

Outline Baccalaureate: Community Health Curriculum Theoretical foundation for the course: NUR1 432: Community Health Nursing Projects Surveying the 26 primary prevention projects; academic year 2013-2014 Evaluation's results of projects Usefulness and sustainability of projects in community benefit organizations Future endeavor Interprofessional partnerships: allied and complementary faculties

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Baccalaureate: Community health curriculum

- Curriculum revised in 2013
- One full year at the baccalaureate (final year)
- Two theoretical and two clinical courses
- Primary Health Care philosophy

Theoretical foundation for the community health nursing project course Primary Health Care (OMS-UNICEF, 1978) Conceptual framework: Population Health Promotion Model (PHPM) (Hamilton & Bhatti, 1996) Allied theories – Self-efficacy theory; Bandura, 1977 – Train the Trainers approaches; Knowles's, 1980, 1989 Progressive Inquiry Questions; Hakkarainen & Sintonen, 1999

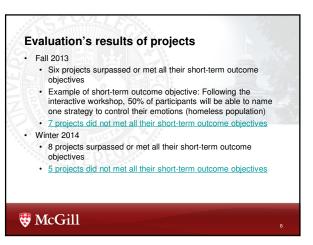
Logic Model: The Health Communication Unit, 2002

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Surveying the 26 primary prevention projects; academic year 2013-2014

- Fall 2013: Primary prevention project's themes
- Fall 2013: Vulnerable populations covered by the
- projects
- Winter 2014: Primary prevention project's themes
- <u>Winter 2014: Vulnerable populations covered by the projects</u>
- One concrete example of project: academic year 2013-2014

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Explanations given by students

Surpassed or met the short-term outcome objectives: Strong partnership with the community organization and it's members during the whole semester; participants interested and appreciative of the tools created for them Bilingual material provided to participants (French and English); Students provided a learning environment and adapted to unforeseen events

Short-term outcome objectives not met: Communication issues with the community organization regarding an appropriate time to implement the project (too close to a meal or wrong day)

Logistic issues: local too small for the number of participants; bad lighting; too much distractions or noise; technical problems with the equipment

Conceptual issues: Evaluation tools not understood well (literacy level too high); not enough explanations on how to fill the evaluation tools; participants not engaged or not enough time to fill the evaluation tools; project too remote from the participant's needs

Linguistic issues: Evaluation tools done only in one language (French or English)

Usefulness and sustainability of projects in community benefit organizations

- · Tailored portfolio provided to all community organizations
- Quality products created for the community organizations (laminated posters; high quality pamphlets; equipment: balls; bingo cards with emotional control strategies; computer; teaching kit for peer educators, etc.)
- Fundraising money
- Health Fair: participants can have a DVD with all the projects done by the teams

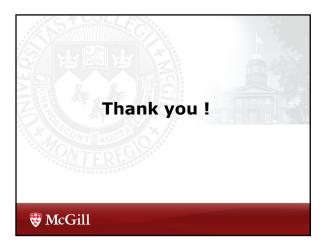
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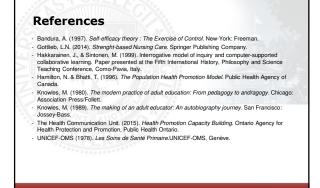
Future endeavor

- Sharp increase of the number of students: 30 students 10 years ago to more than 220 students for the academic year 2015-16
- During 2013-14: 26 projects with 13 community benefit organizations
- During 2014-15: 28 projects with 15 community benefit organizations
- For 2015-16: expected 34 projects with 17 community benefit organizations

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