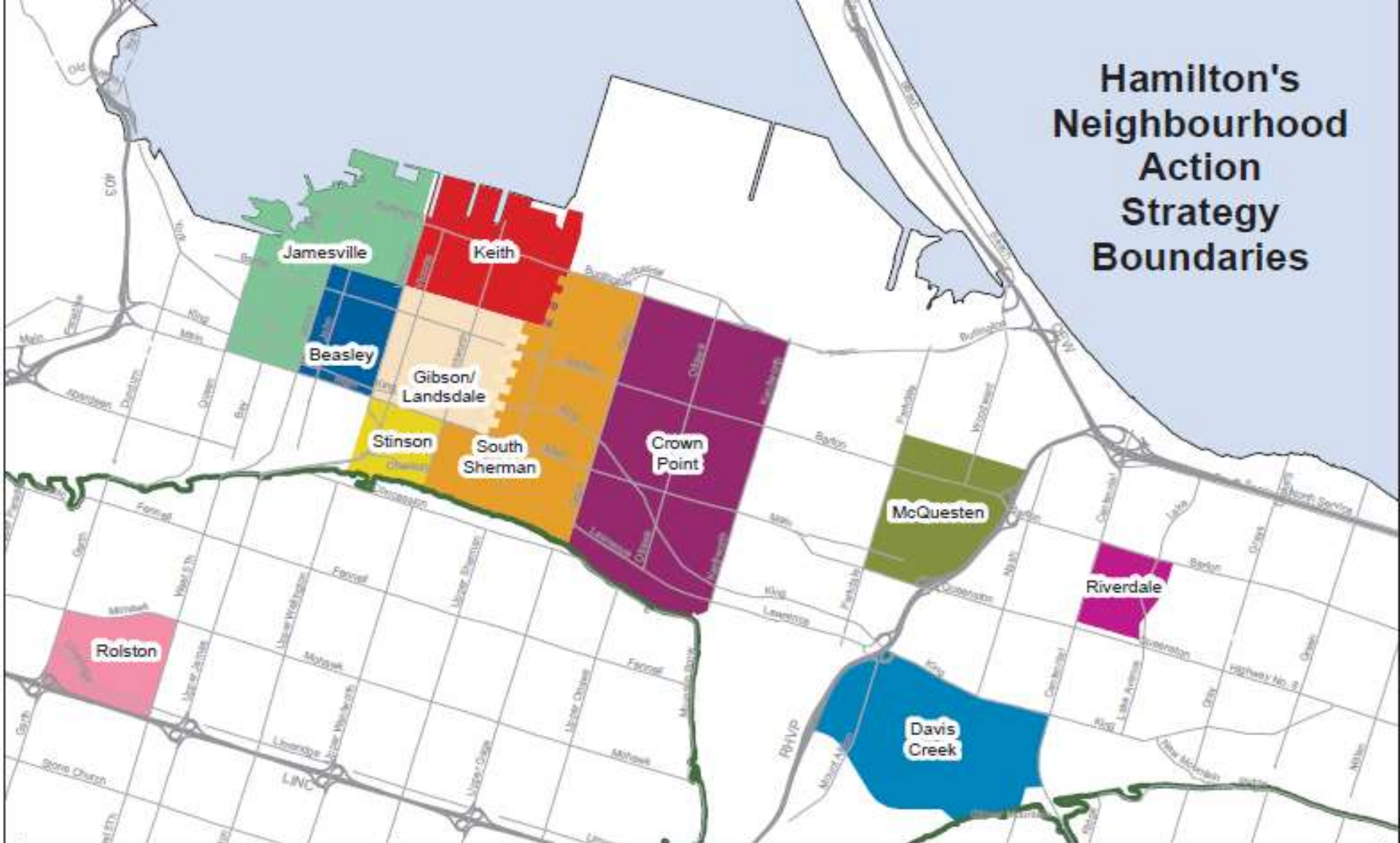
[http://miietl.mcmaster.ca/media/ooi/com\\_health/COM\\_HEALTH\\_M2/story.html](http://miietl.mcmaster.ca/media/ooi/com_health/COM_HEALTH_M2/story.html)

[http://miietl.mcmaster.ca/media/ooi/com\\_health/COM\\_HEALTH\\_M3/story.html](http://miietl.mcmaster.ca/media/ooi/com_health/COM_HEALTH_M3/story.html)

# Neighbourhood Team

- Identified new learning opportunities for students with TAPESTRY serving seniors ✓
- Increased links to neighbourhood and professional groups working with seniors ✓
- Secured future offerings for 3HN3 students in Keith & Davey neighbourhoods ✓
- Submitted grant for expansion of community embedded learning in 11 neighbourhoods
- Assisted a community group to write a New Horizons grant – successful (Mar 2016) ✓

# Hamilton's Neighbourhood Action Strategy Boundaries



## Legend

-  Major streets
-  Escarpment
-  Overlapping boundary

Action Neighbourhoods boundaries have been determined by the neighbourhoods and continue to be adjusted based on resident feedback.

Profiles of each of these neighbourhoods are available on the SPRC website:  
[http://sprc.hamilton.on.ca/Reports/pdf/SPRC\\_Neighbourhood\\_Profiles\\_March\\_2012.pdf](http://sprc.hamilton.on.ca/Reports/pdf/SPRC_Neighbourhood_Profiles_March_2012.pdf)

For any questions about this map, please contact Sara Mayo: [smayo@sprc.hamilton.on.ca](mailto:smayo@sprc.hamilton.on.ca)

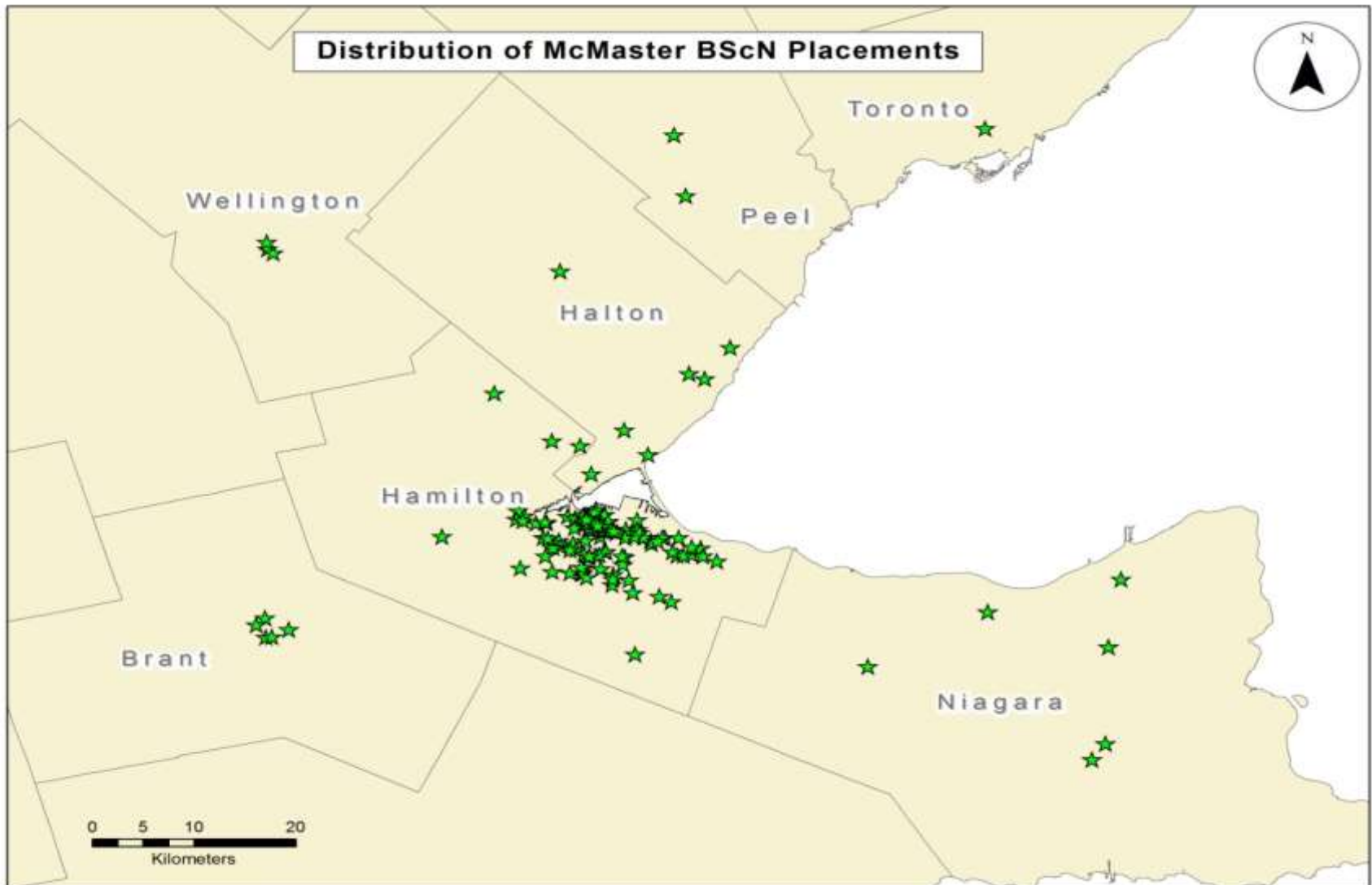
Map prepared by:



With support from:

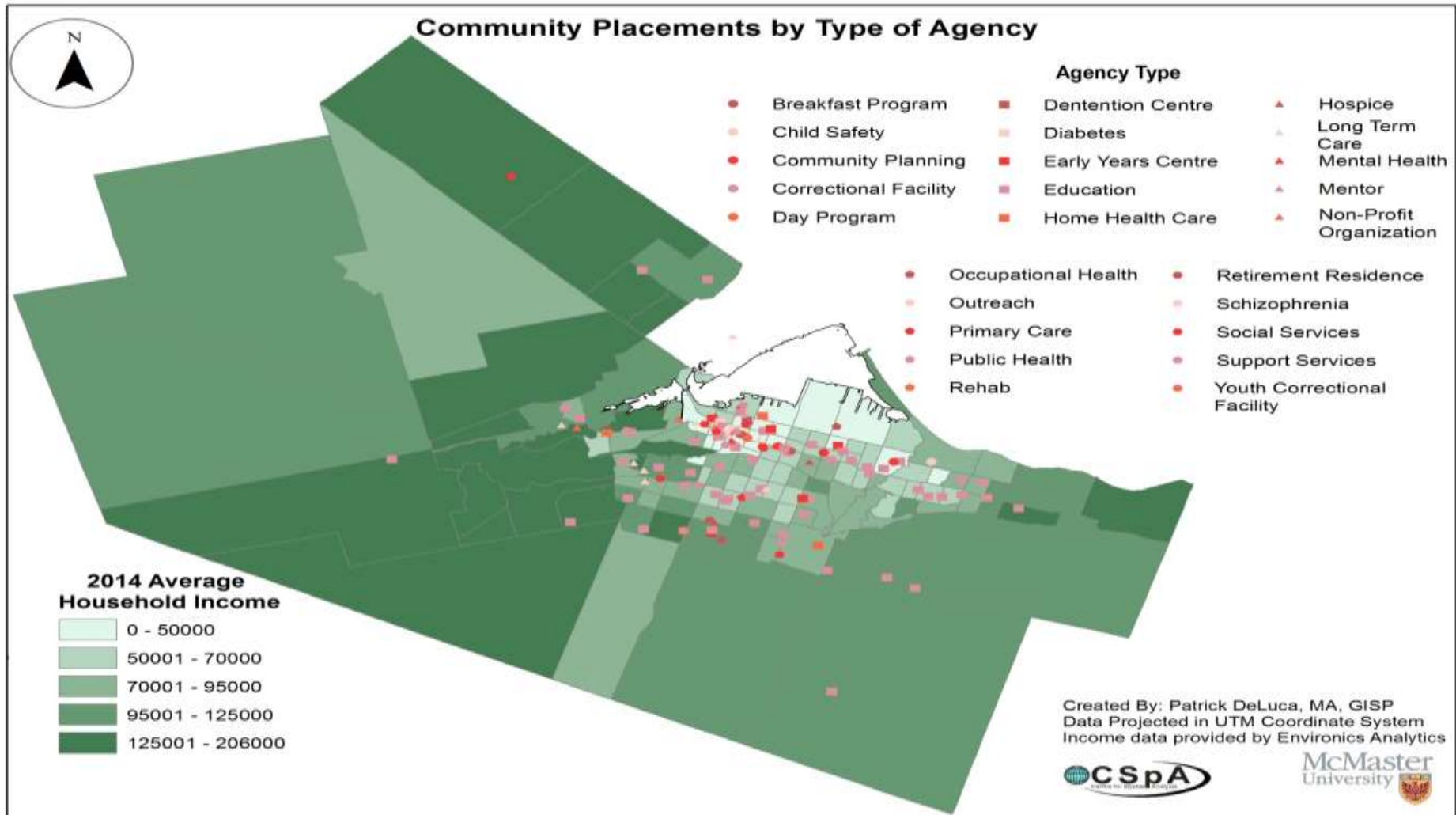


# In our Region where are students placed





# Types of Agencies for Community placements



# Service Learning & Community Professional Practice Placements

March 2015

Course	n=	Site	%
<b>1K02</b>	142	Long term care	29%
		Big Brothers/Sisters	15.5%
<b>N2DP2</b>	54	Long term care	28%
<b>2K02</b>	120	Big Brothers/Sisters	34%
		Long term care	21%
<b>3QQ3</b>	135	Hamilton Wentworth Schools	78%
		Ontario Early Years Centres	13%
		Visiting Nurses	3%
		General Community Placement (L'Arche)	1.5%
		Seniors Community Placement	1.5%
		Public Health	1.5%
		Primary Care	1.5%

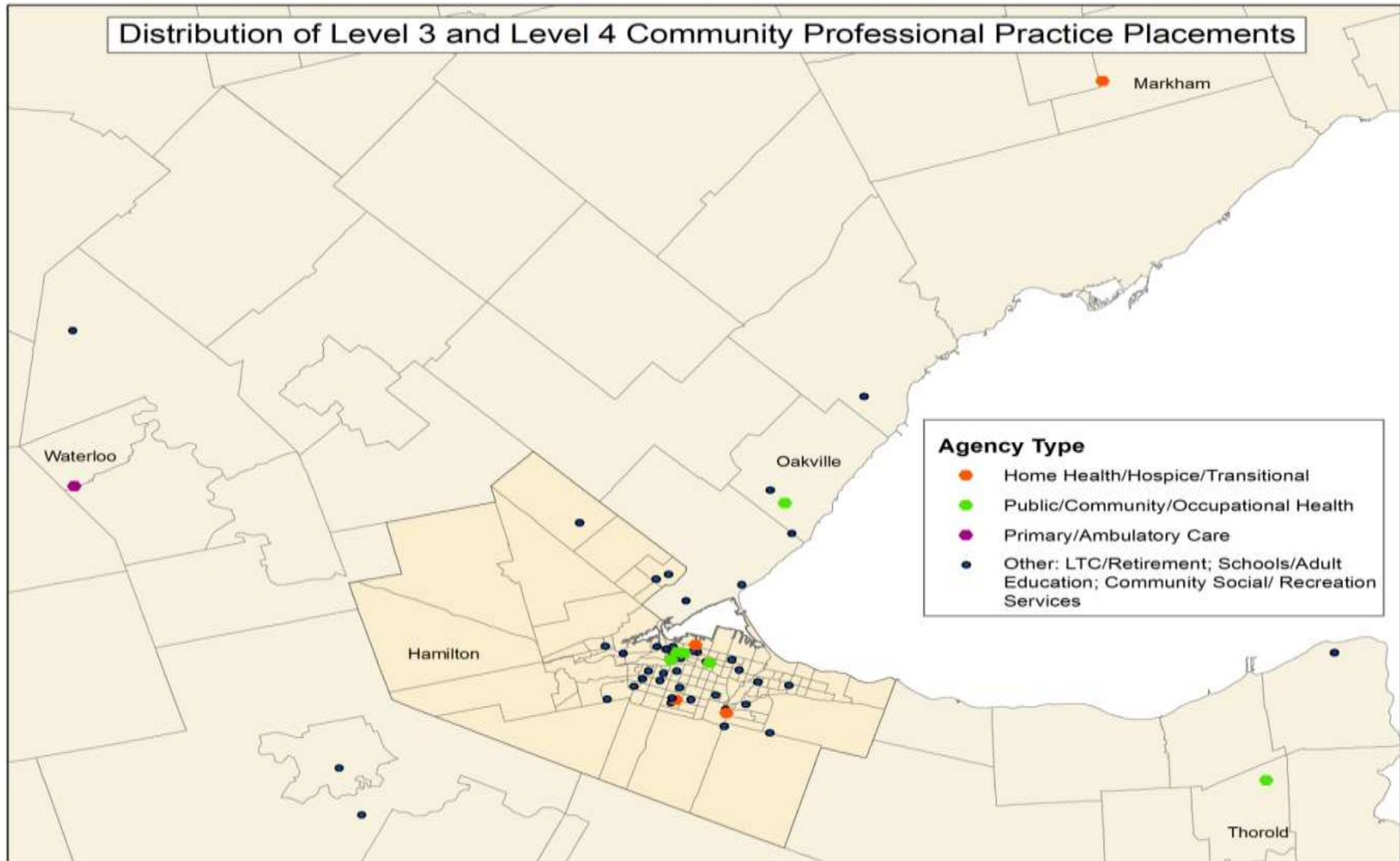
# Students and Service Learning

- 70% practiced communication skills, leadership skills, research skills, critical thinking, self- reflection, working effectively with others and that Service Learning placement showed respondents the importance of being involved in the community.
- 50% emotional growth, enhanced understanding of the importance of community organizations to health and provided a supportive environment for student learning...
- 45% answered that the placement challenged their ideas and promoted cognitive growth
- 40% stated that this placement will have an impact on their future nursing role.
- 36% believed that the SON should continue to partner with the placement.
- 29% believed that staff at service learning placements were knowledgeable of student course objectives.

# Students: Community Health Placements

- Overall students ambivalent or limited relevance to becoming a nurse.
- 57% reported environment supported learning
- Desired changes:
  - more support from tutors and preceptors
  - clarify and improve the relevance
  - type of work that students do in their placements connection to a nurse
- Health related placements in Public Health, Primary Care and Long Term Care.

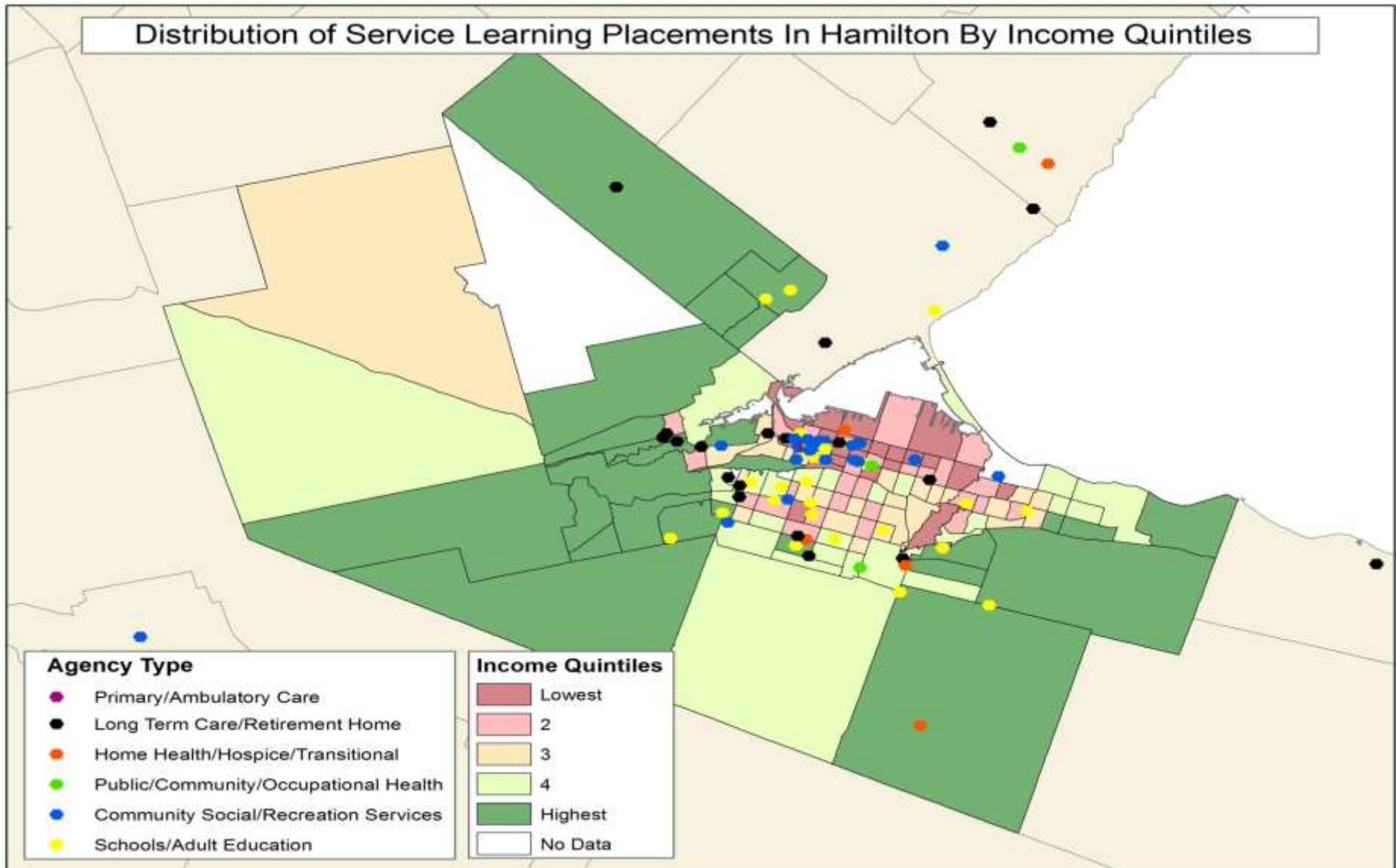
# Level 3 & Level 4 Placements



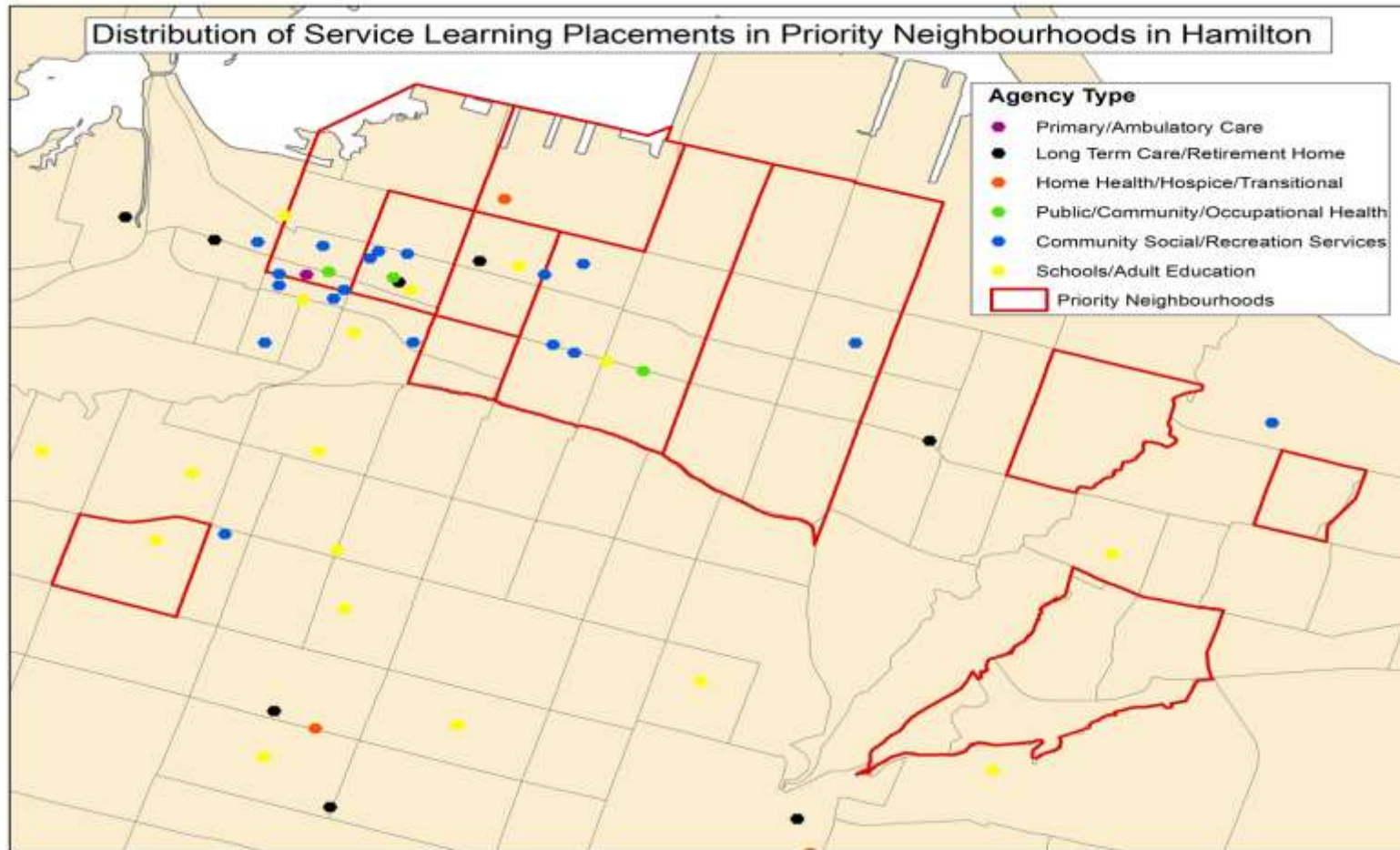
# Program View

# Placements and Area Income levels

Distribution of Service Learning Placements In Hamilton By Income Quintiles

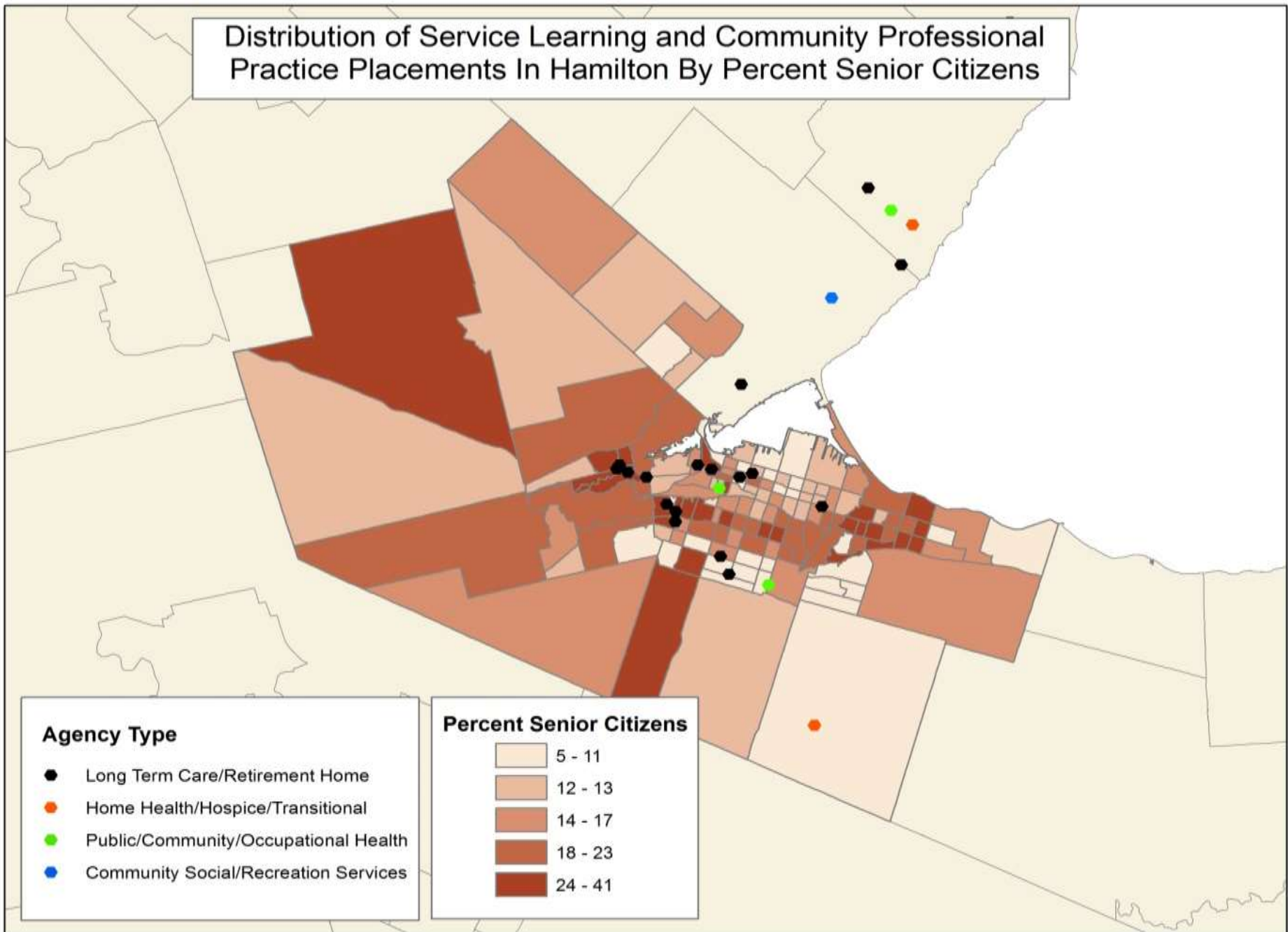


# Service Learning Placements in Priority Neighbourhoods





# Distribution of Service Learning and Community Professional Practice Placements In Hamilton By Percent Senior Citizens



# Stakeholder feedback

- Positive comments about students

Valued -

- Critical thinking, problem solving
  - Ability to locate quality information quickly
- 
- Areas for improvement
    - Case management
    - Policy development

# 21<sup>st</sup> C Trends for the Education of Future Community Nurses

- ↑ need for nurses for clients with increasingly complex arrays of chronic diseases
- ↑ acute illnesses managed at home & and other community settings (all ages)
- Approaches needed that transform systems; move away from hospitals to initiatives that foster community engagement (WHO 2013)
- Increases in technologies that will demand nurses be technologically competent

# Banners for Health Fair Feb 2016



# Health Fair 2016



Olive Wahoush May 2, 2016

# Preliminary Recommendations

- Develop a road map to integrate reconceptualized roles of community nurses for the 21st century
- Discuss with FHS IPE options in community and globally
- Establish criteria for service learning placements to serve marginalized communities
- Placements focused on emerging community health roles, in primary care, palliative care and programs serving older adults and seniors

# Acknowledgement

- Program Office Staff - placement data (2yrs)
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- Dyanne Semogas
- Pat De Luca – GIS mapping systems School of Geography

**Thank you, Questions ?**



# Discussion Points for workshop

- Methods used to assess the presence and extent of community health nursing content and exposure within the BScN curriculum
- Emerging opportunities for increasing student exposure to community health nursing
- Adding value and mutual benefit (program and community) – do others have good examples?