

## Background 1

National competencies for RNs in primary care were developed to enhance the integration and role optimization of this important workforce.<sup>1</sup>

An intended purpose of creating the national competencies was to focus on informing nursing education.<sup>1</sup>

It is unclear to what extent primary care education is integrated into undergraduate nursing programs.

## Purpose 2

To examine the extent to which the competencies for RNs in primary care are incorporated into existing Canadian undergraduate baccalaureate nursing programs.

## Methods 3

National cross-sectional survey of the Canadian Association of Schools of Nursing accredited undergraduate baccalaureate programs (n=78).

Curricula-knowledgeable faculty at schools were purposefully identified and invited by email to participate in an electronic (Qualtrics) survey (available in French and English).

Survey included a demographic questionnaire and a modified version of the Community Health Nurses' Continuing Education Needs Questionnaire (7-point Likert-type scale).<sup>2</sup>

Participants asked to rate the extent of competency integration (1=strongly agree; 7=strongly disagree).

## Results 4

51.4% (n=40) response rate.

**Table 1. Participant Demographic Characteristics n (%)**

Jurisdiction	
Ontario	10 (26.3)
Quebec	6 (15.8)
Western Provinces (BC, AB, SK)	14 (36.9)
Atlantic Provinces (NFLD, NS, PEI, NB)	7 (18.4)
Northwest Territories	1 (2.6)
Current Position	
Coordinator (curriculum, program/academic, course)	15 (39.5)
Professor/Instructor/Educator	15 (39.5)
Dean/Director	11 (28.9)
Associate Dean/Chair of Undergraduate Studies	6 (15.8)
Options/Streams	
Undergraduate baccalaureate (regular)	34 (89.5)
Undergraduate baccalaureate (fast-track/accelerated)	14 (36.8)
Bridging program (LPN/RPN to RN)	11 (28.9)
Post diploma	7 (18.4)
Formation initiale or intégrée (Quebec only)	4 (10.5)
Internationally Educated Nurse Bridging	1 (2.6)
Primary Care Education Components	
Does your program include a <b>course</b> focused on primary care nursing?	17 (44.7)
Does your program include a <b>clinical placement</b> focused on primary care nursing?	25 (65.8)
Does your program include any <b>specific educational content</b> focused on primary care nursing?	30 (78.9)

**Table 2. Mean Scores By Domain**

Domain	Overall Mean	Range
1: Professionalism	4.65	4.05 - 5.79
2: Clinical Practice	5.00	4.05 - 5.43
3: Communication	5.17	4.69 - 5.43
4: Collaboration and Partnership	4.66	4.60 - 4.78
5: Quality Assurance, Evaluation, and Research	4.23	3.78 - 4.56
6: Leadership	4.64	4.44 - 5.00
Overall Mean (All Competencies)	4.73	4.23 - 5.17

## Interpretation 5

The findings show overall agreement of integrated primary care content across the 6 competency domains.

There is opportunity to better integrate Quality Assurance, Evaluation, and Research competencies (ranked the lowest – mean 4.23).

Primary care education is offered through a variety of teaching-learning activities, such as theory courses and clinical placements; however, this is not consistent across Canada.

## Future Directions 6

Future research should examine in more detail the extent to which primary care is integrated in undergraduate nursing education (e.g., specific courses, theory/simulation/clinical, objectives).

There is a need to better understand what factors support/hinder implementation of primary care within Canadian undergraduate nursing programs (e.g., faculty/instructor perspectives).

There is a continued need to clarify and promote the unique difference between primary care and other community health nursing practices.

### References

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- Valaitis R K, Schofield R, Akhtar-Danesh N, Baumann A, Martin-Misener R, Underwood J, & Isaacs S. (2014). Community health nurses' learning needs in relation to the Canadian community health nursing standards of practice: Results from a Canadian survey. *BMC Nursing*, 13(1), 1–10.