



Choose
health!

Taking Charge:

**Building Capacity and
Leadership in a CHN
Certification Study Group**

Licensure

- Mandatory
- Entry-level standards
- One-time

Certification

- Voluntary
- Minimum 2 years experience
- Periodic

Licensure

- Professional body
- Public safety
- Demonstrates general nursing competence

Certification

- Professional body
- Public safety
- Demonstrates specific nursing competence

CNA Certification Exams

- Practice-based
- Measure core knowledge and skills
- 40-50 subject matter experts involved
- Representation across Canada
- Expertise in practice, education, research, administration
- ASI facilitates the development and provides measurement expertise

Why Become Certified?

- Keeps skills current to a national standard
- Increases self-confidence as a result of a significant personal accomplishment
- Fosters professional growth by confirming and renewing vital skills
- Enhances career opportunities



Why others took the challenge

- A challenge
- Opportunity to participate in a study group
- Chance to validate and prove CHN is a specialty
- University credit in BScN program

CNA CHN Demographics

- Number of RN's with valid CNA CHN certification, by province/territory, 2008

AB	BC	MB	NB	NL	NS	NT	ON	PE	QC	SK	YT/ NU	TOTA L
34	7	23	8	65	24	**	153	*	0	16	*	338

*Information suppressed to protect privacy (one to four records)

**Information suppressed to protect privacy (five or more records) To prevent calculation of the suppressed number (*) by using other data in the table, another number (usually the next lowest number) is suppressed.

MLHU Study Group Demographics

- 54 written
-

- 32 internal
 - 22 external
-

- 39 PHN
- 12 HHN
- 3 CHN

Study Group Structure

- Weekly 2-hour sessions (14-16 weeks)
- 1 hour for content review, 1 hour for application to practice & critical thinking
- Participatory approach with shared leadership; 2 competency leads each week

Roles and Responsibilities

Facilitator

“The expert tutor does not direct solutions to a problem, but rather prompts critical thinking amongst the study group members” (Price & Price, 2000, p.257)

Facilitator

- Promote certification; gather study group participants
- Ensure group administrative tasks completed
- Foster a respectful, learner-centred atmosphere

Facilitator

- Coordinate and locate resources and information
- Assist competency leads & individual group members, as needed
- Liaise with CNA

Facilitator

- Build/maintain relationships with CHN's, participating agencies, & mentors
- Ensure sessions stay focused and relevant
- Seek feedback on process & outcomes

Competency Leads

- Prepare reading materials
- Provide overview of key content material
- Prepare case studies or questions to ensure group engages in knowledge application and critical appraisal

Participant

- Prepare adequately for each session
- Participate in group discussion; share knowledge & expertise
- Reflect on how learnings can be incorporated into current practice



Mentor

- Attend group's first session to share experience of exam preparation and writing
- Provide support to study group members as needed

Group Learning Strategies

Teaching/Learning Strategies

Educator's Resource: Integration of Best Practice Guidelines

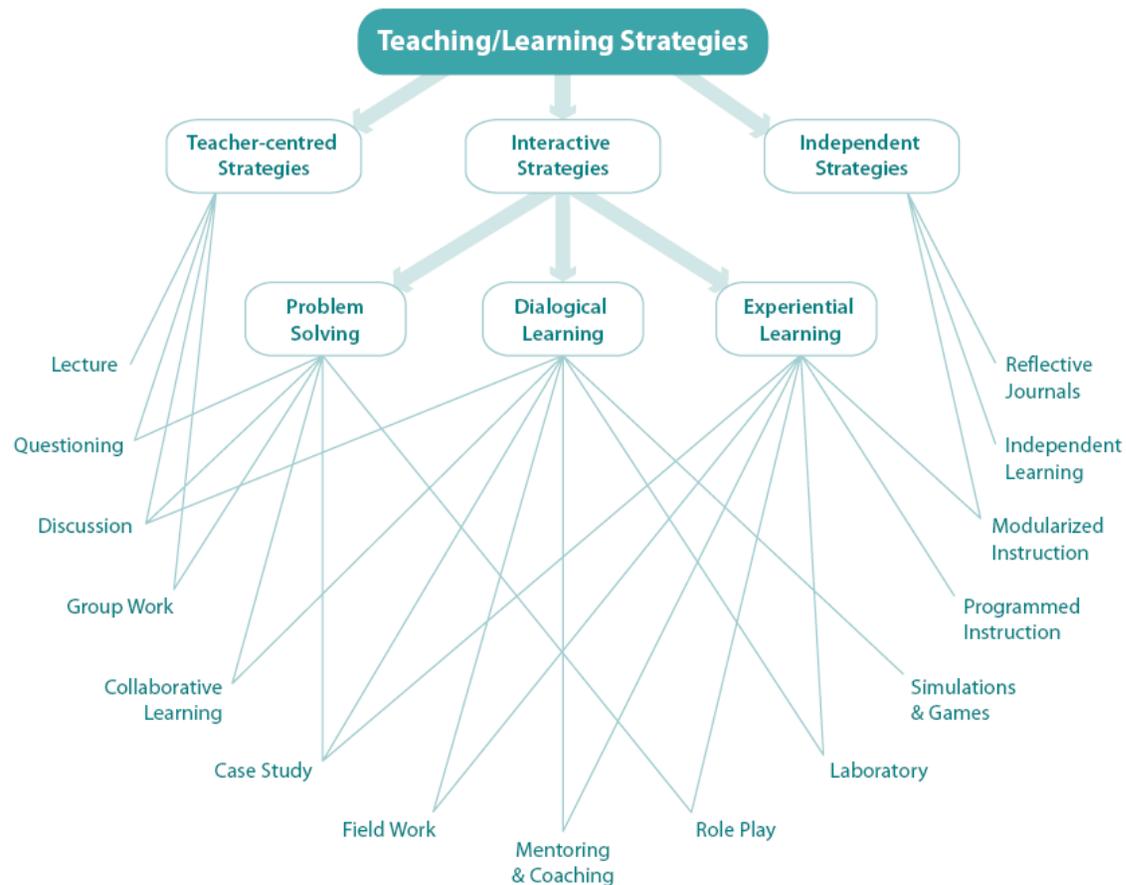


Figure 4: Teaching/Learning Strategies

Teacher-Centered Strategies

- Lecture
- Questioning
- Discussion
- Group Work

Problem Solving

- Questioning
- Discussion
- Group Work
- Collaborative Learning
- Case Study
- Mentoring & Coaching

Popular

Dialogical Learning

- Discussion
- Collaborative Learning
- Case Study
- Games
- Mentoring & Coaching

NEW

Experiential Learning

- Case Study
- Mentoring

Independent Strategies

Independent Strategies

- Active Reading
- Taking Notes
- Time Management

Timeline



Getting Started

- Promotion
 - PNL
 - External
- Inservice
- Preliminary Planning Meeting

Let's Begin

- How it works
- Keep in mind:
 - focus on application and critical thinking
 - problem solving
 - do not regurgitate what you read
 - be interactive
 - contact previous exam writers

Mid-Point Check

- How are we doing?
- Any changes need to be made?
- Revisit schedule

Pre-Exam

- Go through sample test questions
- Individuals should focus on areas in which they need extra review

Post-Exam Debrief

- Speak to individuals but hold off a couple of weeks before the big debrief
- Hold debrief prior to getting results so you celebrate not only the destination but the journey

Challenges

- Connecting by teleconference - personal contact
- Maintaining focus on Canadian content
- Ensuring study group is balanced with PH, HH and CH nurses

Challenges

- Concentrating on application to practice and critical thinking, rather than just content review
- Determining the depth of knowledge required for the competencies

Benefits

- Chance to network with other CHN's
- Opportunity to refresh community health nursing knowledge and expertise
- Sense of personal and professional accomplishment

Benefits

- Chance to reflect on own nursing practice
- Greater appreciation for the breadth of expertise in community health nursing
- Sense of how own practice fits into the 'bigger picture' of community health

Benefits

- Experience provides leadership development opportunities within the study group, one's workplace, and the nursing profession

Benefits

- Opportunity to expand community health nursing knowledge beyond a specific work portfolio

Resources

- CNA website
- CHNAC
- RNAO Educators Resource: Integration of BPGs