

CHNC 2016

Inspiring Nursing Educators to Re-evaluate Health Promotion in Community Health Nursing Curricula: Student Reflection

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Objectives

- Identify the current challenges faced by nursing students tasked with health promotion in traditional and innovative clinical placements.
 - Theory-to-practice gap
- Discuss different strategies that address health promotion in nursing curriculum.
- Identify potential areas for educational curriculum growth to better support nursing students conducting health promotion in the community.

Define ICP aka non-traditional placements

- **Traditional Clinical Placements (TCPs)** are structured clinical environments, typically within the main health care system (e.g. acute care settings; public health units, long-term care facilities).
- **Innovative Clinical Placements (ICPs)** are less structured clinical environments, often multidisciplinary and typically outside the main health care delivery system (e.g. Aboriginal, rural, parish, international, correction settings, etc.)

Our experiences in non-traditional placements

- Ania: Community health centre without an RN
- Beth: Native Centre without an RN
- Emma: Men's Shelter with an RN



Images from Emma Hutcheson

Health Promotion Theory

CHNC Standards of Practice (2011) : “Health promotion is the process of enabling people to increase control over, and to improve their health” (p. 10).

Client centred program design should include (RNAO, 2012, p. 52):

- Target population
- Goals and objectives
- Outcome measures
- Required resources (e.g. human resources, facilities, equipment)
- Evaluation activities

“Plan education sessions that are interactive, include problem solving, address issues of immediate concern and offer opportunities to practice new skills” (RNAO, 2012, p. 52).

Health Promotion Activities

- Nutrition and cooking classes
- Diabetes
- Harm reduction strategies (drugs & alcohol)
- Safer sex practices
- Mental Health and seasonal affective disorder
- Breastfeeding
- Physical activity
- Life skills
- Self care and culturally-specific/safe self care strategies

Health Promotion Challenges

- Lack of mentorship opportunities
- Appropriate language to deliver health promotion education
- No grounding in education/learning theories or strategies
- Engaging clients in a population-specific and culturally-safe way
- Building effective and therapeutic nurse-client relationships
- Theory to practice gap: incorporating theories into health promotion

Curriculum Strengths and Learning Strategies

- Final year of the nursing program
- Overview of health promotion program planning in seminars - good theoretical grounding
- Introduction to the CHN Standards of Practice and PHC Principles
- Excellent preceptors - knowledge of issues and established relationship with *target population*
- Support from faculty - education and support in health promotion *program planning*
- Placements that provided good opportunity for health promotion, community integration and interprofessional collaboration - use of *required resources*
- Clinical discussions with other students - discussing *outcome measures*
- Obtaining feedback in clinical practice and in seminars - *evaluating activities*

Scholarly Findings

- Collaborative learning project to explore epidemiologic data, synthesize literature, develop evidence-based nursing plan for nursing intervention, and evaluate plan, including peer and faculty evaluation (Yang, Woomer, & Matthews, 2012).
- Conduct a needs assessment and design, implement, and evaluate a health promotion program (Reising et al., 2008).
- Peer mentoring – graduate student with undergraduate student (Sims-Giddens, Helton, & Hope, 2010).
- Include students/entire classes in the design, implementation, and evaluation of large-scale screening projects (Arbuthnot et al., 2007).

Moving Forward

- Conduct health promotion presentation in seminar
- Community health nurse peer mentorship
- Collaborative development of health promotion/screening programming
- Consolidating and integrating knowledge from other classes (e.g. Year One Community Health course; Nursing Research course).
- Introduction to different modes of learning

Questions?

THANK YOU!

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