Competency-Based Public Health Clinical Educational Strategies

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Disclaimer – Conflict of Interest

- This presentation is based on the outcome of a collaborative project that produced a clinical manual for PHNs, published by Sigma Theta Tau International.

- Each of the three authors receive 3.33% of profits after the first 2000 copies of the manual are sold.
Educational Challenges in Public Health Nursing

- Lack of clinical sites
- Variability of clinical sites
- Faculty shortage
- Scarce resources for faculty/agencies
- Increasing student populations
- Differences in learning styles, interests, needs
- Variety of nursing programs & pathways
Responding to Students’ Diverse Learning Styles and Needs

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<td>Looking for meaning</td>
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<td>Disengaged learner</td>
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<td>Difficulty translating knowledge and theory into practice</td>
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to address these challenges…

• In response to needs of educators, and

• In response to needs of clinicians, public health departments

- We formed a consortium comprised of public health nursing educators and practitioners…

The Henry Street Consortium
The Henry Street Consortium

2002 (13 agencies and 5 nursing programs)

- Developed set of entry-level competencies
- Developed clinical guidelines and clinical menu

2011

- Evidence-based practice action-oriented clinical manual based on entry-level competencies
Based on nationally accepted public health frameworks & standards

- QUAD Council
- Council on Linkages
- American Nurses Association
- Core PH Functions Steering Committee

Figure 1.5 Henry Street Consortium Entry-Level Competencies

Schaffer, Garcia, and Schoon (2011)
So we wrote a clinical manual

- For public health nursing students
- For new staff orientation
- For agency preceptors
- Based on real world day-to-day PHN experiences
- Brings to the forefront PHN expertise
Chapter Elements

- Case study woven throughout each chapter
- Notebook with competency components and useful definitions
- Evidence examples
- Activities
- Ethical considerations
- Learning examples
- Reflective practice
- Key points
- Think, explore, do
Dan was recently employed as a public health nurse by a county health department. After 2 months on the job, he was asked to staff a clinic to respond to the vaccination needs for the H1N1 flu virus. The county health department had received a limited supply of vaccine. The state health department directed that the vaccine first be given to children age 9 and below. To reach a large number of children and maximize available staff, the public health director (acting as incident commander) made the decision to offer two mass clinics at health department sites.

Dan had never worked for the government. Through the orientation process he began to wonder if he would ever understand how the different levels of government worked together.

Chapter 6 - Competency #4: Works Within the Responsibility and Authority of the Governmental Public Health System (Schaffer, Garcia, & Schoon, 2011, p. 131)
The Manual: Offers Tangible Learning Activities

Think, Explore, Do

1. Look through your local newspaper (or a national online news source) and identify all the articles that describe problems a PHN might be involved in addressing. How will the tools of epidemiology assist in identifying ways to intervene on the problems?
ACTIVITY

When is it helpful to share something personal about yourself with a client? When is it not helpful?

What are some “red flags” that indicate you might not be maintaining professional boundaries with clients?

Is it a boundary violation to attend a patient’s baby shower? A funeral for a client? Why or why not?

How do you think Jennifer should handle the Facebook request from Mindy?
Key Points

- Social justice serves as the foundation for public health nursing.
- Social justice states that individuals have the right to receive resources based on need.
- PHNs must be able to work in partnership with health care systems based on either market justice or social justice.
- Population health disparities and health inequities persist in the United States and worldwide.
- Nurses are responsible for providing health care as a basic human right.
- PHNs advocate for health equity and justice for individuals, families, populations, and communities at all three levels of practice—individual/family, community, and systems.
- PHNs advocate for vulnerable individuals, families, populations, and communities.
- Key public health nursing advocacy interventions include coalition building, collaboration, community organizing, and policy development and enforcement.
Contextual competency-based clinical education engages students and provides meaning

- Engages students in the real work of the community to improve population health

- Facilitates student achievement of Population-Based Entry-Level PHN Competencies
Effective doing is based on knowing, which starts with curiosity.

- Evidence provides a scientific foundation for selection, use, and evaluation of interventions.
- Using evidence facilitates use of the nursing process.
- Use of evidence facilitates the process of translation of evidence to practice.
- Awareness of evidence demonstrates that public health nurses can make a difference.
Manual: Uses all Levels of Evidence

Research Evidence
- Levels I, II, III

Practice Guidelines
- Level IV

Case Studies, PHN Agency Experiences & Reports, Student & PHN Clinical Experiences
- Level V

Figure 2.3 Modified from *Johns Hopkins Nursing Evidence-Based Practice Model and Guidelines*, Newhouse et al., 2007; Keller & Strohschein, 2009; by Schaffer, Garcia, & Schoon, 2011. p. 37.
Neighborhood mapping was used to evaluate the effectiveness of an infant mortality prevention program called Healthy Start. Baltimore City community residents were paid to collect data, which was combined with census data for the Healthy Start target areas by using a GIS software program. Data from walkthroughs done by the community residents included the condition of each block and addresses of vacant or boarded up buildings, businesses, healthcare providers, schools, and parks and recreational centers. They also collected data on where people gathered together such as liquor stores or in parks. Healthy Start program data included program participation and pregnancy outcomes. Program staff gained information that could improve recruitment of community members and suggest where to focus resources.

Source: Aronson et al., 2007
A student nurse completed her leadership clinical in an inner city school with a 95% poverty rate among its students. She developed a dental screening program for the third grade as her leadership project. After screening all of the children, she found that almost all of them had dental disease such as decay, bleeding gums, abscess, and missing or broken teeth. Almost none of them had received dental care in the last year and few owned a toothbrush. All of the children were given a toothbrush, toothpaste, and were taught how to brush their teeth. The nursing student then decided to screen all of the children in the elementary school. She managed to screen about 90% of the children. She prepared a report showing the need for dental care in almost all of the children screened, sent home referrals to all parents, and included information on local dental clinics that provided care for low-income patients. The principal used the report to obtain a grant to put a dental clinic in the school. Within a few years, dental clinics were established in elementary schools located in high poverty neighborhoods throughout the school district.

Source: Schoon, 2010
Uses Public Health Intervention Wheel

- Evidence-based practice interventions at all levels of practice:
  - Individual-focused
  - Community-focused
  - Systems-focused

- Stresses both independent and collaborative practice

Minnesota Department of Health, 2001
E2 Evidence Exchange, www.publichealtnurses.org
Benefits of Competency-Driven, Evidence-Based PHN Education

Ensure all competencies are addressed prior to graduation

More relevant and effective preparation for entry into the PHN workforce

Encourages practice-evidence linkages

Facilitates identifying and addressing gaps in existing curriculum
PHN Clinical Education: Are we encouraging…

- Thinking
- Processing
- Reflecting
- Linking
- Applying
- Critiquing
- Practicing
- Passion?

Competency-driven, Evidence-based, Consistent with practice standards, and with 21st century population health and workforce needs?
Are we Preparing Public Health Nursing Leaders Who will Advocate for Population Health?


Henry Street Consortium web site  
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