

Acceptability of the Canadian Model of Nurse-Family Partnership Education

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Goals



Share a brief overview of the Canadian Nurse-Family Partnership Model for Nurse-Supervisor Education

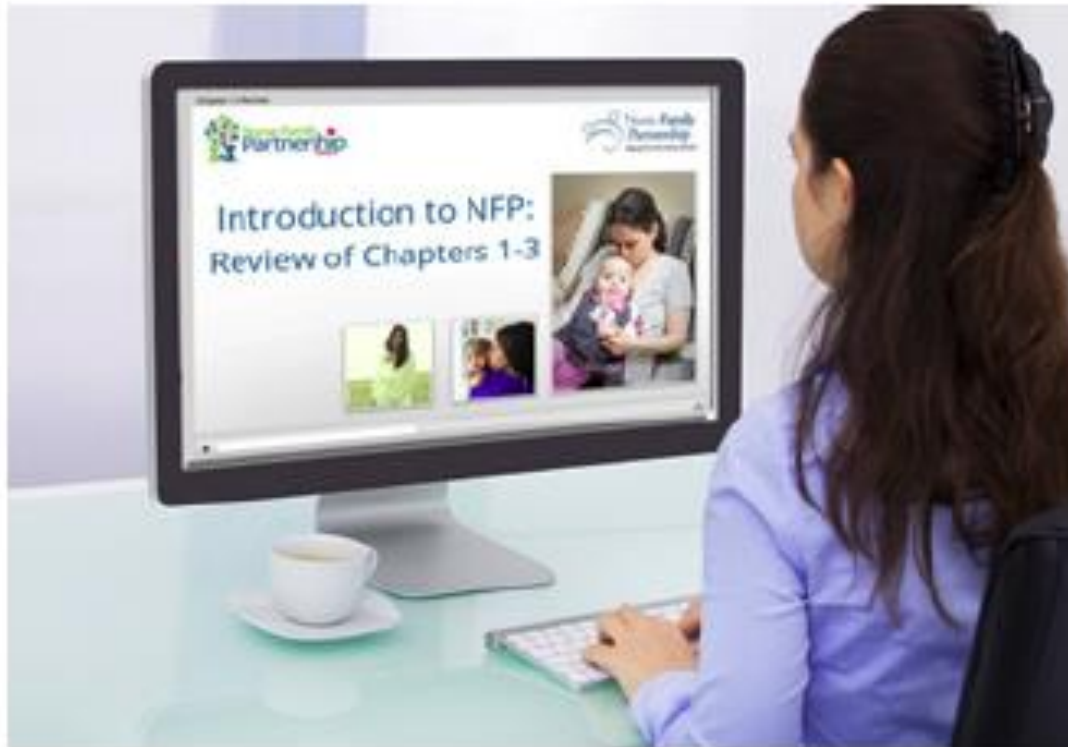


Summarize findings from a case study to document the acceptability of the novel curriculum to nurses, supervisors, and educators



Reflect on curriculum adaptations, lessons learned along the way, and next steps

Canadian NFP Education Curriculum Content & Learning Sequence



1 **CaNE PHN Education: A Three-phased Approach**

phase 1 NFP Foundations

phase 2 NFP Fundamentals

phase 3 NFP Consolidation & Integration

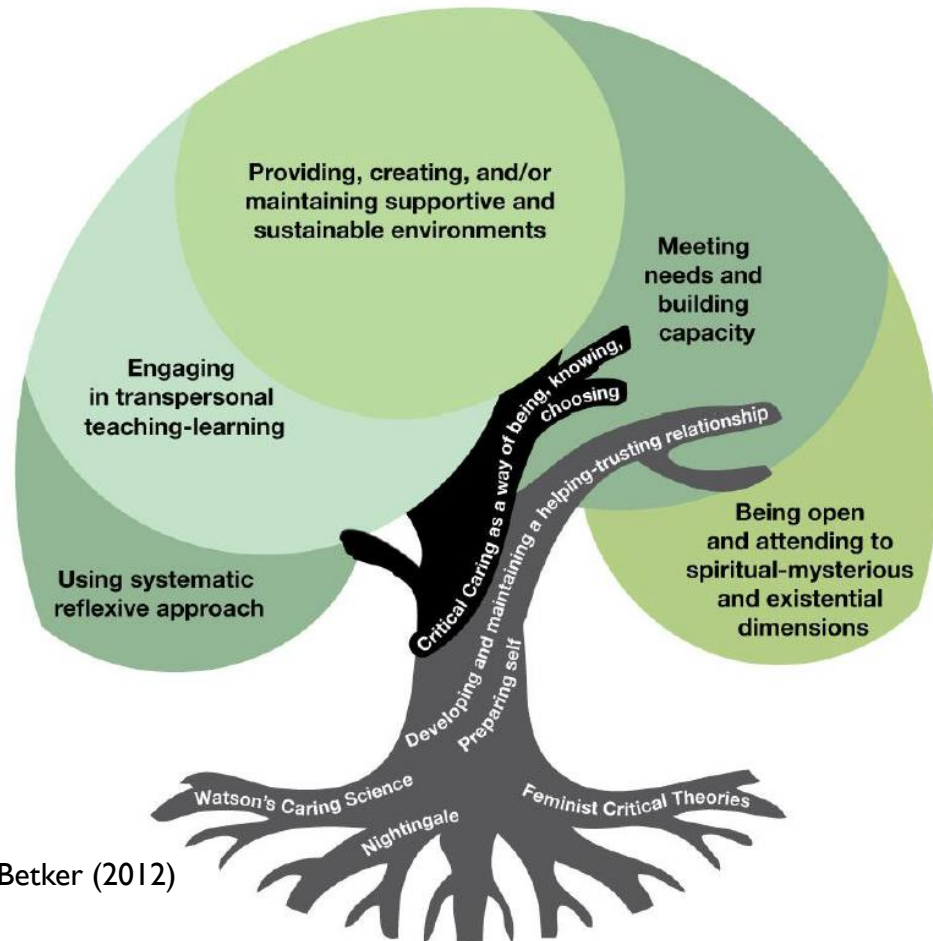
2 **NFP Supervisor Education** **Supervisors also complete CaNE PHN Education*

Novel Content



Public Health Nursing Practice Underpinned by Public Health Nursing THEORY- Critical Caring Theory

Critical Caring Theory Model



Falk-Rafael & Betker (2012)

Carative Health Promoting Processes

1. Preparing self
2. Developing & maintaining a helping-trusting relationship
3. Using a systematic, reflexive approach to caring
4. Engaging in transpersonal teaching-learning
5. Contributing to the creation of supportive & sustainable physical, social, political & economic environments
6. Meeting needs and building capacity of communities & their members
7. Being open & attending to spiritual-mysterious and existential dimensions

Case Study Evaluation to Determine Acceptability of NFP Education

RESEARCH QUESTIONS

What are NFP public health nurses', supervisors' and NFP educators' perceptions and experiences of the content and delivery methods of the NFP Canada model of education?

What is the overall level of acceptability of the NFP model of education to NFP public health nurses and supervisors?



DATA TYPES & SOURCES

- Key Informant Interviews/
Focus Groups
 - NFP public health nurses
 - Nurse supervisors
 - NFP educators

- Key Documents
 - Educational evaluation forms
 - Participant questionnaire

- Program Implementation Data

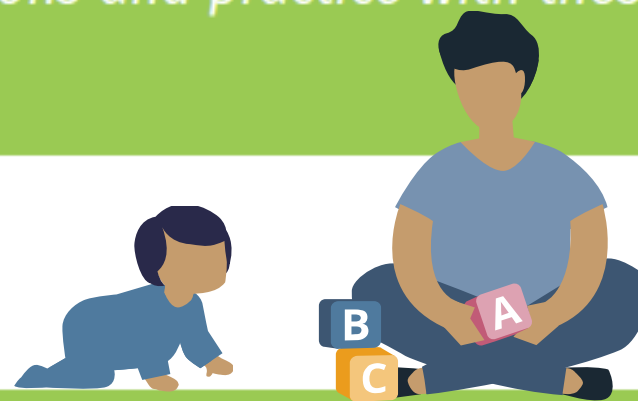
NFP Model of Education is Purposefully & Thoughtfully Delivered

“[The CaNE Curriculum]... it's very thoughtful. Everything has a purpose. And you know when you look back in hindsight you can just see how, how nicely it flowed to do some self-study and then to get together and have that face-to-face and then have a little bit of time to implement and then have your shadowing opportunity and then the integration phase.”

“Sometimes [other courses] are really rushed and then it's like, “ok!” You know you go to other training and then nothing really comes of it because you just have to get back into your work. But with [the NFP education] we really had the time to go through it and learn”

NFP Model of Education Facilitates Building Relationships & Supporting Women in Making Behaviour Changes

"I think that [the NFP nurses] feel like they have the knowledge that they need to be able to tackle these very complicated and complex situations and practice with these young women that they're working with..."



"I mean it really transforms your thinking in how you work with people and how you see people and how you are able to pick out those small successes or small strengths."

Learning How to Implement NFP is a Process That Takes Time

“The nurses want to be the experts and they want to leave the education feeling they know... what they need to know and that they feel confident and skilled to go out and do it. And they can't because they're just... we've, we've just barely begun and we tell them that... So, I think that that's something that supervisors need to be not only aware of but have a plan in place about how they are going to manage that.”

At the beginning I thought, ‘oh god’, but you know now I'm really embracing it. I think it, it really adds structure to your visit... I look at that one for my next visit and it really helps me prepare and then during the visit it helps me to remember what it is that, that you know she needed to be following up on and what I needed to be following up on. So I find that whole part of the program is, is great.

Engagement in NFP Education Creates a Foundation for an NFP Community of Practice

One supervisor commented, "And for me... to be able to meet with the supervisors after hours and build those relationships, wow! It just really helped with the implementation of the program and to be able to reach out when you have questions and I just appreciated that opportunity."



"I liked being around other nurses that were going to be implementing the program, talking about our excitement and our fears and, and making that connection with our team as well. So kind of having that time together as a team. I found connecting with other nurses and learning the experiences and being able to share with each other was really, really valuable."

Acceptability of Curriculum Elements: NFP Foundations



Essential & substantive introduction to NFP



New knowledge provided them with a foundation to “build the case” for the work of NFP nurses



Theoretical concepts explicitly linked to NFP program model



Online modules provided flexibility to onboard new nurses at any time

New & Valuable Knowledge

1. NFP intimate partner violence intervention
2. TVIC principles
3. STAR framework
4. NFP History, Evidence & Theories
5. NFP client-centred principles



Acceptability of Curriculum Elements: NFP Fundamentals

- High regard for NFP educators – experience & depth of understanding of program & skilled in employing “parallel process”
- Use of variety of teaching & learning strategies kept learners highly engaged
- Critical for face-to-face time to be spent locating & interacting with program materials, practicing “how” to complete program specific assessments and introduce facilitators in practice



Acceptability of Curriculum Elements: NFP Consolidation & Integration

- Job shadowing
- Team meeting education modules

 **Team Meeting Education Module**
Topic: Achieving and Maintaining Caseload 

Purpose: To discuss and identify strategies of building and achieving Nurse-Family Partnership® (NFP) Public Health Nurse (PHN) client caseload (~ 20 active clients for a full-time PHN) in order to maintain fidelity to the model and optimize financial returns and local maternal and child health outcomes.

- With an established team with consistent caseload of 20 active clients and visits this Team Meeting Education Module (TMEM) can be used when a new PHN is added to the team.

Objectives:
After completing this module, the PHN will be able to:

- Describe strategies for building and achieving client caseload
- Identify any additional resources needed

NFP PHN competencies addressed:

1. Apply theories and principles integral to implementation of the NFP model
2. Establish therapeutic relationships with clients

Handouts:

- Appendix A: Achieving a Caseload of 20 clients in 9 months
- Appendix B: Visit Schedule
- Appendix C: NFP Public Health Nurse Weekly Plan

Required Pre-Meeting Preparation:

- Each team member completes the NFP Public Health Nurse Weekly Plan (Appendix C) and brings it to the meeting.

Step 1: Prepare for Facilitating this Team Meeting. Make copies of the handout "Achieving Caseload of 25 in 9 months" and "Visit Schedule" for each team member (if possible print in colour). Distribute these handouts a few days prior to the team meeting so PHNs can become familiar with the information. Suggest that they bring the handouts to the meeting. Make sure everyone has a copy of the handouts as well as a copy of the two-week calendar page. Remind each team member to complete the NFP Public Health Nurse (PHN) Weekly Plan (Appendix C) and bring to the meeting.



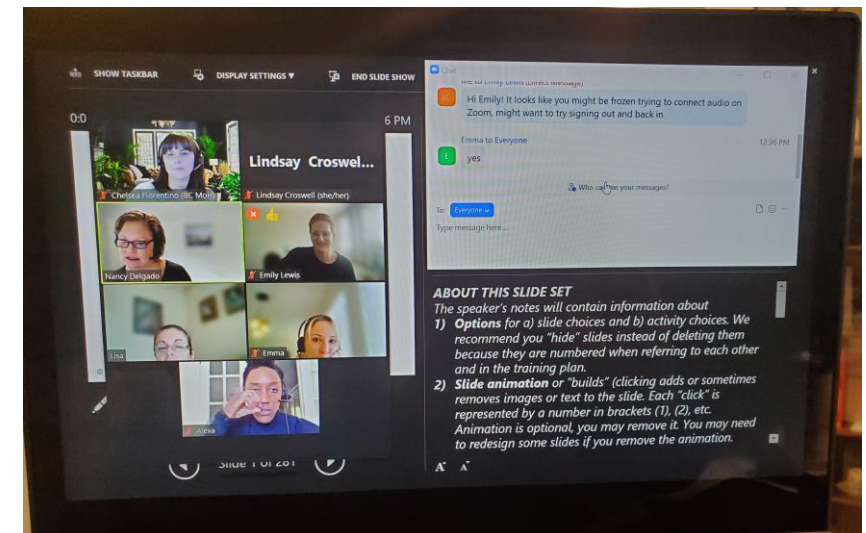
Supervisor Education

In addition to the CaNE PHN Education, supervisors also complete:

NFP Foundations: Three additional e-learning modules on NFP Supervision, reflective supervision and client recruitment and referrals

NFP Fundamentals: Additional 4 day, in-person training focus on leadership, reflective supervision and coaching, addressing compassion fatigue and job stress, implementation and supervision of IPV pathway, continuous quality improvement and facilitation of ongoing NFP training

Change since 2020: shared virtual cohorts of NFP Supervisor Fundamentals with BC, Canada



Lessons learned, reflections & ongoing improvements



Split Scheduling



Panel and mentors



Online self-study content revisions




Syllabus




Sustainability

Lessons learned, reflections & ongoing improvements

 Live with Lindsay

 Virtual format

 IPV education changes

 Collaborative work with BC

 Timeline for NFP Integration

Next steps...



HYBRID APPROACH TO
EDUCATION MODEL



QA OF EDUCATORS



INNOVATIONS

Final Thoughts & Questions



Questions



We appreciate your time and attention!

