Understanding Academic Best Practices

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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 followin 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

Literature Review - Results





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 (or concept and placement experience); student reflection; listening; group work; demonstrate passion for public health interactive scenario's; tests that focus on application.
- Key resources: textbooks, online resources, guest speaker 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 the 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

- Sequencing of community content occurs later within the overall program studalready decided on focusing on acute care
- Content is overwhelming, not presented in an interesting and relevant way (partifor 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 than having it explicitly being in a domain of nursing that some of us will never too

Interviews with Public Health Professionals - Results

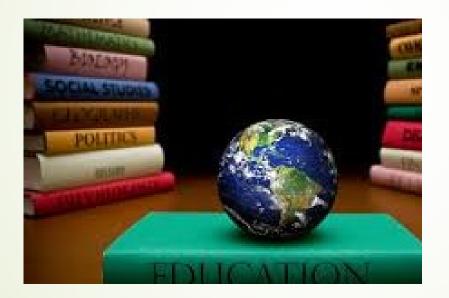
Curriculum Gaps

- 1. Students lacking awareness of PH concepts prior to placement
- 2. Students not valuing community nursing as much as acute care
- 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 pragap is huge. Program evaluation and planning plays out different in tacademic world and working world."

Implications

Education Sector



Public Health Sector



Questions!







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