

# Community Clinical Placement In College Setting

Yields Policy Development,  
Student Empowerment & Real  
World Experience

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# AGENDA:

- Innovative options for Community Health Placements are needed
- Placement on SLC campus
- Assessment of aggregate health needs drives student interventions on campus

# NEED FOR ADDITIONAL PLACEMENTS

- Increased demand for quality clinical placements
- Greater need to rely on non-traditional and innovative clinical placements (ICPs)

(Dietrich Leurer et. al., 2011; Harwood et. al., 2009)



# PLACEMENT AT THE COLLEGE

- Opportunities to work within broader health promotion strategies (Dietrich Leurer et. al., 2011)
- strengthening community action & development of healthy public policy



# INNOVATIVE CLINICAL PLACEMENTS

- Students are exposed to an expanded view of:
  - nursing overall
  - nursing roles
  - where nursing practice can occur
- They may be exposed to other population aggregates and vulnerable groups

(Harwood et. al., 2009; Van Doren et. al., 2012)

# CONCEPTUAL OPPORTUNITIES FOR STUDENTS

- Community development
- Social Determinants of Health
- Social justice & equity
- Cultural diversity
- Population health
- Inter-professional collaboration



# CURRICULUM EXTENSIONS



Other Year 3 courses:

- Primary Health Care & Health Promotion
- Self & Others: Helping Relationships
- Professional Growth: Teaching & Learning
- Professional Growth: Empowerment

# PLACEMENT AT SLC WITH 3<sup>RD</sup> YEAR NURSING PRACTICE COURSES

- Fall & winter semesters; 6 week placement of 2 days per week
- Based on Community As Partner Model
- Assess the health needs of the aggregate
  - Windshield survey, key informant interviews
- Search the literature for both corroboration of health needs & evidence-based interventions





# RESULTS



## Unanticipated opportunities:

- Aggregate of Music Theatre Performance students
- Assessed need for infection control within dance studios
- Default to handwashing intervention
- Examination of the environment identified a need for **policy development**
- Students underestimated power that nurses bring to influence policy

# OTHER OPPORTUNITIES

- Questioned why Nursing Students were not an identified aggregate?
  - Sought to increase networking and social support within their own population
  - Presented the need to their course professor & Associate Dean for approval to set up the infrastructure of a Nursing Student Association while in their clinical placement.
  - Surveyed fellow students & drafted constitution, facilitated elections



# Empowering Nursing Students

- Empowerment of nursing students through a society can be built by increasing morale, skills, psychological motivation, support from peers, communication, and teamwork (Lapidus-Graham, 2012)
- Empowering students results in increased motivation in courses, higher career aspirations, fewer school drop outs, and increased grade point averages (Pitt et.al., 2012; Rao, 2012)

# FINAL UNIQUE OPPORTUNITY

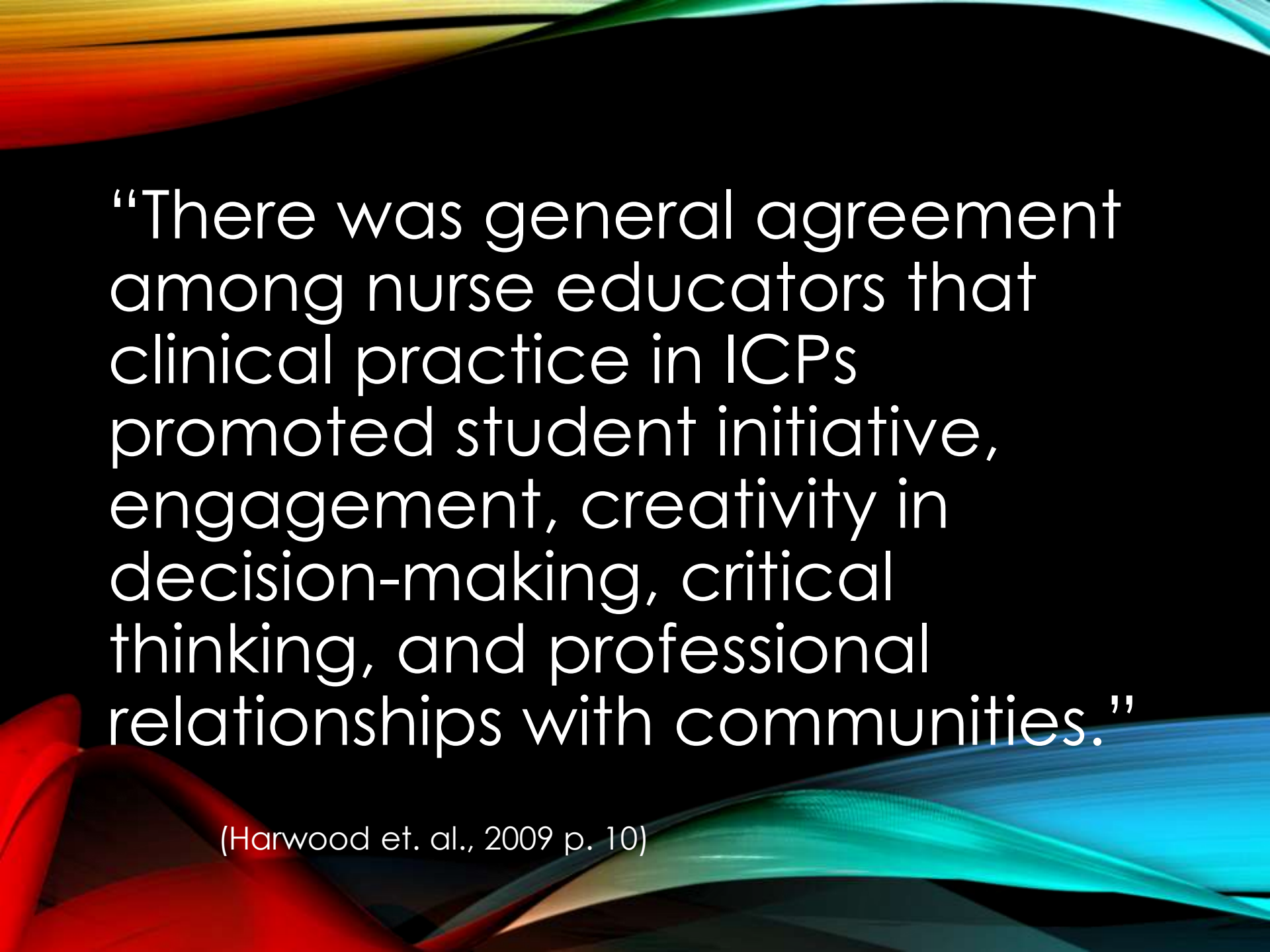
Call for Proposals from Ontario Ministry of Labour

- Funding available related to Occupational Health & Safety
- One stream was related to Youth & Young Workers
- Wrote **Grant Proposal** for funding to educate **Nursing Students** related to health care specific settings as well as **Self-Advocacy** in the workplace
- Proposal was unsuccessful in receiving funding



# KEYS TO SUCCESS

- Interventions were based on assessment of aggregate health needs within the college environment
- Outcomes were uncertain but yielded very positive learning opportunities
- Anecdotal student comments consistently reveal new understanding related to potential roles of nurses in the community
- Further evaluation underway to determine placement support to student development of CASN Entry-to-Practice Public Health Competencies for Undergraduate Nursing Education



“There was general agreement among nurse educators that clinical practice in ICPs promoted student initiative, engagement, creativity in decision-making, critical thinking, and professional relationships with communities.”

(Harwood et. al., 2009 p. 10)



QUESTIONS?

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