

Preparing Faith Community Nurses to Precept Public Health Nursing Students

Module 3: Precepting Students in the
Faith Community Setting
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Module outline

- Adult learning principles applied to precepting
- Barriers, benefits, and supports for precepting
- PHN student competencies in the FCN setting



Preceptor definition

- A preceptor is an “experienced practitioner who teaches, instructs, supervises, and serves as a role model for a student ...nurse, for a set period of time in a formalized program.” (Usher, K., Nolan, C., Reser, P., Owens, J., & Tollefson, J., 1999).
- Supervision in the clinical setting
- One-on-one relationship
- Goal/driven vs. relationship driven
- Short term
- Contractual relationship

(Barum, 1997; Minnesota Department of Health, Office of Public Health Practice, 2005; Öhring & Hallberg, 2001; Usher, Nolan, Reser, Owens, & Tollefson, 1999)



Adult learning principles related to precepting



(Manley, 1997)



Principle 1

- Preceptor experience and expertise
 - Preceptor is the “expert”
 - Student is the “novice”
 - Preceptor is a facilitator
- When the faith community is the setting for a public health nursing clinical the focus is on the development of student public health nursing skills not on the development of the student in the faith community nurse role.



(Manley, 1997)



Principle 2

- The best preceptors:
 - Understand learning
 - Are lifelong learners.



Principle 3

- Preceptors demonstrate:
 - Empathy
 - Warmth
 - Respect
 - Consistency.



(Manley, 1997)



Principle 4

- Each student is unique.
- Adult students bring unique life experience to the experience.



(Manley, 1997)



Principle 5

- Students learn best when they participate in:
 - Design
 - Implementation
 - Evaluation of the clinical experience.



(Manley, 1997)

- Learning resources should be in the environment.



(Manley, 1997)

Principle 7

- The environment should be:
 - Supportive
 - Non-threatening
 - Open to questions.



(Manley, 1997)

Barriers to precepting/Potential solutions

- Limited time.
- Time with students may take time away from responsibilities.
 - Be a facilitator.
 - RN students can function independently with direction.
- Logistics of connecting with adult students.
 - Communication.
- Lack of monetary compensation.
 - CEUs
- Lack of preparation for the preceptor role.
 - This course 😊
- Varying levels of support from faculty.



Benefits to precepting

- Preceptor learns through teaching.
- Opportunity to develop the next generation.
- Opportunity to promote faith community nurse practice.
- Congregation receives more services through student projects.
 - Community assessment
 - Teaching projects
 - Connection to community resources
 - FCN identified special projects
- Increase the level of spiritual care in the student experience.



Support for precepting

- Faculty communication :
 - Objectives
 - Expectations for student, preceptor, faculty
 - Level of student independence
 - Time expectations
 - Responsibility for evaluation.
- Matching of student:
 - Student interest and skill with site
 - Denomination
- Continuing education.



PHN student competencies

- The Henry Street Consortium New Graduate PHN Competencies



Competency 1: Applies the PHN process to individuals/families, communities, and systems

- Individual and family assessment and care planning.
- Congregational assessment.
- Food bank for WIC participants
- Denon group



Competency 2: Utilizes epidemiologic principles

- Disease prevention – hand washing signs and sanitizer.
- Violence prevention signs in restrooms.
- Pandemic flu prevention communication.
- Flu and pneumonia immunization clinics.
- Children’s religious education, daycare illness exclusion policies
- Bone density screening.



Competency 3: Utilizes collaboration to achieve public health goals

- Attend Health Care Advisory committee meetings.
- Geographic and denominational support group meetings.
- Community grief or depression meeting.
- Assist parish schools with health screening.
- Wellness fair.



Competency 4: Works within the responsibility and authority of the governmental public health system

- Disaster planning
- Background check compliance
- Resource linkage



Competency 5: Practices under the auspices of the Nurse Practice Act

- Discuss and observe the FCN role and within the Nurse Practice Act.
- Review the Scope and Standards of FCN practice.



Competency 6: Effectively communicates with individuals/families, communities, systems, and colleagues

- Discuss confidential communication
- Individual/family visits
- Teach a class
- Written communication
- Website communication
- Peer communication
- Congregational staff meetings
- FCNN educational opportunities



Competency 7: Establishes caring relationships

- Individual/family assessment and care plan.
- Observe role modeling in interactions with congregants.
- Work with a support group.
- Blood pressure screening.
- Develop a relationship with a group prior to a teaching project.



Competency 8: Shows evidence of commitment to social justice, the greater good, and public health principles

- Attend a congregational social concerns committee meeting.
- Participate with a congregational group.
- Discuss boundaries and safety issues.
- Update policies related to social concerns committee activities as they relate to health.
- Update resource list.

SOCIAL JUSTICE



Competency 9: Demonstrates nonjudgmental and unconditional acceptance of people different from self

- Social justice activities
- Senior day care
- Jail ministry
- Visit with a faith community nurse from a different denomination.



Competency 10: Incorporates mental, physical, emotional, social, spiritual, and environmental aspects of health into assessment, planning, implementation, and evaluation

- Individual/family care planning.
- Review assessment forms.
- Discuss FCN thought process.
- Incorporate adult learning principles into group teaching.
- Attend environmental stewardship committee meeting.

NURSING PRACTICE



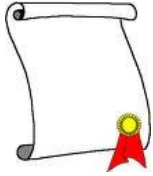
Competency 11: Demonstrates leadership

- Project Management
 - Develop a new class or project
 - Work with an existing project or group
 - Maintain statistics on programs
- Lead a discussion at a staff meeting
- Discuss what it means to be a leader in the faith community setting



Conclusion

- Email completion to Linda at:
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