Community Health Nursing Placements: Striving for Quality Learning Environments
CHNC Conference

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Why is Community important to our BScN program?

- WHO Transforming and advancing health professionals education & training

- Direction of Health Care in Ontario 'Patients First'

- *Forward with Integrity* , McMaster principles and priorities

- Strategic plan and values of the School of Nursing (SON)

- Preparing Nurses for the 21st century, new roles

- Track our community embedded learning opportunities and identify trends for future

Required Community Health courses in BScN Program

- Level 1 Service Learning 1K02 & 2K02
- Level 2 Introduction to Social Determinants of Health 2RR3
- Professional Practice Community Health N3QQ3
- Level 4 Professional Practice Courses may be in community health (N4J07 & N4K10)

Elective choices in SON

- Health in the Hubs: Health Science 3HN3 Partnering with Hamilton Neighbourhoods for Health
- http://www.fhs.mcmaster.ca/nursing/community_neighbourhood.html
- MACSOC (Service learning courses)
- http://www.fhs.mcmaster.ca/nursing/community_macsoc.html

Issue

- Feedback from students & faculty: some community placements have limited capacity to facilitate student learning eg. *Students assigned to 'backroom tasks without connecting with the public*

- Many placements involved , ongoing need to ensure positive experience for students & agencies

- Need to explore what constitutes effective community placement in geographic catchment area of the program

- *Need to understand the CASN and Public Health Nursing standards and competencies for practice*

The question

- What are the features of a quality community health placement for students in the BScN program?

- Quality community health placement: one that helps nursing students learn about concepts required to meet core competencies of professional nursing practice

Methodology

- Literature review to explore "quality community health professional practice placement"
- Data collection—placement databases, student survey, faculty interviews, course evaluations
- Data analysis-GIS mapping to review program reach
- Quantitative findings
- Qualitative-community health learning environment & overall
- experience

Quantitative Findings

- How many students surveyed?
- Results??

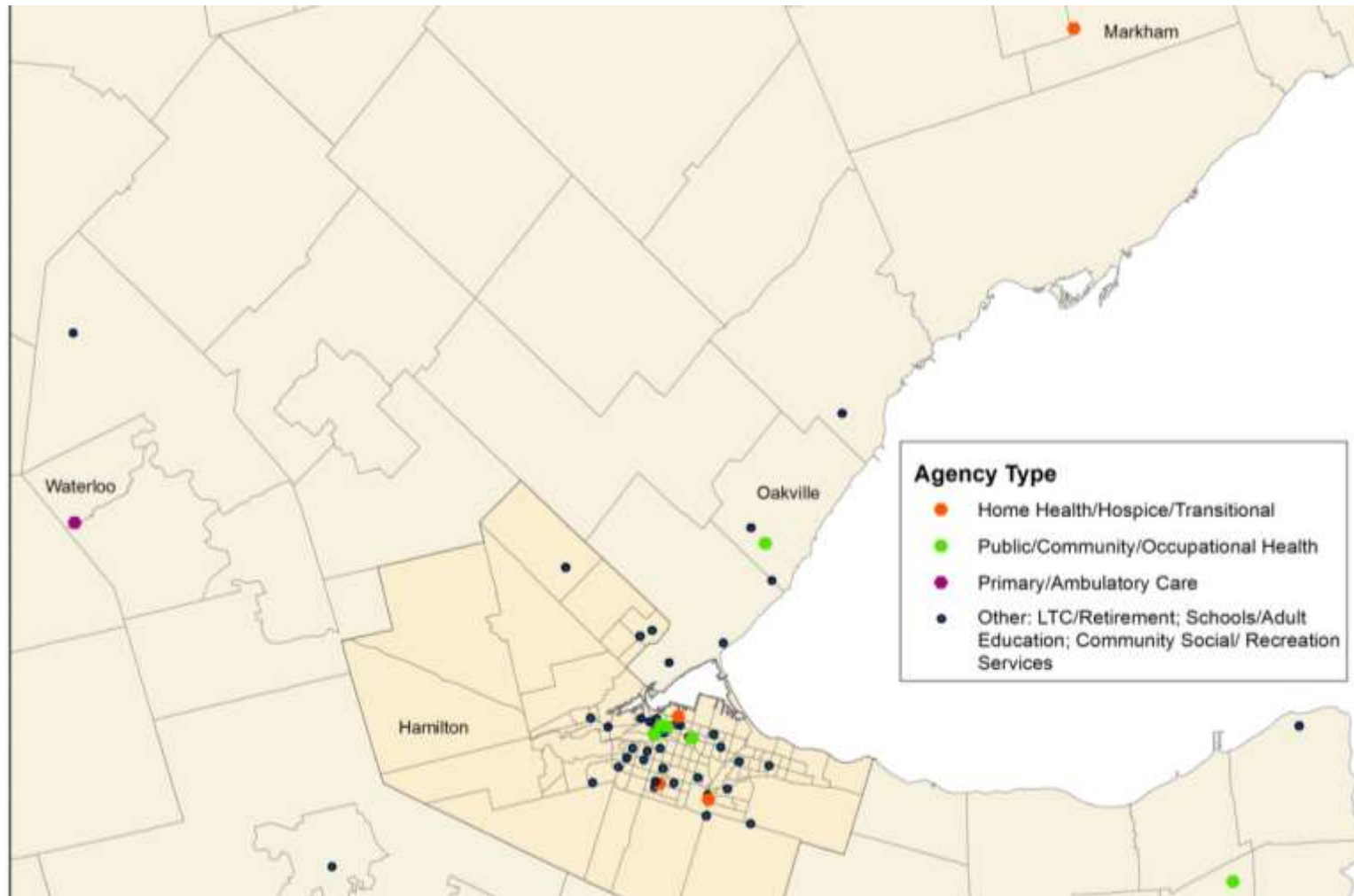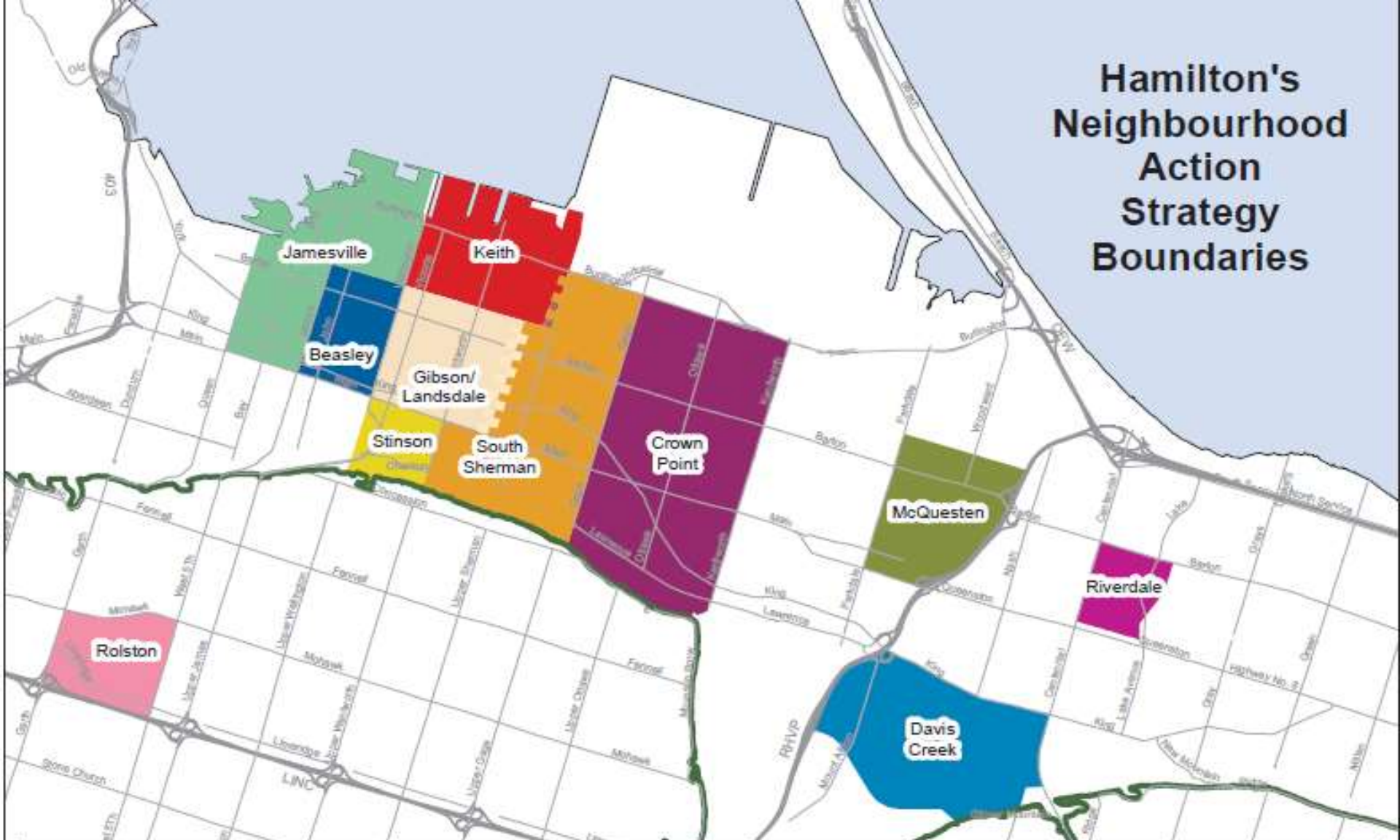| Service Learning & Community Professional Practice Placements March 2015			
Course	**n=**	**Site**	**%**
1K02	142	Long term care	29%
		Big Brothers/Sisters	15.5%
N2DP2	54	Long term care	28%
2K02	120	Big Brothers/Sisters	34%
		Long term care	21%
3QQ3	135	Hamilton Wentworth Schools	78%
		Ontario Early Years Centres	13%
		Visiting Nurses	3%
		General Community Placement (L'Arche)	1.5%
		Seniors Community Placement	1.5%
		Public Health	1.5%
		Primary Care	1.5%

In our Region where are students placed?
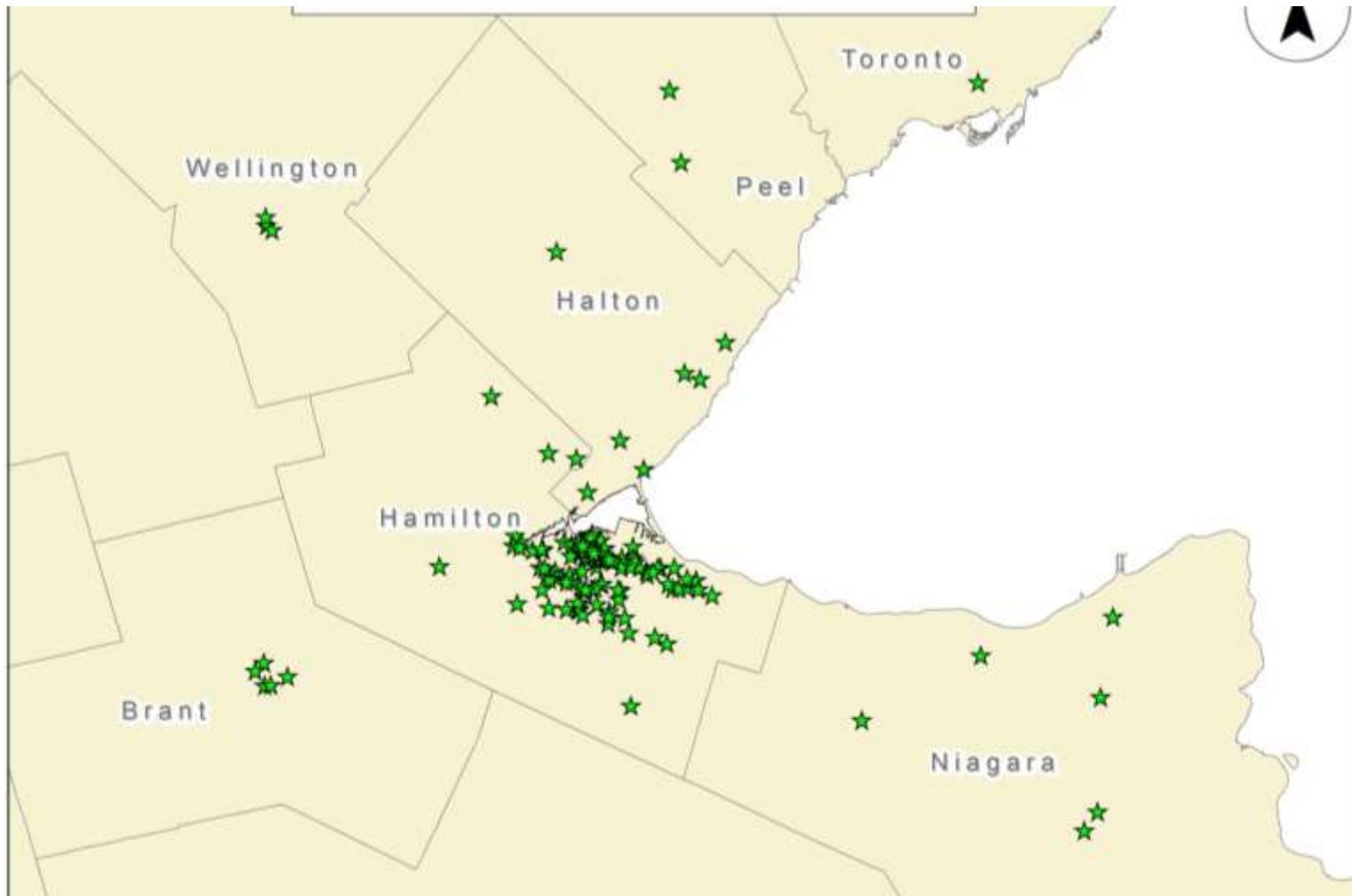
Types of Agencies for Community placements

Level 3 & Level 4 Placements

Hamilton's Neighbourhood Action Strategy Boundaries

Jamesville

Keith

Beasley

Gibson/Landsdale

Stinson

South Sherman

Crown Point

McQuesten

Riverdale

Rolston

Davis Creek

Legend

— Major streets

— Escarpment

▪ ▪ ▪ Overlapping boundary

Action Neighbourhoods boundaries have been determined by the neighbourhoods and continue to be adjusted based on resident feedback.

Profiles of each of these neighbourhoods are available on the SPRC website: http://sprc.hamilton.on.ca/Reports/pdf/SPRC_Neighbourhood_Profiles_March_2012.pdf

For any questions about this map, please contact Sara Mayo: smayo@sprc.hamilton.on.ca
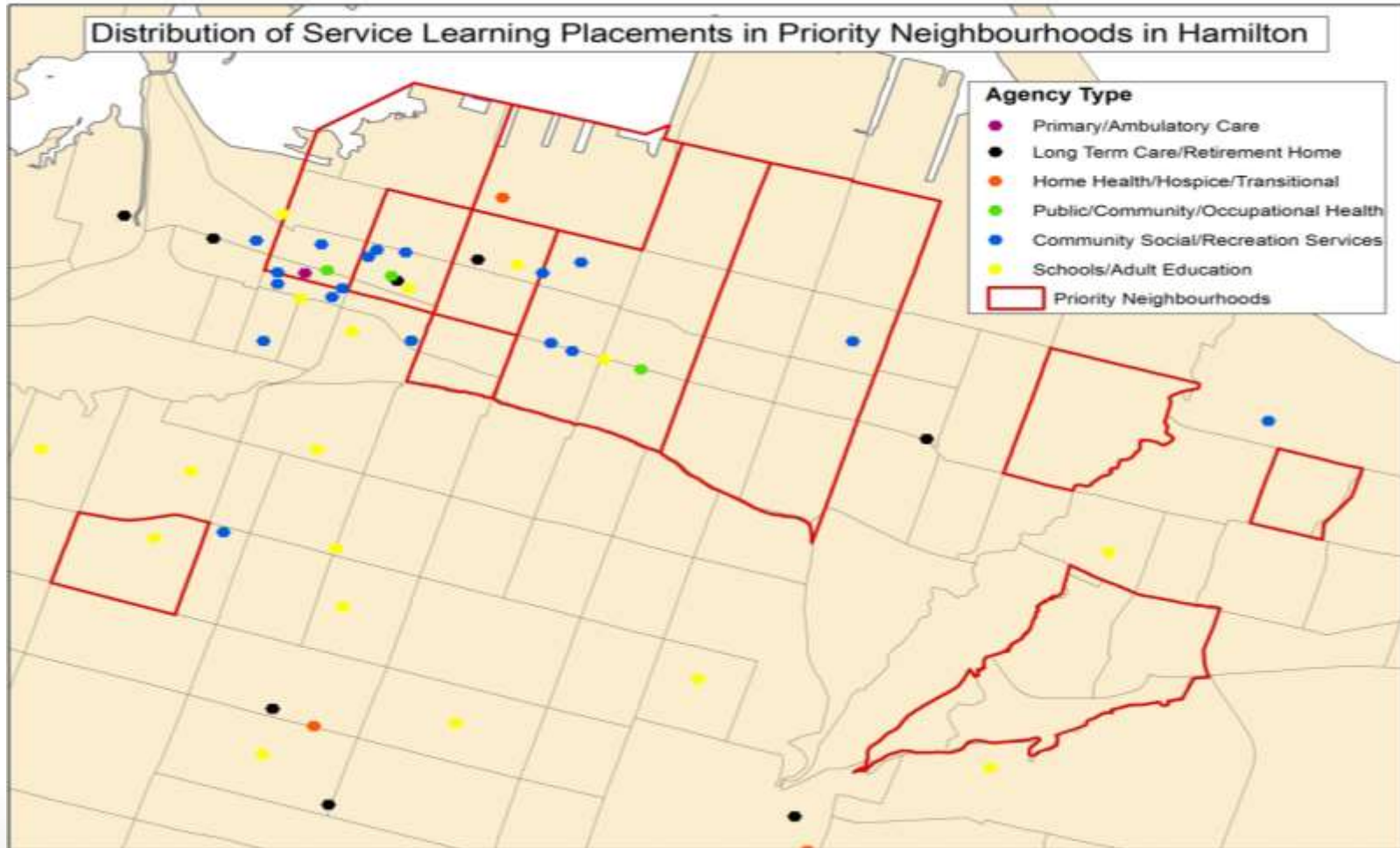
Map prepared by:

SPRC SOCIAL PLANNING AND RESEARCH COUNCIL OF HAMILTON

With support from:

United Way Burlington & Greater Hamilton

Hamilton

Last modified July 2013

Service Learning Placements in Priority Neighbourhoods

Distribution of Service Learning Placements in Priority Neighbourhoods in Hamilton

Agency Type
- Primary/Ambulatory Care
- Long Term Care/Retirement Home
- Home Health/Hospice/Transitional
- Public/Community/Occupational Health
- Community Social/Recreation Services
- Schools/Adult Education
- Priority Neighbourhoods

Placements and Area Income levels

Distribution of Service Learning Placements In Hamilton By Income Quintiles

Agency Type
- Primary/Ambulatory Care
- Long Term Care/Retirement Home
- Home Health/Hospice/Transitional
- Public/Community/Occupational Health
- Community Social/Recreation Services
- Schools/Adult Education

Income Quintiles
- Lowest
- 2
- 3
- 4
- Highest
- No Data
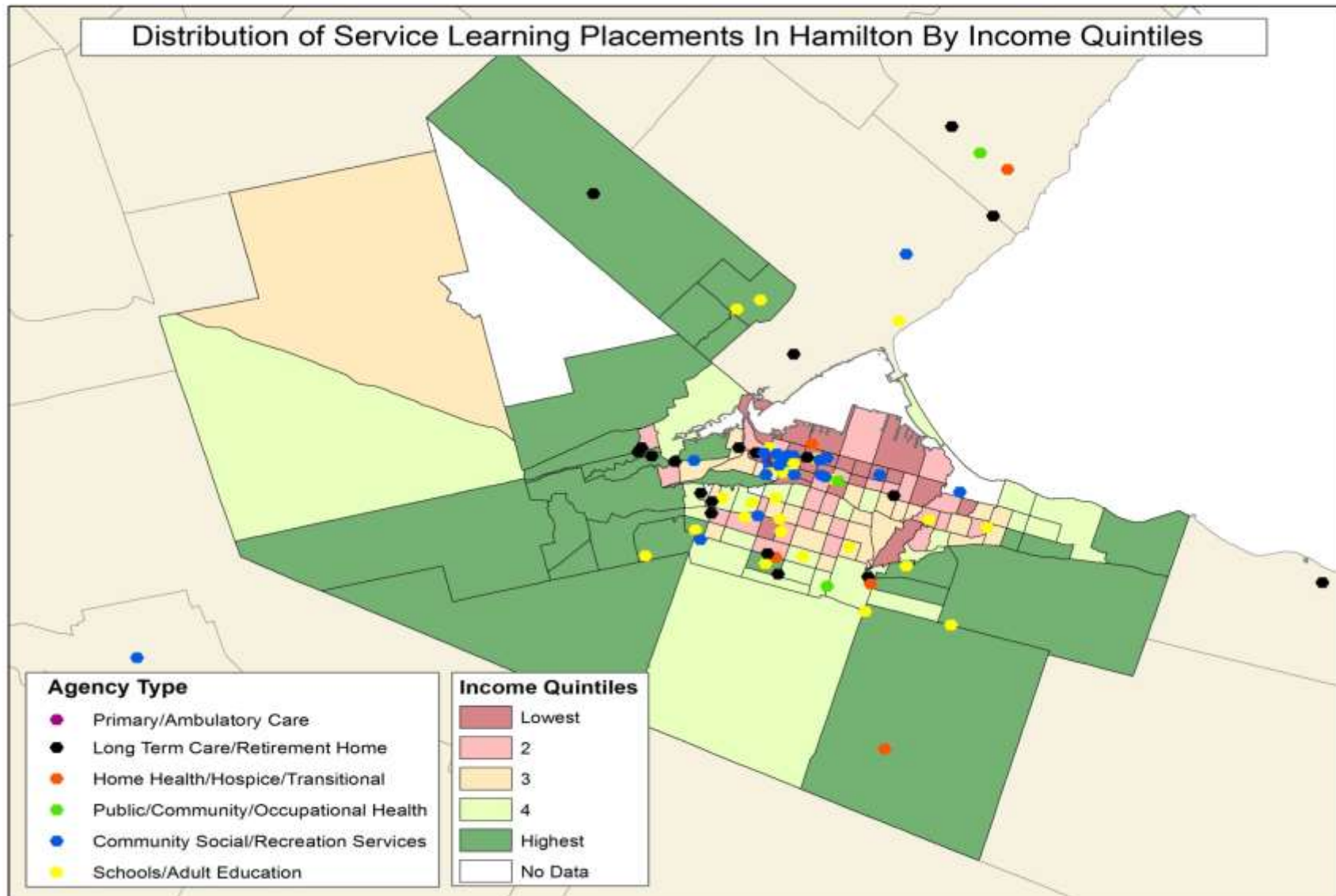
Distribution of Service Learning and Community Professional Practice Placements In Hamilton By Percent Senior Citizens

Agency Type
- Long Term Care/Retirement Home
- Home Health/Hospice/Transitional
- Public/Community/Occupational Health
- Community Social/Recreation Services

Percent Senior Citizens
- 5 - 11
- 12 - 13
- 14 - 17
- 18 - 23
- 24 - 41
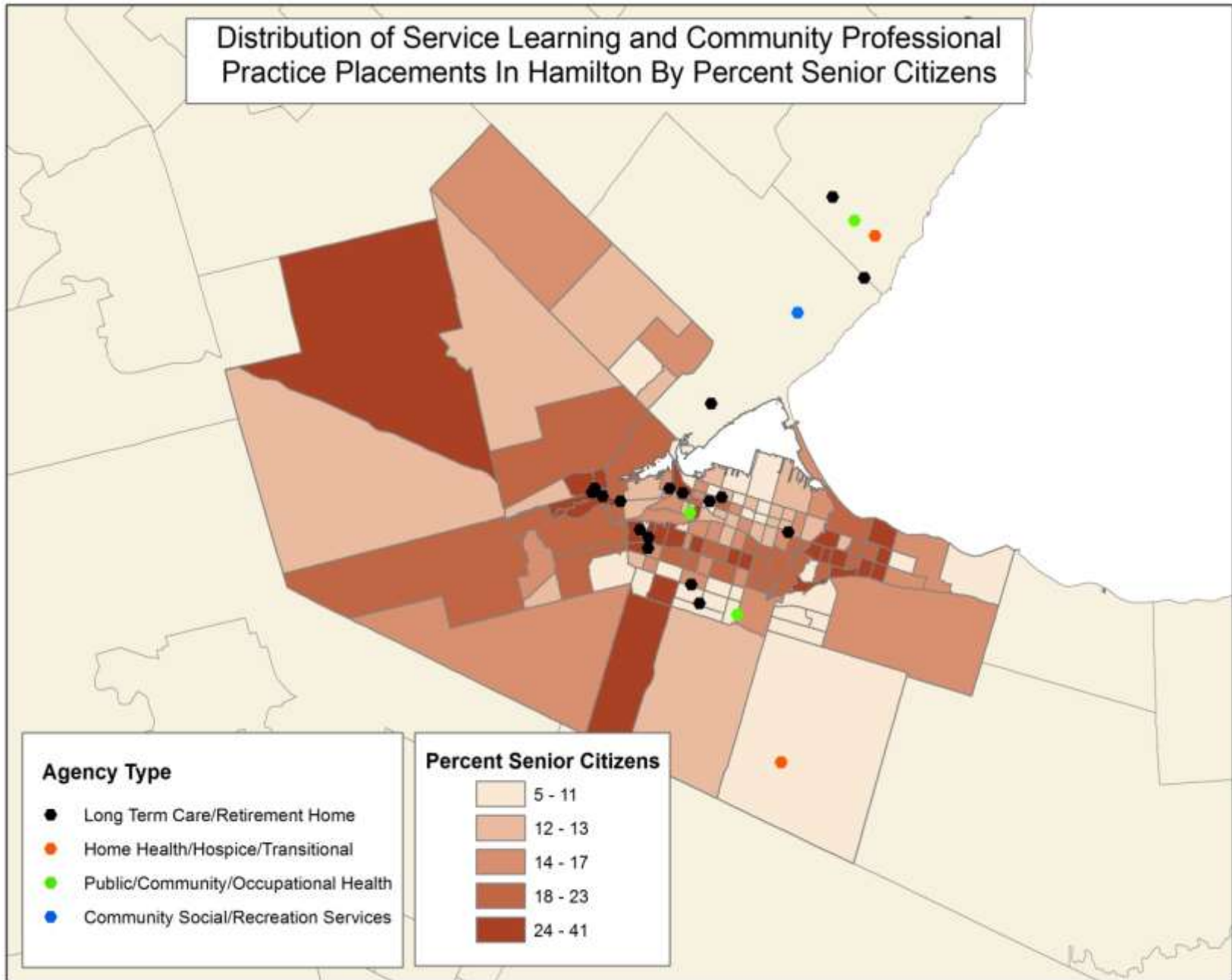
Qualitative Findings: Students and Service Learning

- 70% practiced communication skills, leadership skills, research skills, critical thinking, self- reflection, working effectively with others and that Service Learning placement showed respondents the importance of being involved in the community.

- A little over 50% emotional growth, enhanced understanding of the importance of community organizations to health and provided a supportive environment for student learning...

- 45% answered that the placement challenged their ideas and promoted cognitive growth

- 40% stated that this placement will have an impact on their future nursing role.

- 36% believed that the SON should continue to partner with the placement.

- 29% believed that staff at service learning placements were knowledgeable of student course objectives.

Qualitative Findings: Students & Community Health Placements

- Overall students ambivalent or limited relevance to becoming a nurse.

- 57% reported environment supported learning

- Desired changes:

  - more support from tutors and preceptors

  - clarify and improve the relevance of activities to community health

  - type of work that students do in their placements connection to a nurse

- health related placements in Public Health, Primary Care and Long Term Care.

Trends for the Education of Future Community Nurses

- ↑ need for nurses for clients with increasingly complex arrays of chronic diseases
- ↑ acute illnesses managed at home & and other community settings (all ages)
- Approaches needed that transform systems; move away from hospitals to initiatives that foster community engagement (WHO, 2013)
- Increases in use of technologies that will require nurses be technologically competent

Next Steps

- Finalize the maps and complete the secondary analysis of the survey data
- Review current community health placements in light of findings
- Recommendations for future community health placements

Acknowledgements

- Program Office Staff - placement data (2yrs)
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