

On Site Community Clinical Experience



Who We Are



Community health is introduced in year 3

- **Students complete two - 72 hour community clinical rotations (one each in the fall and winter semesters)**
- **2 clinical days per week**

Northern College

Factors impacting our ability to secure quality community clinical placements:

- **Small number of community health agencies in Timmins**
- **Preceptor fatigue**
- **Competition from other colleges and universities**
- **Cancellation by an agency**
- **Geographic isolation from other communities**

Northern College

Our solution

Create an in-house community clinical experience

- **Goal:** to provide a meaningful community clinical environment where students engage in praxis, developing skills and confidence in community health nursing
- **Incorporate:**
 - CHNC Standards of Practice
 - Values and principles of PHC and the OC strategies and processes

Northern College

- **Target population is the Northern College student body (Porcupine Campus) – median age is 27**
- **One faculty member assigned to create and deliver the program**

Faculty Member's Roles & Responsibilities

- **Develop a program that provides weekly structure yet enables students creativity in developing and implementing peer focused health communication and education initiatives**
- **Serve as both faculty advisor and clinical instructor**
- **Establish community partnerships and work with partners as needed throughout the year**

What We Did

Started small

- **Six students, placed in pairs:**
 - **Each pair was assigned a program related to a major health related-risk factor for college/university youth**
 - 1. Smoking prevention and cessation**
 - 2. Eating well**
 - 3. Alcohol and risky behaviours**
- **Group tasks were also assigned and group discussion was encouraged**

Week 1

- **Orientation**
- **Required readings focusing on target aggregate**
- **Community assessment**
- **Start analyzing assessment data**

Week 2

- **Required readings**
- **Complete assessment data analysis**
- **Each student pair develops a community health dx**
- **Identify health education and communication initiatives to focus on for the remainder of the clinical rotation:**
 - **Based on community analysis, dx, and required readings**

Week 2

- **Start developing initiatives and gathering/creating resources**
- **Identify potential community partners who may provide advice/resources and contact same**
- **Produce a program logic model**
 - **Utilize SMART criteria**

Week 3

- **Required readings**
- **Meet with community partners**
- **Continue preparations for the initiatives**
- **Midterm student evaluation**

Week 4

- **Implement the initiatives**
- **Follow up on any client needs that may arise from the initiatives**
- **Begin preparations to write a media item related to the clinical work done during the rotation**

Week 5

- **Complete and submit the media item**
- **Summative evaluation of the work completed**
- **Suggested next steps / ideas for incoming clinical group**
 - **Prepare a jump drive**
- **Final student clinical evaluation**
- **Evaluate the clinical program**

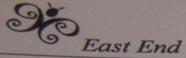
Students Took Ownership



Smoking Prevention and Cessation



Highlights



East End

Family Health Team

SUBJECT	Collaborative Clinical Student Experience Smoking Cessation – Leave the Pack Behind (LTPB)
BACKGROUND	
Departmental policies/procedures reflect the intent of Northern College-wide policies.	
1. In collaboration with Northern College and the East End Family Health Team (EEFHT), the third year BScN students will be given an opportunity to offer smoking cessation counseling under the Leave The Pack Behind (LTPB) program. This experience will provide students an opportunity to apply theoretical learning in a community health setting. The EEFHT embraces the opportunity to assist nursing students in their learning journey and are determined to provide a suitable environment to facilitate this knowledge building.	
POLICY	
Departmental policies and procedures will apply to all support and administrative staff within the department.	
PROCEDURE	
1. All nursing students are required to meet the clinical placement medical requirements as stated by Northern College and will be confirmed by their clinical coordinator prior to placement.	





N
Eating
Well
Program

The image features a stylized title for a program. The background is divided into three horizontal sections: a green hill at the top, a white middle section, and a blue water area at the bottom. The text is arranged in four lines. The first line is a large, brown, blocky letter 'N'. The second line is the word 'Eating' in a green, rounded font. The third line is the word 'Well' in an orange, rounded font. The fourth line is the word 'Program' in a blue, rounded font. All text has a slight drop shadow.

Highlights

- *Deficient knowledge among students about the Porcupine Campus food bank r/t to low visibility, AMB an NC student survey that revealed 82% of students surveyed were unaware of the food bank, and 24% of those who did not know stated they would use the food bank.*



N

Alcohol
& Risky
Behaviours

Highlights



Directive

Teaching Preventative Measures to Reduce Risk for Alcohol Related Harm to Students Living in
the Porcupine Campus Residence

BACKGROUND

A 2004 Canadian Campus survey conducted by the Centre for Addiction and Mental Health (CAMH) reveals that of 6,282 full-time Canadian undergraduate university students surveyed, 32% reported hazardous or harmful patterns of drinking. Heavy-frequent drinking, indicated by the usual consumption of more than five drinks on the days they drink and weekly drinking, was significantly higher among students living on campus (24.1%) compared to those living off campus on their own (16.8%) and those living with family (12%) (CAMH, 2004).

Baccalaureate nursing students at Northern College completed an informal survey of 118

Recovery Position



1. **Put** the person on their back. **Raise** the person's arm closest to you straight above the head. **Place** the other arm across the chest. **Straighten** the leg closest to you. **Bend** the other leg at the knee.



2. **Grab** the person's far shoulder and raised knee. **Roll** the person towards you. Make sure the knee touches the ground.



3. **Place** the person's nearest hand under the side of the face to support the head.

Save a life - use the recovery position to reduce the risk of choking. According to a Northern College Student Survey (2011):

- 64% of females have vomited due to drinking
- 68% of males have vomited due to drinking
- 22% of females have lost consciousness due to drinking
- 27% of males have lost consciousness due to drinking

Call 911: when you can't wake your friends up; breathing is slow or irregular; and skin is cold, clammy or blue.

N Alcohol
& Risky
Behaviours

N Alcohol
& Risky
Behaviours

Program Benefits

- **Students gain a better appreciation for and understanding of CHN roles and responsibilities, the importance of community partnerships and inter/intra-professional collaboration**
- **Students are considering and applying CHNC standards of practice, the social DOH, PHC values and principles, and OC processes and strategies**
- **We are reaching a traditionally hard to reach aggregate**
- **We created 24 clinical placements at Northern this year!!**

Program Benefits

- **BScN students gain an appreciation for research**
 - **The students' clinical work is evidence based and informed**
 - **Survey data gathered by students was used in one of their research courses - demonstrated simple descriptive and inferential statistics with meaningful data. Data can also be turned into numerical data via SPSS, generating tables and graphs**

Program Challenges

- **Theory does not always precede clinical experience**
- **5 -6 week clinical rotations**
- **Sufficient assigned faculty hours**
- **No other community clinical instructor is paid**
- **Perceived inferior experience may influence student choice of placement**
- **No budget or dedicated workspace**

Lessons Learned

- **Program provides a valuable student learning experience.**
- **The college/university student association is an essential community partner**
- **Peers are receptive to one another**
- **Community partners are eager to work with students and faculty**
- **A lot can be accomplished with very little to no money!**

Thank you.

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