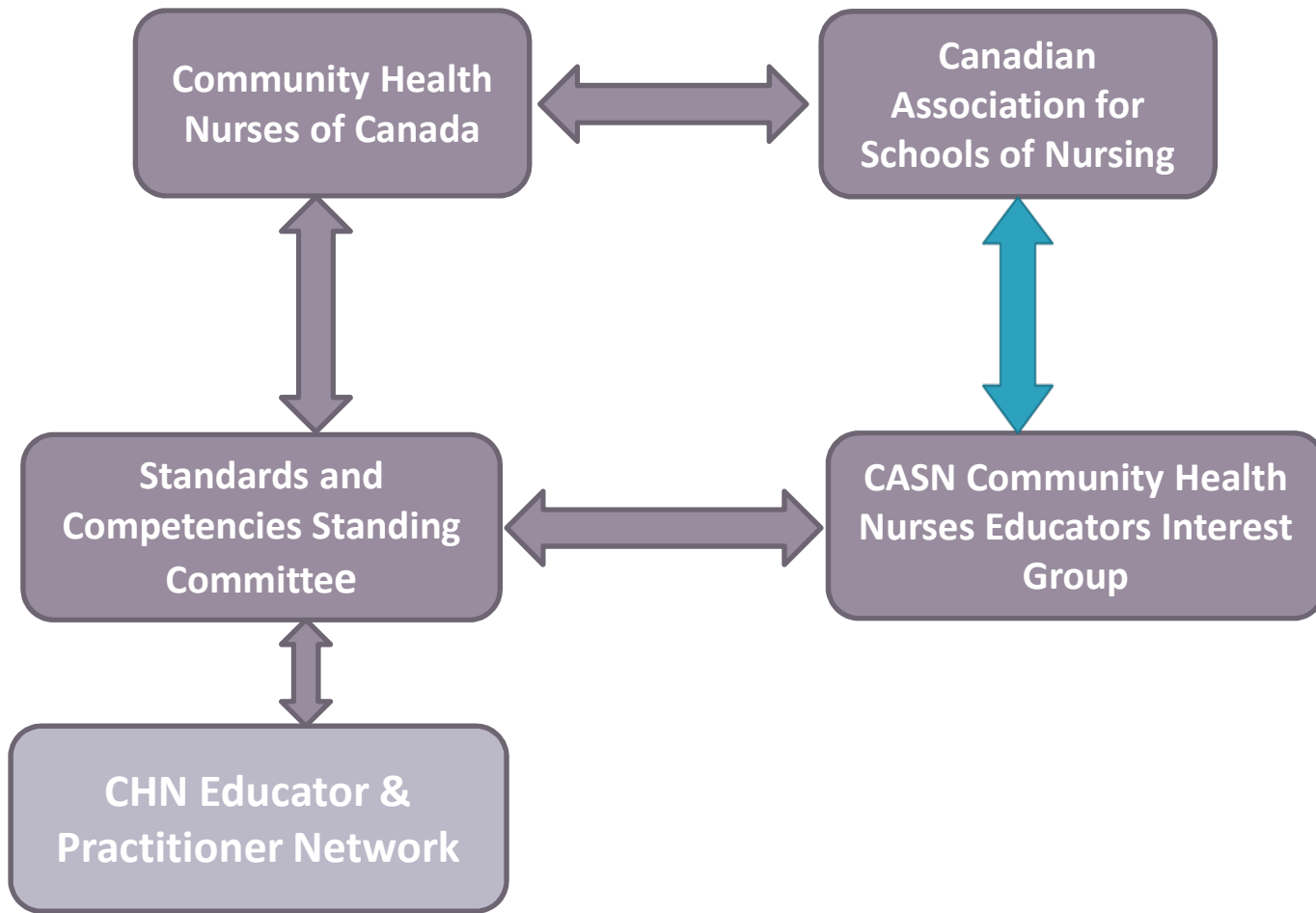CASN INTEREST GROUP
COMMUNITY HEALTH NURSING CURRICULUM GUIDELINE

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Proposed Agenda

- Introductions
- CASN Community Education Interest Group
- Connection of Interest Group with Standards and Curriculum Committee
- Why curriculum guideline was developed
- Process used in development
- Why CHN Curriculum Guideline needs to be used with CASN National Nursing Education Framework – Undergraduate (2015)
  - Domains of Framework
  - Example of one domain- Leadership
- Discussion questions
- Summary

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│   Community Health        │ ◄──────► │   Canadian                │
│   Nurses of Canada        │          │   Association for         │
│                           │          │   Schools of Nursing      │
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│   Standards and           │ ◄──────► │   CASN Community Health   │
│   Competencies Standing   │          │   Nurses Educators Interest│
│   Committee               │          │   Group                   │
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│   CHN Educator &          │
│   Practitioner Network    │
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1. Knowledge

2. Research, methodologies, critical inquiry, and evidence

3. Nursing practice

4. Communication and collaboration

5. Professionalism

6. Leadership

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Domain 6: Leadership

GUIDING PRINCIPLE

Programs prepare students to coordinate and influence change within the context of nursing care.

ESSENTIAL COMPONENTS

The program prepares the student to demonstrate...

6.1 The ability to influence the development of programs to improve health outcomes.

6.2 Leadership abilities in the co-ordination of a healthcare team, including the delegation of tasks, performance evaluation, and facilitation of continuity of care.

COMPLEMENTARY GUIDING PRINCIPLE

Programs include preparing students to coordinate and influence change within the context of nursing practice in community health.

COMPLEMENTARY ESSENTIAL COMPONENTS

The program includes preparation for the student to demonstrate ...

6.2.1 Leadership abilities including negotiation and conflict resolution skills

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Framework

6.3 The ability to collaborate with and act as a resource for LPNs or other members of the health care team to meet the patient/client needs.

6.4 The ability to analyze and influence public policy related to health.

Guideline

6.4.1. The ability to influence decision makers, including the preparation of briefing notes in the development of community services, programs and policies to improve population health outcom

Framework

6.5 The ability to advocate for change to address issues of social justice, health equity, and other disparities affecting the health of clients.

Guideline

6.5.1 The ability to influence decision makers to provide accessible, responsive services which enable people to safely stay in their homes with dignity, independence and quality of life.

6.5.2 Leadership abilities in the coordination of community health care services, health promotion, and community development with community members, partners, and sectors to improve the health of the population and especially marginalized and vulnerable people

➢ Components of the Leadership Domain of the National Framework especially relevant to CHN education: All are especially relevant

Do you understand why the Community Health Nursing Curriculum Guidelines must be used with CASN's National Nursing Education Framework?

A. Actions by community health nursing faculty:

- Put on agenda of full faculty meeting and curriculum meetings, meet with director

- Ensure that students know that Framework and Curriculum Guideline are used for theory and clinical courses

- Use guidelines in learning objectives

- Provide Framework and Curriculum Guideline to placement sites

Actions by Interest Group and/or CASN

- Consider including in accreditation- CASN
- Include CHN Curriculum Guideline when Framework is mentioned or promoted - CASN
- Use social media such as twitter, Instagram, Face Book for educators to connect as well as CASN and CHNC websites
- Use same dissemination as CASN Entry-to-Practice PHN Competencies

1. What would be a good approach to bring the Guideline and the Framework into discussions on curriculum in your institution?

2. How would you use the Guideline and the Framework in your courses? Please explain for theory and clinical courses.

3. What do you see as the main barriers to using the Guideline in your program?

4. What would assist you in using the Guideline and the Framework in your program?

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How can we promote the Framework and Curriculum Guideline?

Please complete the feedback form and place it in the envelope on your table

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