

**DEVELOPING A COMMUNITY HEALTH NURSING EDUCATION
INNOVATIONS EXCHANGE WEBSITE TARGETED FOR NURSING
FACULTY AND CLINICAL PRACTICE EDUCATORS**

Community Health Nurses of Canada
Pre-conference Session

May 16th, 2011



Time	Agenda Item	Presenter
8:00 - 8:15	Welcome and Introductions	<i>Jo Ann Tober</i>
8:15 – 8:30	Overview: CASN Sub-Committee on Public Health	<i>Jo Ann Tober Donna Meagher-Stewart</i>
8:30 – 8:45	Presentation: Criteria for an Innovation	<i>Ruth Schofield</i>
8:45 – 9:00	Introduction: Persona and Scenario Exercise	<i>Ruta Valaitis</i>
9:00 – 9:40	Group Work: Developing Personas and Scenarios	<i>Ruta Valaitis</i>
9:40 – 10:00	Refreshment Break	
10:00 – 10:30	Group Work continued	<i>Ruta Valaitis</i>
10:30 – 11:15	Group Reporting: Personas and Scenarios	<i>Ruta Valaitis</i>
11:15 – 11:45	Consultation about Peer Review process	<i>Ruta Valaitis</i>
11:45 – 12:00	Closing Remarks	<i>Ruta Valaitis</i>

BACKGROUND

- CASN created a Task Force on Public Health Education in 2004
- Funded by the Public Health Agency of Canada
- Mandate
 - To assist CASN members in ensuring all baccalaureate nursing graduates are prepared to meet entry level competencies and standards for Community health nursing practice

MEMBERSHIP

- 2 CASN members with expertise in community health nursing from each region: Atlantic, Western, Ontario, Quebec
- 1 member from CHNAC, CPHA, ANDSOOHA, PHN's Leaders Council of B.C., and the CASN Board

CURRENT MEMBERSHIP

- JoAnn Tober – Co-Chair (ANDSOOHA—Public Health Mgmt, ON)
- Susan Duncan – Co-Chair (CASN Board)
- Elizabeth Elliott (Public Health Nurses Leaders Council of BC)
- Sherri Buhler (Parkland Regional Health Authority, MB)
- Benita Cohen (University of Manitoba)
- Marie Dietrich Leurer (University of Saskatchewan)
- Morag Granger (Regina Qu'Appelle Health Region, SK)
- Joan Reiter (PHAC consultant)
- Omaira Mansi (McGill University, QC)
- Donna Meagher-Stewart (Dalhousie University, N.S.)
- Ruth Schofield (CHNC)
- Ruta Valaitis (McMaster University, ON)

INITIAL ACTIVITIES: PHASE 1 - FALL 2004 TO WINTER 2007

- Collected Background Information for the Task Force
 - National environment
 - Education and practice expectations
- Administered a Survey to Examine the Current Status of Public Health Content in Canadian Baccalaureate Nursing Programs – May 2005
- Outcomes
 - Pan Canadian Symposium – Jan. 2006
 - Recommendations to CASN

PHASE 2 – SPRING 2007 TO WINTER 2010

Objectives

- Administered a survey to Level community/public health competencies for baccalaureate nursing graduates – May 2009
- Develop a tool for schools of nursing to assess placements to determine suitability relevant to community health education

OUTCOMES

- Determined Current and Expected Levels of Proficiency for new graduate nurses.
- Developed recommendations to CASN's Bureau of Accreditation for incorporation of Standards related to community Health Nursing
- Published “Guidelines for Quality Community Health Nursing Clinical Placements” – May 2009

PHASE 3 – SPRING 2011 - ONGOING

Objectives

- Explore resources and website development to support community/public health nursing education

Activities

- Consultations at preconference sessions re: Website development

QUESTIONS?

Invest in nursing faculty supply and nursing program infrastructure
Foster innovative initiatives to sustain an appropriately prepared nursing workforce
Invest in nursing research and knowledge translation



DEFINITION OF INNOVATION

- Implementation of new or altered community health nursing education model that addresses improvement
- Innovation can mean different things to different people, depending on sector as well as organizational and other contextual factors.
- An activity that is standard practice in one community health nursing education model/program may be cutting-edge for another.
- Our goal is to cast a wide net that allows for differences across the community health nursing education.
- The Innovation Exchange includes community health nursing education and tools that vary in degree of novelty, effects on quality, and level of supporting evidence.

(Modified from the Agency for Healthcare Research and Quality, 2010)

INCLUSION CRITERIA (6)

1. The innovation relates to one of three areas:
 1. community health nursing practice (client) scenarios,
 2. scenarios of teacher student relationships, or
 3. scenarios depicting community academic partnerships.

INCLUSION CRITERIA (CONT)

2. The innovation relates to enabling the community academic partnership to meet of one or more of the CASN (2010) five guidelines for quality community health nursing placements:
 - Community Health Nursing Identity
 - Community Health Nursing Scope of Practice
 - Developing and Accessing Well-Prepared Preceptors
 - Supportive Environment for Student Learning
 - Community-Academic Partnerships

INCLUSION CRITERIA (CONT)

3. The innovation aims to build capacity of faculty and quality in community health nursing education and contribute to the development of the nursing workforce of the future. The innovation contributes to the advancement and quality of community health nursing practice and education.
 - 3.1 To ensure that baccalaureate graduates are prepared to meet the *Canadian Community Health Nursing Standards of Practice* at an entry-to-practice level
 - 3.2 To enhance learning organizations including preceptors, agency advisory etc and mechanisms in organizations

INCLUSION CRITERIA (CONT.)

4. The innovation results in exemplars of practice education that can be shared across education.
5. The innovations may exist today or be future oriented.
6. Others

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Persona and scenario development to inform
website design and functionality



PROJECT GOAL

- Enable community health nursing practitioners, managers, clinical preceptors, education coordinators, faculty, and other relevant users of a proposed web site to exchange resources, strategies, tools and techniques to help prepare undergraduate nursing students to meet the expected new graduate competencies for community health nursing.
- Enable broad community communication, information and resource exchange of innovations in teaching.
- To serve the needs of community health nursing practitioners, managers, educators, and others

OBJECTIVES OF THE CONSULTATION

To engage participants in a participatory design activity that will inform the design of a *proposed* **Community Health Nursing Education Exchange Website**

- A “persona and scenario” development activity will help developers visualize an end-product that users will want to use and find meaningful to them.

CREATING PERSONAS AND SCENARIOS IS LIKE WRITING A STORY

- the story has a main character (the persona)
- the story has a setting - where the action takes place (scenario)
- the persona has a goal or something it wants to accomplish
- that goal requires specific actions/interactions (with website)
- there may be limitations/obstacles that prevent the goal from being accomplished

GIVE YOUR “PERSONAS” PERSONALITY

- Name
- Age, gender
- Workplace, occupation
- Desires, attitudes
- Education
- Role with students
- Experience with students
- Access to computers
- Comfort with computers

A persona is an fictitious character who reflects a typical:

- community health nursing clinical preceptor
- coordinator of students in the clinical practice setting
- faculty member
- other....

THE PURPOSE
OF THE PERSONA IS TO HELP
CREATE SCENARIOS
FROM THE DESCRIPTIONS

CREATE YOUR PERSONAS/ SCENARIO

Give your “scenario” detail

...

- What is the typical environment for the persona in the situation?
 - Where and when are they interacting with the website (e.g. home, workplace)?
 - What is the context? How much time do they have? Are there distractions?
- Why did the persona go to the site?
 - What problem/ event or issue triggered interaction with the web site?
- What happened when they visited the site?
 - What did they do on the site?
 - What did they see?
 - How did the site respond to the persona’s interactions?
- How did the site help to resolve the issue?

- A scenario is a description of a persona’s interaction with the website in response to a problem or issue
 - Where?
 - What?
 - Why?
 - How?
 - When?

QUESTIONS?



THANK YOU!

