



Understanding Academic Best Practices

Heather Jessup-Falcioni

RN, BScN, BEd, MN, CCHN, CCNE

Associate Professor, Laurentian
University

Lauren McWhinnie

RSW, BA, MSW

Research Assistant

David Groulx


RN, BScN, MPH

Manager, Professional Practice and
Development, Sudbury & District Health
Unit

Adjunct Professor, Laurentian University

Understanding Academic Best Practices

For Entry-To-Practice Competencies in Public Health
Nursing





Purpose

- To better understand best practices in academic approaches to prepare student nurses for entry-to-practice in the following areas:
 - Population and Community Health Assessment and Analysis
 - Population Health Planning, Implementation and Evaluation
 - Partnerships, Collaboration and Advocacy

Methodology

Interviews

- ▶ Fourth Year Nursing Students
 - ▶ Laurentian University (LU) (6)
- ▶ Public Health Professionals and Nursing Practice leads
 - ▶ Northern Ontario health units (15)
- ▶ Faculty
 - ▶ LU and Northern Collaborative Partners (4)

Literature Review

- ▶ 9 databases
- ▶ 11 public health grey literature databases
- ▶ Literature from 2010 – 2016
- ▶ 2 rounds of review resulted in 1 articles/grey literature reviewed full



Interviews with Faculty - Results

Curriculum Strengths

1. Collaboration and partnership with community health agencies
2. Implementation of courses that focus on community health content
3. Inclusion of community based assignments (e.g. community health assessment)
4. main strengths of the nursing curriculum was the emphasis on the nursing best practice guidelines and the CASN competencies to guide program development and evaluation

Curriculum Challenges

1. Overall nursing program curriculum focus on acute care
2. NCLEX major focus on acute care



Interviews with Faculty - Results

Strengths in Teaching Skills

1. Previous or current (work) experience in Public Health
2. Use of teaching techniques/methods – class discussion (on concept and placement experience); student reflection; listening; group work; demonstrate passion for public health; interactive scenario's; tests that focus on application.
3. Key resources: **t**extbooks, online resources, guest speakers from public health and community e.g. recovering addict (a lecturers)



Interviews with Faculty - Results

“Students see different pieces of the curriculum are extra so they find the community stuff is extra nice-to-know stuff so then actually having people come in with that practice experience they’re talking the same language so that reinforces that it is practical”

Interview with Students - Results

Curriculum Strengths

1. Guest speakers to demonstrate application of knowledge
2. Utilization of realistic case studies and scenarios
3. Contacts with community agencies

Curriculum Challenges

1. Sequencing of community content occurs later within the overall program – students already decided on focusing on acute care
2. Content is overwhelming, not presented in an interesting and relevant way (particularly for those interested in acute care)

“As someone more interested in acute care, I would have appreciated the curriculum to incorporate the community partnerships, advocacy into the context of acute care rather than having it explicitly being in a domain of nursing that some of us will never touch.”

Interviews with Public Health Professionals - Results

Curriculum Gaps

1. Students lacking awareness of PH concepts prior to placement
2. Students not valuing community nursing as much as acute care
3. Community placements providing application of PH skills and competencies are limited

“Community nursing and public health nursing are very different for example, home care and working at a health unit. The theory and practice gap is huge. Program evaluation and planning plays out different in the academic world and working world.”

Questions!





Laurentian University
Université **Laurentienne**



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