

# Community Health Nurse Educators & Practitioners



CHNC, St. John's

4:30 to 6 pm

May 31, 2016

Supported by **CHNC Standards  
and Competencies Standing  
Committee**

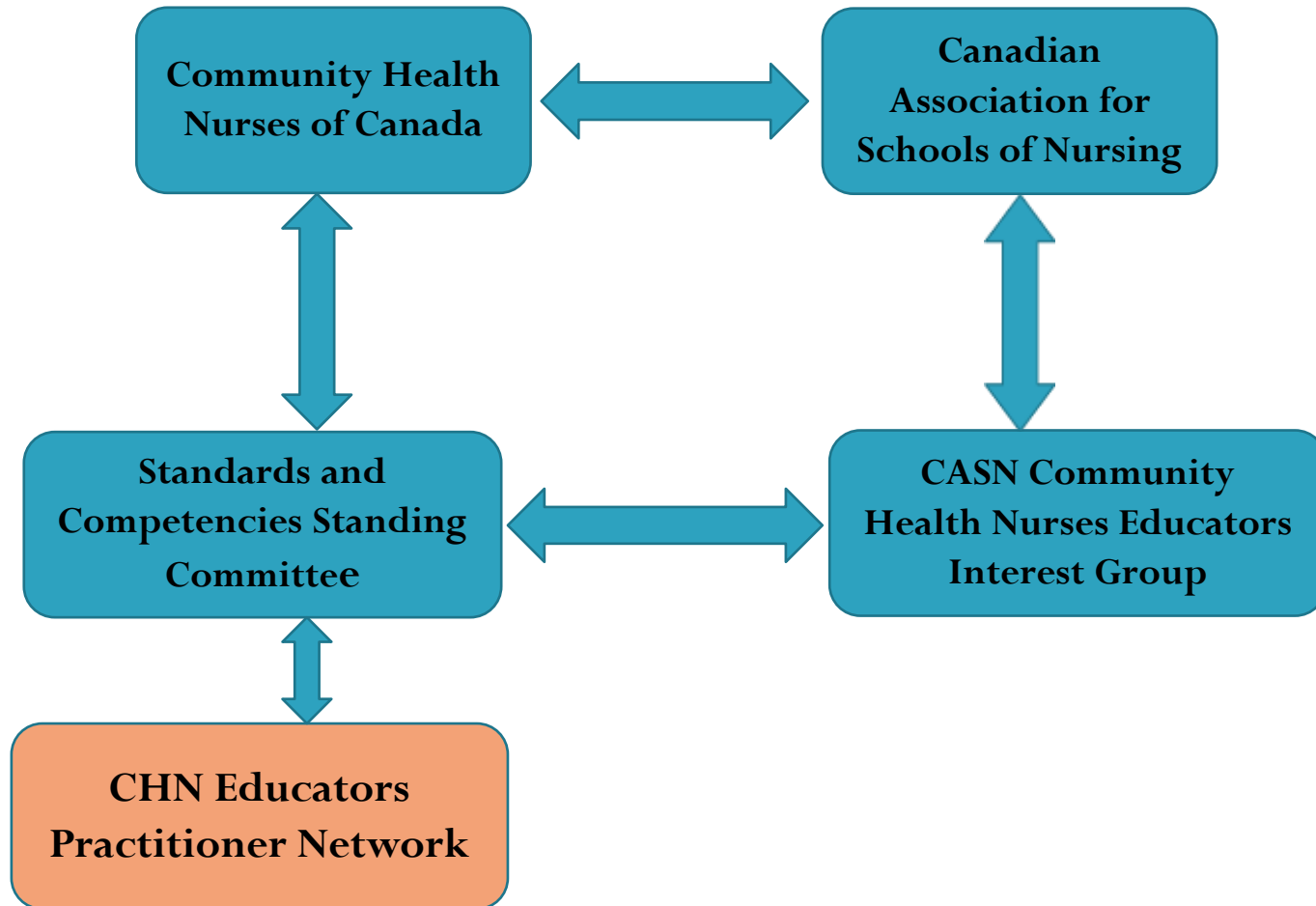
# Proposed Agenda

- Introduction and Announcements
- Summary of work done since last meeting (Ruth):
- Discussion of program information results collected in 2015 (Liz)
- Identification of action for next year

# Introduction and Announcements

- Welcome to new attendees
- Reason for change of time for educator meeting
- Name for group
- Network Café: Applying Community Health Practice Model and Standards for educators and practitioners-  
#406 Wed. 9:00 to 10:00

# CHNC and CASN Connection



# CHNC Standards and Competencies Standing Committee

- Lobby for NCLEX
- Promotion of CAN ETP PHN Competencies and E-Resource
- KT strategies – National conference
- Subcommittees
  - CHN Educators & Practitioners Network
  - CHN Leadership Network
  - PH Leadership KT Network

# Canadian Association of Schools of Nursing (CASN)

- Community Health Education Interest Group
  - Priority work
  - Membership
- National Nursing Education Framework  
<http://www.casn.ca/education/national-nursing-education-framework/>
- Work on NCLEX <http://www.casn.ca>
- CASN resolution to CNA annual meeting June 20-22 proposing a National Nursing Council
- CASN ETP PHN Competencies & E-Resource

# 2015 Program Information Form

- Name
- Email
- Program
- Required CHN theory and clinical by year of program
- 5 multiple choice questions
- Changes and challenges
- Successes and Suggestions

# Results of 2014 & 2015 program information form

- Form distributed prior to and during meetings in 2014 and 2015- difficult to compare by year because of wording changes and varying participation
- Participation and Representation
  - 2014: 26 participants, 6 provinces, 18 programs
  - 2015: 23 participants, 7 provinces, 19 programs
- Results are to identify trends and are for discussion purposes only



# 2015 Programs by number of years of **required** community theory and clinical courses

<b>4 year programs with one semester/year of CHN</b>	<b>4 year programs with 2 or more years CHN</b>	<b>2<sup>nd</sup> /direct entry programs, CHN in both years</b>
8 (yrs 3 or 4)	8	3

# Relevance (Importance) of Community Health Nursing: (1=not relevant to 5=relevant to 2/3rds)

Amount of required CHN in program	Relevance to students	Relevance to nursing faculty	Support from administration and faculty
One year of CHN in 4 yr program (8)	2.75	2.8	3
<b>Two or more years of CHN in 4 yr program (8)</b>	<b>3.5</b>	<b>3.4</b>	<b>4.3</b>
Both years of 2 <sup>nd</sup> /direct entry program (3)	2.3	2.3	3.3

# Example of an effective community health nursing virtual simulation: *Journey North*

- *Journey North* by Kim Fraser and Nancy Ball from Red River College



# Small Group discussion to identify actions to improve perceptions of community health nursing

- Related to faculty and administration:
  - What attitudes and approaches could be effective?
  - What links other courses in program could be made?
- Related to students:
  - What attitudes and approaches could be effective?
  - What type of resources could help make community health nursing more interesting and worthwhile?

## Summary discussion: Actions to improve how community health nursing is valued by students, faculty, and administration

1. What would we need to believe and convey to faculty and administration about the value and relatedness of community health nursing to other courses and the health of the community?
2. What can we say in the class room and clinical to increase the interest in community health nursing?
3. What approaches and resources will boost the perceived value and understanding of what community health nurses can bring to the health of the community?

**Please respond to the meeting minutes and provide any successes and challenges throughout the year that could help guide our activities. We want to hear from you!**

**CHNC Standards and Competencies Standing Committee appreciates your interest and support!**