Preface

We would like to begin by thanking both students and faculty who welcomed the first three editions and provided excellent and insightful feedback for this fourth edition. This book has been useful not only at multiple levels within a basic or post-RN curriculum, but also in preparation for the Canadian Nurses Association certification examination in community health. To know that each of our previous editions was informative and easy to read yet encouraged learners' thinking made developing this new edition even more meaningful.

In the preface to the first edition we posed the question, "Why should we choose to write a community health nursing book from a Canadian perspective?" The response to the first and subsequent editions has solidified our beliefs. We believe that there are historical, political, legislative, cultural, and social influences that are unique to Canadians. They have shaped the evolution of Canada as a society, our definitions of health, and our expectations relative to healthcare delivery. Community health nurses are both a product of those influences and an influence themselves. Community health nursing has evolved differently in Canada than in other countries. We believe that as practitioners in community health nursing we must understand these influences to better prepare ourselves to help shape community health nursing in Canada.

OUR APPROACH

Over time there has been much discourse on the terms community health nursing versus public health nursing. The Community Health Nurses of Canada has distinguished between use of these terms based on factors such as who is the client, what is the setting, and who is the employer. Historically, "community health nursing" was used to describe all nursing outside the hospital setting. In this book, community health nursing is defined as a specialty in nursing that encompasses a number of sub-specialties, such as public health nursing and home health nursing.

The community client may be an individual, group, community, or population, but care is rendered with an eye to the health of the population. The setting may be a home, institution, community, or agency serving the population. The common academic preparation is the basic baccalaureate education leading to the designation, Registered Nurse. The employer may be an individual, family, community, government, nongovernmental, or not-for-profit agency. When our chapter authors address a specific health issue or a particular population or aggregate in this book, each is speaking from a particular persepective about a segment within the larger whole of community health nursing.

We believe that community health nursing functions within a multiplicity of theories and understandings. Some theories are common to all facets of the nursing profession, such as ethical treatment of clients, family assessment, or the meaning of health. In some cases, nursing drove the development of the theory; in others, we have used the work of theorists in other disciplines. This text reflects that multiplicity, and the authors have described how the theories relate to community health nursing.

Community Health Nursing: A Canadian Perspective, Fourth Edition, has been written with the undergraduate student in mind. The work on this edition is in response to

the needs expressed by faculty and students for a broad, comprehensive, and yet concise textbook providing an overview of community health nursing. Each topic is written on with the understanding that this will be the student's first foray into the community health nursing arena. We have chosen to incorporate the individual, family, community, system, and population as client perspectives throughout the text.

NEW TO THE FOURTH EDITION

The new edition brings many changes. The first and most important change is the wonderful addition of Aliyah Dosani, PhD, RN, as an editor. Her expertise brings fresh ideas to this book.

As is appropriate to the pace of change in community health and community health nursing, we have made extensive updates to various chapters, with new content, statistics, and Canadian research. We continue to focus on the health of the aggregate or population, rather than on the specific clients. We made further emphasis on the importance of application of theory to practice; we addressed the growing needs of our community clients, and we further clarified the distinct specialty practices of public health and home health nursing. We therefore have added four new chapters to this edition:

- Chapter 4: Public Health Nursing

- Chapter 5: Home Health Nursing in Canada

- Chapter 8: Health Promotion

- Chapter 25: Chronic Care, Long-Term Care, and Palliative Care

With this edition we sought to focus more on prevention—primary, secondary and tertiary—as it relates to the various topics of the chapters. Canadian Research Boxes and Case Studies throughout the text have been thoroughly updated. We also have new contributors, who offer a fresh perspective and insights to various chapters.

ABOUT THE CONTRIBUTORS

This fourth edition brings new and former authors to the book. As before, some hold academic positions, some are in management or policy positions, and others are front-line practitioners. All came with a commitment to share their work with the readers as they contribute to this Canadian community health nursing text, and this further demonstrates the cyclical nature of theory and practice. Each brings expertise and knowledge to a particular chapter and topic. Each has presented the various historical, geographical, social, political, and theoretical perspectives that assist in explaining and describing community nursing practice. You will find a list of the contributors, their affiliations, and the chapters they authored following the preface. To provide context regarding the varied experience and expertise of our contributors, we have also provided a short biographical sketch of each contributor immediately following the chapter(s) they wrote.

CHAPTER ORGANIZATION

The chapters in *Community Health Nursing: A Canadian Perspective* are organized into five parts:

- Part I: The Context of Community Health Nursing in Canada

- Part II: Foundations for Community Health Nursing Practice

- Part III: Nursing Care of Selected Populations

- Part IV: Selected Community Challenges

- Part V: Looking Ahead

Part I: The Context of Community Health Nursing in Canada introduces students to the general topic area. **Chapter 1: The History of Community Health Nursing in Canada** presents an historical perspective on Canadian community health nursing so that students may be enlightened by lessons from the past. In this edition, a timeline is the organizing frame for the chapter. **Chapter 2: Financing, Policy, and Politics of Healthcare Delivery** presents the administration of community health from legislative, cultural, and political perspectives. The importance of strong leadership to assist in meeting healthcare delivery challenges has been highlighted. This chapter is followed by an Appendix, which outlines healthcare delivery to Aboriginal populations. **Chapter 3: Nursing Roles, Functions, and Practice Settings** introduces the students to the Community Health Nursing Practice Model and the Standards of Practice. In response to reader and teacher requests, **Chapter 4: Public Health Nursing** and **Chapter 5: Home Health Nursing in Canada** are new additions to this book and this section. Part 1 ends with **Chapter 6**: **Advocacy, Ethical, and Legal Considerations**, the authors of which have used the Canadian Community Health Nursing Standards of Practice (found in Appendix A) to frame a discussion on legal and ethical issues for CHNs. The chapters in Part I form the underpinning for the subsequent sections.

Part II: Foundations for Community Health Nursing Practice builds the base upon which the sub-specialties rest. The earlier versions of Chapters 5, 6, and 7, have been subsumed into a new **Chapter 7: Theoretical Foundations of Community Health Nursing**, which incorporates the concepts previously found in those three chapters. Another new chapter, **Chapter 8: Health Promotion**, outlines several current theories that students can use to guide their CHN practice. **Chapter 9: Cultural Care** adds current critiques of transcultural nursing and includes the Community Health Nurses Association of Canada's Public Health Nursing category of Diversity and Inclusiveness, and provides explicit discussion of cultural safety, cultural competencies, intersections, and diversity. Guided information on finding, appraising and using community health nursing research is the focus of **Chapter 10: Research**. **Chapter 11: Epidemiology** describes the science of epidemiology and how it can inform community health nurses' practice. New to this edition is a section on screening and surveillance. **Chapter 12: Communicable Diseases** describes concepts related to communicable disease and includes the updated Public Health Agency of Canada Guidelines for Infection Prevention and Control. **Chapter 13: Community Nursing Process** provides an overview of the community health nursing process, including community assessment, selected community health practice models, population health promotion, community development, and community participatory tools. In **Chapter 14: Community Health Planning,**

Monitoring, and Evaluation, the authors examine specifics around planning, monitoring, and evaluating community health programs, with additional information on the logic model and Gantt charts. This portion of the textbook concludes with **Chapter 15: Information Technology**. Here you will find a discussion of information technology and how it contributes to community nursing practice. In this edition additional discussion of social media has been included, as well as the most recent ICT competencies. We believe the topics in Parts I and II are essential for an understanding of community health nursing.

Parts III and IV, composed of focus chapters, examine groups and issues that make the picture of community health nursing more complete. In **Part III**, the spotlight is on **Nursing Care of Selected Populations**, which has been deliberately focused on health rather than challenges. **Chapter 16: Maternal, Infant, and Child Health** examines population health promotion approaches with socio-environmental perspectives on enhancing maternal and child health. **Chapter 17: School Health** draws attention to the common health concerns in school settings. In this edition additional theoretical frameworks have been expanded, and the CNHC standard around capacity building is highlighted. **Chapter 18: Family Health** provides an overview of the social and cultural context of the family in family care. **Chapter 19: Gender and Community Health** focuses on applying a gender lens to community health nursing practice, in such diverse topics as gender expression and cardiovascular health. **Chapter 20: Lesbian, Gay, Bisexual, Transgender, and Queer Clients** gives further explanation about the genetic and social influences on sexual orientation and gender identity development. **Chapter 21: Older Adult Health** highlights the aging population in Canada and expands on factors related to the assessment, maintenance, and promotion of the health of older adults. **Chapter 22: Aboriginal Health** examines the historical and current influences on the health of Aboriginal populations in Canada. First Nations healthcare, including cultural issues for CHNs in Aboriginal communities, are discussed. **Chapter 23: Mental Health** discusses challenges facing persons with mental illness, available services, and strategies to promote mental health within Canadian society. It now has more emphasis on mental health among refugees and immigrants. . **Chapter 24: Rural Health** looks at the large portion of Canada's population that lives in rural settings. One of the highlights of this edition is the section of "a day in the life" of a rural nurse. **Chapter 25: Chronic Care, Long-Term Care, and Palliative Care** is a new chapter that examines issues for those community clients who receive extended or end-of-life care in the community. **Chapter 26: Correctional Health** looks at nursing within a controlled environment. Highlighted in this edition are working with youth, looking at alternative measures and restorative justice, the management of substance abuse within a correctional facility, and the containment of contagious diseases such as Norovirus. **Chapter 27: Environmental and Occupational Health** includes discussion of the environmental burden of disease, as well as the nurse's role in assessment and prevention.

In contrast, **Part IV** focuses on **Selected Community Challenges** that may apply to a variety of populations. Each chapter focuses on one of five specific issues. In this edition, **Chapter 28: Violence in Societies** highlights the links between violence in societies and the social determinants of health. In **Chapter 29: Poverty and Homelessness, and Food Security** sections on food insecurity and childhood poverty have been added, and research on healthcare utilization of homeless individuals is examined. Retitled **Chapter 30: Substance Use, Abuse, and Addictions** looks at licit as well as illicit drug use in Canada. In this edition, information about energy drinks and alcohol and gambling as an addiction are

presented. The debate around harm reduction is enhanced. **Chapter 31: Sexually Transmitted Infections and Blood Borne Pathogens** presents the variety of infections, as well as how public policy in Canada has been developed around these illnesses. Social marketing as a prevention strategy is highlighted. **Chapter 32: Emergency Preparedness and Disaster Nursing** provides an overview of the role of CHNs in community emergency preparedness planning and in disaster situations. Competencies for emergency preparedness for public health nursing are highlighted.

The final section, **Part V: Looking Ahead**, contains **Chapter 33: Global Health**. In this edition, new foci of globalization, global heath and economics, culture and politics alert the learner to the wider picture. The text concludes with a brief look at where the field of community health nursing is headed and the coming opportunities and challenges in **Chapter 34: Challenges and Future Directions**.

Through the book, you will notice that some concepts and items are mentioned in several of the chapters. This is because they are often seminal documents or definitions that may be viewed through the lenses of the various topics and authors. For instance, many of the chapters will talk about the Lalonde Report, the Epp Report, or the Declaration of Alma-Ata. You will note that each author views the reports differently, depending on the chapter topic. For example, cross-cultural nursing is mentioned in the family health and the cultural diversity chapters but may also be mentioned in the Aboriginal health chapter and the violence in society chapter. We anticipate that students and teachers will see this not as redundancy, but rather as an example of multiple perspectives and how and why a multiplicity of theory and practice exists in community health nursing.

A Note on Appendices

As in the previous edition, the core competencies for public health can be found in MyNursingLab. These were developed with broad national consultation that led to the creation of the discipline specific competencies that are included in the text. As in previous editions, we include the Canadian Community Health Nursing Standards of Practice. Revised in 2011, this document explicitly reflects the current practice standards for Canadian community health nurses. In our appendix, we have included the Canadian Community Health Nursing Practice Model, along with a complete outline and description of the standards. In several chapters, contributors have made reference to the standards to enhance the discussion.

Appendices B and C are the discipline specific competencies. Appendix B is the Public Health Nursing Discipline Specific Competencies published by the Community Health Nurses of Canada in 2009. They were developed using several source documents and a Delphi process to arrive at consensus. Appendix C includes the Home Health Nursing Competencies. They were developed by the Community Health Nurses of Canada (CHNC) in partnership with the CHNC Certification, Standards and Competencies Committee and Advisory Group.

Chapter Features

A special effort has been made with this book to incorporate features that will facilitate learning and enhance an understanding of community health nursing in Canada.

■   **Learning Outcomes** have replaced objectives—we believe these are more helpful for students—and outline what will be learned within each chapter.

■   **Canadian Research Boxes** present specific studies from the literature or the authors' knowledge to illustrate or augment the material covered in the chapter. Either the researchers themselves are nurses, or we have chosen health research that community health nurses can use in their practice. Each Research Box is followed by a few Discussion Questions to assist students in using the results.

[insert thumbnail of CR box here]

■   **Case Studies** illustrate a practice application of the information presented in the chapter, followed by Discussion Questions.

[insert thumbnail of Case Study here]

■   **Key Terms** are boldfaced where they are introduced and defined in the body of the text. For convenience, the key terms are listed alphabetically at the end of each chapter.

■   **Study Questions** test students' knowledge of the facts and concepts in the chapter. Answers to the study questions are included in the eText.

 [insert thumbnail of SQs here]

■   **Individual** and **Group Critical Thinking Exercises** challenge students to reflect on the content of the chapter and apply it in different situations.

[insert thumbnail of Critical Thinking Exercises here]

■   **References** cited in the chapter are presented in APA format.

■   **Additional Resources** direct students to further information on the chapter topic. These include references to books, journal articles, and websites. Students will also find references to specific government and nongovernmental agencies relevant to the chapter topics. These are included in the eText only.

Teaching Support

These Instructor's Resource Manual, Computerized Test Bank, PowerPoint® Presentations, and Image Library are all available for download from a password-protected section of Pearson Canada's online catalogue (www.pearsoncanada.ca/highered). Navigate to your book's catalogue page to view a list of those supplements that are available. See your local Pearson Canada sales representative for details and access.

■   **Instructor's Resource Manual.** Each chapter begins with an overview, a list of learning objectives from the text, and an outline. This is followed by suggestions for classroom activities and discussion points for the Individual and Group Critical

Thinking Exercises found at the end of each chapter, as well as the discussion questions found in the Case Studies and Canadian Research Boxes throughout the text. The lecture suggestions, classroom activities, and out-of-class assignments tied to each of the five parts in the text have been updated to reflect changes made to the fourth edition.

■ **Computerized Test Bank.** Pearson's computerized test banks allow instructors to filter and select questions to create quizzes, tests, or homework. Instructors can revise questions or add their own, and may choose print or online options. These questions are also available in Microsoft Word format.

■ **PowerPoint® Presentations.** A variety of PowerPoint® slides accompany each chapter of the textbook.

■ **Image Library.** The Image Library provides access to many of the images, figures, and tables in the textbook.

■ **CourseSmart for Instructors.** CourseSmart goes beyond traditional expectations, providing instant, online access to the textbooks and course materials you need at a lower cost for students. And even as students save money, you can save time and hassle with a digital eTextbook that allows you to search for the most relevant content at the very moment you need it. Whether it's evaluating textbooks or creating lecture notes to help students with difficult concepts, CourseSmart can make life a little easier. See how when you visit www.coursesmart.com/instructors.

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Features for Students

■	**Pearson eText.** Pearson eText gives students access to the text whenever and wherever they have access to the Internet. eText pages look exactly like the printed text, offering powerful new functionality for students and instructors. Users can create notes, highlight text in different colours, create bookmarks, zoom, click hyperlinked words and phrases to view definitions, and view in single-page or two-page view. Pearson eText allows for quick navigation to key parts of the eText using a table of contents, and provides full-text search. The eText may also offer links to associated media files, enabling users to access videos, animations, or other activities as they read the text.

■	**Study Plan.** Every chapter includes a two-part study plan with Practice questions to help students identify the areas and topics where more study is required and a Quiz to ensure that they've mastered the chapter content. Students can take advantage of the following Chapter Resources to make the most of their learning experience and succeed in their course:

■	**eText**

■	**Clinical Guidelines**

■	**Videos and Real-Life Stories**

■	**Weblinks**

■	**Glossary flashcards**

■	**Assessment tools** including

■	Test Your Terminology

■	Review Questions

■	**Case Studies**

Each of us had particular friends and family members who were supportive as we moved through the process of completing a major text. We are grateful to all of you. We would like to extend our thanks to Corinne Hart and Pina Newman for their feedback on Chapter 20, "Lesbian, Gay, Bisexual, Transgender, and Queer Clients." Finally, as teachers, we thank our students, who were guiding forces in considering the project at all.

Many nurses across the country have contributed countless hours to portray community health nursing with passion and pride. We are very excited with this new edition. We hope teachers and learners will also be excited as they continue to learn, explore, and discuss community health nursing as a distinct specialty in Canadian nursing.

Lynnette Leeseberg Stamler, Lucia Yiu and Aliyah Dosani

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This edition is dedicated to my parents, Martin and Irma Leeseberg, who had high expectations of what we could accomplish. It is also dedicated to my husband Allan, for his unwavering support, and to all past and present community health nurses who inspired the book. Lastly, it is dedicated to the students and teachers who use this book, that they may experience the joy of nursing and contribute further to the profession.

—L.S.

This book is dedicated to my daughters, Tamara, Camillia, and Tiffany who love to learn, to the community health nurses who devote themselves to teaching and promoting the health of their communities, and to our students whose love for learning will help shape the future directions for community health nursing.

—L.Y.

This book is dedicated to my parents, Abdulrasul and Almas Mawji, who taught me that nothing is impossible to achieve. To my husband, Naushad Dosani, who gave me many encouraging smiles when I needed to write and edit chapters during evenings and weekends. Lastly, to our students, instructors, and community health nurses across Canada—the energy and passion with which you learn and teach, and the exceptional work that you do ignites a flame in my soul that will never be extinguished!

-A.D.