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## Leadership in Education to Operationalize Population Health Concepts in Community Health Nursing Clinical Placements

Jo-Ann MacDonald RN PhD; Laura MacKeigan BScN  
School of Nursing  
University of  
Prince Edward Island

## Acknowledgements


- Co-author and Former Student: Laura MacKeigan
- Nursing 401 Clinical Faculty
- Community Partners
  - who provide preceptored clinical experiences for 4<sup>th</sup> year senior students



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## Outline


- Relevance to CASN Placement Guidelines and CHNC Blueprint
- Background
  - Population Health Focus
  - Guiding Concepts
- Findings: Student Projects
- Discussion
- Conclusion
- Questions



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## Presentation Objectives

- Increase understanding of the partnerships required across educational and clinical settings to support quality community health placements,
- Develop an appreciation of the facilitators for successful experiences, and
- Gain insight in to overcoming barriers to implementation



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## Relationship to CASN Guidelines for Quality Community Placements




- CHN Identity
- CHN Scope of Practice
- Competent Well-prepared Preceptors
- Supportive Environment for Student Learning
- Community Academic Partnerships




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## Relationship to CHNC Blueprint



- Support Strong Educational Preparation in CHN
  - Dialogue with Educators and Employers
  - PHC basis of curriculum
  - Embrace current standards, competencies, & roles

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## Relationship to CHNC Blueprint



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- Support Strong Educational Preparation in CHN
  - Assist in transition from education to practice
  - Challenging 2-year experience rules
  - Sponsorships for new graduates consider CHN versus only acute care settings

## Background - Focus

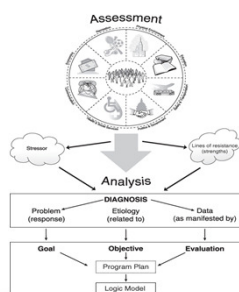
- Students work with a preceptor and community members to develop a project to promote the health of the community/groups; 9-credit course
- Emphasis on:
  - Social Determinants of Health
  - Populations at Risk
  - Strategies to Promote the Health of Populations
  - Role of the Nurse



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## Background – Guiding Concepts



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- Vollman & colleagues model in conjunction with PEI conceptual model,
- General program development theory
- Upfront teaching
- Ongoing student feedback and support from clinical faculty

## Findings

- Integrated Palliative Care
- Overview of Project
  - Assessment and community diagnosis – a gap in inter-professional services for care of palliative care patients, particularly social work
  - Reviewed best practices for care of palliative patients and inter-professional teams
  - Developed an argumentative essay, distributed widely in system and held a presentation with representatives across many sectors



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## Findings

- Comprehensive School Health
  - Assessment and community diagnosis – a gap in resource materials to support student health in high schools, especially in areas of sexual health, mental health promotion, and awareness of addiction – alcohol, tobacco, and drugs
  - Reviewed literature, resources, and best practices for student health in these areas
  - Developed a resource for the high school that is accessible for inter-professional practice to support student health initiatives



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## Findings

- Non-Traditional Placement in Provincial Clinical Services
  - Assessment and community diagnosis – a gap in emergency health services for residents of PEI related to under-resourcing and improper use of ambulance services
  - Reviewed literature, and available resources, and with many discussions with preceptor and clinical faculty advisor, plus Health PEI Communication Department was able to develop a current, accurate, and easy to understand educational resource for health professionals and clients



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## Discussion

- Facilitators
  - Student creativity and energy
  - Competent, dedicated preceptors
  - Leadership of clinical faculty and linkage with classroom theory
- Barriers & Challenges
  - Time sensitive
  - Time intensive



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## Conclusions

- Students acquire knowledge, skills, and experiential learning that can facilitate the transition from undergraduate education to the community health nursing workforce.
- The population health projects that students complete are relevant for community health nurses and other professionals who practice in the community.



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## Thank-you

## Questions

## Thank-you

Dr. Jo-Ann MacDonald, Course Professor  
and Coordinator: Nursing and Population  
Health  
University of Prince Edward Island  
Charlottetown, PE  
(902) 566-0771  
jammacdonald@upeil.ca



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