



**BLOOMBERG**  
LAWRENCE S. BLOOMBERG  
FACULTY OF NURSING  
UNIVERSITY OF TORONTO

# Transforming PHC Education: A Three Step Approach to Integrating Research-in-Action

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2010 CHNC Conference, Toronto

# Presentation Plan

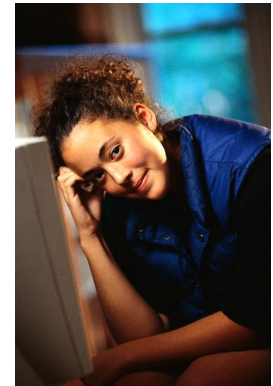
- Overview of our senior students
- Overview of PHC praxis course
- Transformative Learning Theory & application
- Innovative 3 Step Research-in-Action approach

# Diverse Second Entry Students, Diverse Community Practice Sites



# Student Profile

- Previous university/degree
- Diverse academic backgrounds & life experiences
- Motivated & career oriented
- Challenging
- Uncertain about PHC/CHN



# NUR 461Y: Primary Health Care: Nursing Perspectives [Course]

- **PHC -WHO (2008) PHC: Now More Than Ever**  
[http://www.who.int/whr/2008/whr08\\_en.pdf](http://www.who.int/whr/2008/whr08_en.pdf)
- **PHC – CNA Backgrounder (2005)** [http://www.cna-nurses.ca/CNA/documents/pdf/publications/BG7\\_Primary\\_Health\\_Care\\_e.pdf](http://www.cna-nurses.ca/CNA/documents/pdf/publications/BG7_Primary_Health_Care_e.pdf)
- **PHC – RNAO Response to the Romanow Commission Report (Dec./02)** [http://www.rnao.org/Storage/12/698\\_Final\\_Romanow\\_response.pdf](http://www.rnao.org/Storage/12/698_Final_Romanow_response.pdf)
- **Weekly seminars & 3 days/week clinical**

# Transformative Learning: (Faculty/Learner Relationships)

- Transformative learning: “the process by which we call into question our assumed frames of reference (habits of mind or mindsets) to make them more inclusive, discriminating, open and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action.”

(Transformative Learning Conference, 2002, as cited in Feller et al., 2004)

# Transforming PHC Student Learning

- Faculty identified that PHC students may not have access to a research intensive learning environment in practice settings.
- Faculty want to transform messages given to students about PHC practice - our message is:

*Research is an integral part of an evidence-based PHC/CHN practice*

*(Ciliska & Thomas, 2008)*

- Research application is central to our guiding PHC principle of Health Promotion & the CHNC SofP.

# Innovative Three Step Research-in-Action Approach

- 1. Ungraded Student Clinical Discussion**  
following Faculty Research-in-Action Lecture
- 2. Graded Student Group Assignment:** Mini  
Research Proposal concludes Student led  
Group Seminar
- 3. Graded Student Independent Paper:**  
Research Proposal concludes paper ( .5 to 1  
page)

# Step 1 - Ungraded Student Clinical Discussion following Faculty Lecture

- Theme of lecture was “Research-in-Action” (all 4 classes attended)
- Two faculty presentations
- Clinical discussion – in seminar groups – approximately 20 students- 2 clinical groups- gap analysis – research questions identified & shared



# **Program Evaluation in Action: Lessons from the HARP Evaluation**



**Catriona Mill, RN, MHS<sub>c</sub>, CCHN(C)**

**NUR 461 - Week 5**

**Monday, February 1, 2010**

**MSB 3163**



# Objectives

- To gain an understanding of program evaluation and its utility in CHN practice
- To understand basic types of evaluation
- To understand the process of conducting a program evaluation



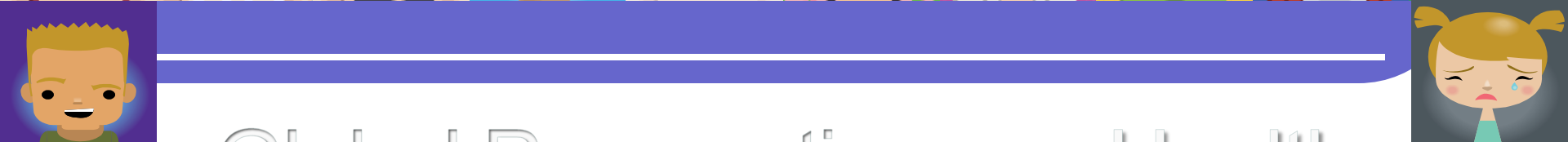
# Application to practice

- In clinical this week, look at what sort of evaluation is currently or has been conducted in your placement setting. Consider the following the questions:
  - What was the purpose of the evaluation?
  - How have these findings used?
  - What was the role of the CHN in the evaluation?

# Step 2 - Graded Student Group Assignment

1. Mini Research Proposal concludes Student led Group Seminar (diverse topics)
  - Consisted of 1 Power Point Slide with:
    - Research gap identified related to seminar topic
    - Research Question
    - Tradition
    - Sample Size
    - Method
    - Data Analysis



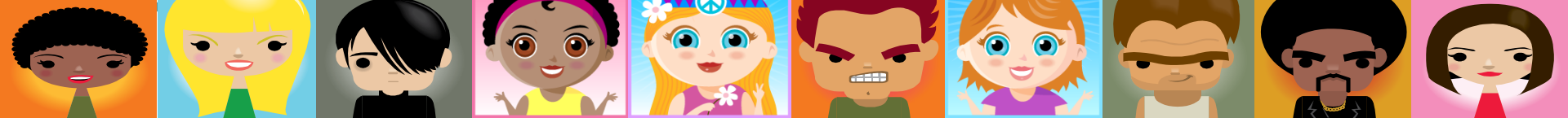
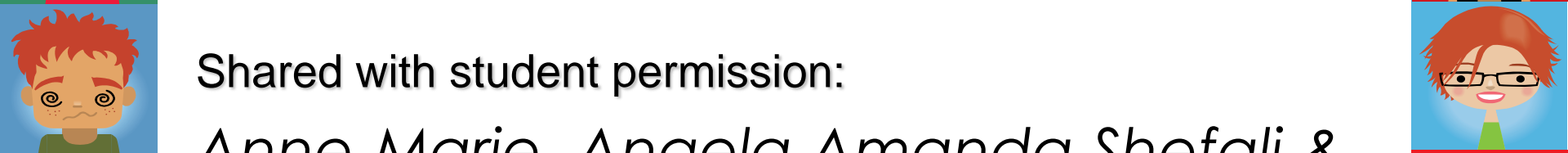


# Global Perspectives on Health Promotion and Public/Community Participation



Shared with student permission:

*Anne-Marie, Angela, Amanda, Shefali & Marino*





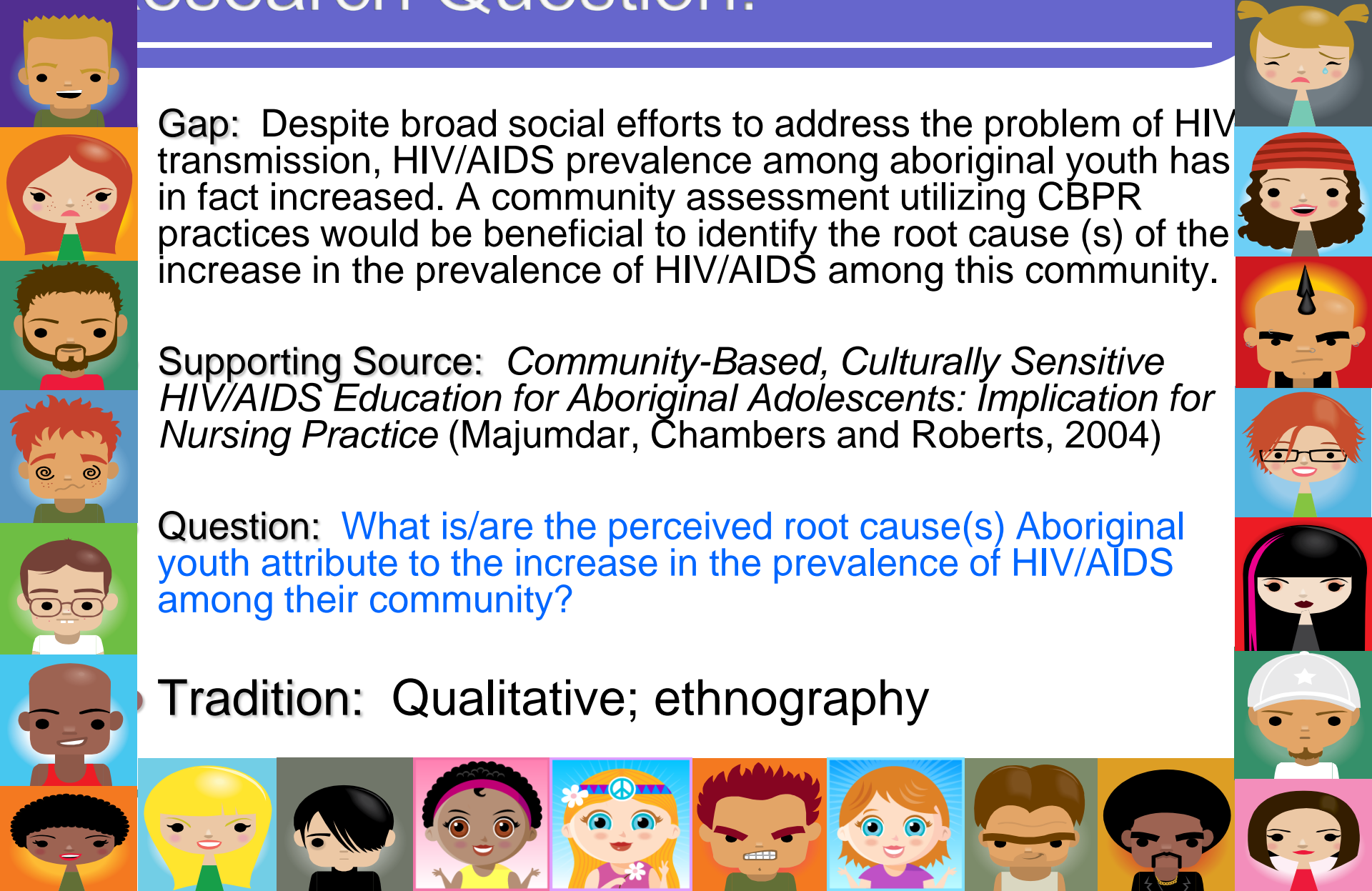
## Research Question:

Gap: Despite broad social efforts to address the problem of HIV transmission, HIV/AIDS prevalence among aboriginal youth has in fact increased. A community assessment utilizing CBPR practices would be beneficial to identify the root cause (s) of the increase in the prevalence of HIV/AIDS among this community.

Supporting Source: *Community-Based, Culturally Sensitive HIV/AIDS Education for Aboriginal Adolescents: Implication for Nursing Practice* (Majumdar, Chambers and Roberts, 2004)

Question: What is/are the perceived root cause(s) Aboriginal youth attribute to the increase in the prevalence of HIV/AIDS among their community?

Tradition: Qualitative; ethnography



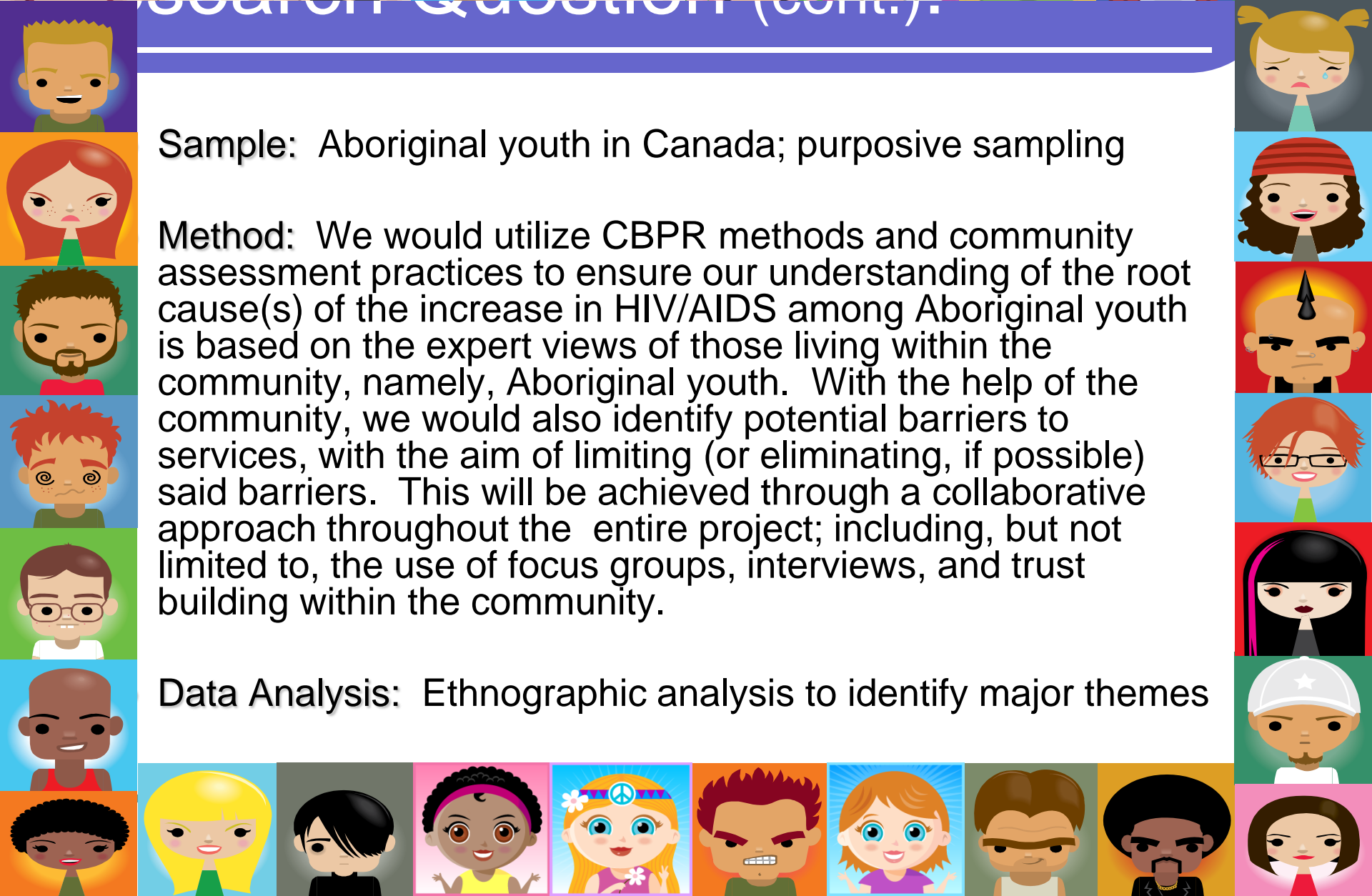


## Search & Selection (cont.):

Sample: Aboriginal youth in Canada; purposive sampling

Method: We would utilize CBPR methods and community assessment practices to ensure our understanding of the root cause(s) of the increase in HIV/AIDS among Aboriginal youth is based on the expert views of those living within the community, namely, Aboriginal youth. With the help of the community, we would also identify potential barriers to services, with the aim of limiting (or eliminating, if possible) said barriers. This will be achieved through a collaborative approach throughout the entire project; including, but not limited to, the use of focus groups, interviews, and trust building within the community.

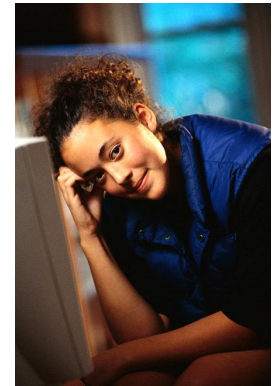
Data Analysis: Ethnographic analysis to identify major themes



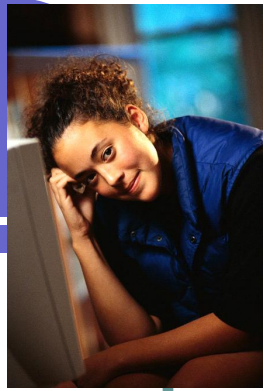
# Step 3 - Graded Student Independent Paper

- A brief research proposal (0.5 to 1 page in length) concludes the independent paper . Identifies:

- Knowledge Gap
- Research Question
- Research Tradition
- Research Sample size
- Research Method
- Research Data Analysis



# Example from Student Paper



- Shared with student Sue's permission
- **Preventing Asthma at Its Roots: CHNs Providing Prenatal and Early Parenting Education**

# Research Question (1)

- In terms of preventing childhood asthma, there is strong evidence to support efforts to limit in utero exposure to cigarette smoke. Pregnancy represents the most successful period during which smoking cessation occurs with up to 45% of smokers quitting for the duration of the pregnancy, however, only a third remain abstinent after the pregnancy ( Lumley et al., 2009). Therefore, questions remain concerning the underlying reasons for relapse and the most effective methods for supporting cessation.
- The following research question and proposal pursues to further explore this public health issue. **What are the experiences of mothers who successfully quit smoking during pregnancy, but then relapse after the birth of their child?**

(2)

- Research Tradition: Qualitative, Phenomenological Study
- Sample Size : 12 participants will be recruited who participated in the Quit for Life Smoking Cessation program at health centre X
- Based on the self-report questionnaire eligible mothers will be contacted for consent to participate in study.
- Inclusion/Exclusion Criteria: single & coupled mothers who quit smoking for at least one year prior to becoming pregnant, who did not smoke at all during pregnancy and who began smoking again within the first year after delivery will be eligible to participate in the study.

(3)

- Methods: Data will be collected through self-reports in the form of semi-structured interviews along with small focus group interviews. The investigator will engage in bracketing and intuiting. Data will be transcribed with subsequent verbatim transcription.
- Data Analysis: The investigator will engage in an editing analysis style for coding. Colaizzi's method of qualitative data analysis will be utilized (Polit & Beck, 2010). Member checking and investigator triangulation will occur to enhance study quality.

# Faculty Reflections Positive

Transformed our message: Created a beginning research/evidenced based culture guiding CHN/PHC practice

Links well to other BScN courses eg. research course

Supports discriminating paper grading

# Student Feedback

- Limited feedback from students
- Students did provide evidence of *‘Research being an integral part of an evidence- based PHC/CHN practice’ - through seminars & papers*



# Conclusion

- Faculty more excited than students
- Future plans – will continue in 2011  
Step 1, Step 2, Step 3
- Research needed –  
student learning experience  
faculty teaching experience  
new graduate experience



# References

- Ciliska, D. & Thomas, H. (2008). Research. In L. L. Stamler & L. Yiu (Eds), *Community Health Nursing: A Canadian Perspective*, Chapter 14 (pp. 227-244) Toronto: Pearson Prentice Hall.
- Feller, A., Jensen, A., Marie, D., Peddigrew, B., Clinchard-Speda, L., & E. Campbell. (2004). Quadrinity learning. *Journal of Transformative Education*, 2(3), 219-230.
- Polit, D.F. & Beck, C.T.(2010). *Essentials of nursing research: Appraising evidence for nursing practice* (7<sup>th</sup> Ed). Philadelphia: Lippincott Williams & Wilkins.

# Questions & Comments

For more information, please contact:

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