




Using a Common Framework for Community Health Nursing Practice in Undergraduate Nursing Education

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Network Café Learning Outcomes

Participants attending will


- ▶ share teaching strategies to strengthen understanding and application of the Canadian Community Health Nursing Professional Practice Model and Standards in undergraduate nursing curriculum.



What is a professional practice model?

A professional practice model includes the structure, process and values that support nurses' control over the delivery of nursing care and the environment in which care is delivered (Hoffart & Woods, 1996).



Canadian Community Health Nursing Professional Practice Model Component Clusters

Definitions of each component

The Client (Individuals, Families, Groups, Communities, Populations, and Systems)

Community Health Nurses and Nursing Practice

- ▶ Community health nurse
- ▶ Theoretical foundation
- ▶ Code of Ethics
- ▶ Values and principles
- ▶ Professional regulatory standards
- ▶ Community health nursing standards and discipline specific competencies



Canadian Community Health Nursing Professional Practice Model Component Clusters cont.



Community Organizations

- ▶ Professional Relationships and Partnerships
- ▶ Management Practices
- ▶ Delivery Structure and Process

System

- ▶ Government Support
- ▶ Determinants of Health





 

Teaching Learning Strategies

CASN Position Statement on Scholarship among Nursing Faculty

The Scholarship of Teaching addresses the development of innovative teaching methods and educational materials, and the study of teaching and learning (Allen & Field, 2005). In nursing we are concerned with academic teaching and learning, both theoretical and clinical. Teaching and learning may be examined using research or evaluation methodologies, or through theoretical and philosophical modes of inquiry involving the integration of existing knowledge often from various disciplines (CASN, 2013)

A teaching learning strategy is activities and methods used to move the learner towards achievement of the learning outcome (Cranton, 2000).



Types of Learning Strategies

- ▶ **interactive teaching strategies**- eg. Small group discussion of how to support social justice for an Aboriginal youth group
- ▶ **teacher centered learning strategies**- eg. Class debate about the pros and cons of government support for child care
- ▶ **teaching learning strategies** that consider cognitive, affective and psychomotor domains of learning- eg. Affective: questions on feelings and values related to a stigmatized group; eg. Psychomotor: role play of negotiating professional relationships in an organization



Small Group Instructions (20 minutes)

- ▶ Break in (or choose) one of the three teaching strategies
 - ▶ interactive teaching strategy
 - ▶ teacher centered learning strategies
 - ▶ teaching learning strategies that consider cognitive, affective and psychomotor domains of learning
- ▶ Discuss small group questions
- ▶ Refer to Definitions of the Professional Practice components (on table)
- ▶ Select recorder and facilitator



Small Group Discussion

Discuss and discover teaching learning strategies for strategy identified at your table



Large Group Discussion (20 minutes)

Report back- share examples



Wrap Up/Next Steps

Reflect on....

- ▶ How has the professional practice model clarified the scope of practice and role of community health nurses?
- ▶ Are there innovative ways to advance the use of the professional practice model in education?
- ▶ What are resources that exist or need to be developed?



Thank you for coming!

