

Guide for Using Henry Street Consortium Online Public Health Nursing Modules, Resources, and Tools

Public Health Nursing Online Modules

These online modules were developed by Linda Anderson, DNP, Associate Professor, Nursing, and Bethel University for use by instructors, agency public health nurses, and preceptors. They may be accessed at Bethel University Nursing Department website.

<https://www.bethel.edu/undergrad/academics/nursing/professional-development/preceptor-training>

The first two modules, developed for nursing faculty and preceptors, are also considered essential content for nursing students. The third module includes theoretical and clinical skill development for precepting public health nursing students. Each module will take approximately 50 minutes to complete. Three CEUs are available for completing the 3 modules. Instructions for CEUs are on website.

- a. Core Functions and Cornerstones of Public Health Nursing
- b. Public Health Intervention Wheel
- c. Precepting Nursing Public Health Students Using the Henry Street Level Competencies

The Public Health Intervention Wheel can be accessed at the Minnesota Department of Health website: <http://www.health.state.mn.us/divs/opi/cd/phn/wheel.html>

Henry Street Consortium Tools and Resources

These tools and resources were developed by the Henry Street Consortium through collaboration of its academic and practice partners. They were developed to facilitate organization of clinical learning experiences by both nurse educators and agency PHNs and to enhance student learning experiences. The tools and resources will provide strategies for sharing your expert knowledge with nursing students. The tools can be adapted; the Henry Street Consortium should be acknowledged when adapting tools. Online access to the Henry Street Consortium tools and additional resources are available at www.henrystreetconsortium.org

RESOURCES

1. Guidelines for Role Expectations

This document distinguishes the roles of all involved in public health learning experiences for nursing students: a) PHNs/preceptors, b) students, c) health departments, d) nursing instructors. Agencies and schools of nursing/nursing departments may choose to attach role expectations to the contract or agreement for placement of students.

2. Glossary of Key Terms

This resource provides definitions of the most common concepts and terminology used in public health nursing practice. Public Health Intervention Wheel definitions are included.

3. Adult Learning Principles for Preceptors Working with Nursing Students

This handout applies learning principles to a scenario, which provides examples of how a preceptor supports the learning of a public health nursing student.

4. Henry Street Consortium Population-Focused Student Project Examples

This resource lists examples of student projects completed by collaborations of academic/ practice partnerships. The list identifies the at-risk population or county, the unmet need, a description of the project, and the relevant Wheel interventions.

5. Henry Street Consortium Entry-Level Population-Based Public Health Nursing Competencies for the New Graduate or Novice Public Health Nurse (long form).

This document is a resource for students, faculty, and public health agencies who are interested in a listing of the competencies and behavior outcomes or matrices to guide and evaluate students in development of entry-level public health nursing competencies. These competencies were developed by the Henry Street Consortium (2003) to facilitate clinical learning experiences for baccalaureate nursing students by creating shared expectations between education and practice.

TOOLS

1. Competency Clinical Menu

The competency menu is organized by each of the eleven population-based public health nursing competencies developed by the Henry Street Consortium. The clinical menu includes learning experiences from the *Population-based Public Health Clinical Manual: The Henry Street Model for Nurses, second edition* (2014) as well as additional suggestions for student learning. Both individual and group learning experiences are identified, including web-based learning activities. Instructors and PHNs may use this menu to identify additional student learning activities to supplement agency-identified activities. This menu may also be used for orientation and shadowing experiences of novice public health nurses.

2. Agency Feedback Form for Student Clinical Experience

This form is recommended for use when students have a minimum of three clinical times with the same PHN. The PHN may complete the first page of the form alone or it may be completed with the student. The student can use the second page to document activities that are consistent with interventions from the Public Health Intervention Wheel. The form is useful for organizing a debriefing experience with the student and preceptor or the student and instructor about their learning.

3. Public Health Nursing Process: Home Visit Observations and Reflections

This form may be used for one or multiple home visits. It focuses on application of the public health nursing process during the home visit. Following the home visit, the student checks topics/nursing activities that occurred during the home visit, records observations, and writes reflections about learning. The completed form can then be used for debriefing the home visit experience between student and PHN. It may be useful for the student to review Table 3.1 How the Nursing Process Occurs in Home Visits on pages 72 – 73 in the manual before the shadowing experience.

4. Student Learner Self-Assessment and Planning Tool

Student can use this form to help them prepare for their public health nursing clinical experience. It assists both the student and instructor to be mindful of activities that are required by the clinical agency and that will enhance their learning.

5. Confidence in Using Public Health Nursing Skills

This form is one option for having students self-evaluate their learning in public health nursing clinical experiences. The tool focuses on key knowledge and skills needed to be an effective public health nurse. For a semester-long learning experience, the tool can be completed by students as a mid-semester self-evaluation and then as a final self-evaluation after completion of their clinical experience to help identify additional learning that occurred.

6. Shadowing a PHN for a Day: Scope of Practice

This tool may be used with a variety of learning experiences. It can be used for a one-time observation of a PHN or school nurse or as part of a longer clinical experience. Some of the content area knowledge in the tool may be obtained by researching the agency website and attending an agency orientation. The tool may be adapted by omitting sections that may not apply during the shadowing experience or may already be present in a current assignment or worksheet. In addition, instructions can be given to students to provide some examples applicable to the experience, as an option to completing the entire tool. One suggestion is to ask students to complete portions of the tool and then use to debrief learning experiences each week of clinical. A contract that specifies the purpose of the tool and possible activities is included on the last page. It is designed for both the student and the PHNs or school nurses who provide the experience. Providing the Glossary of Terms to the agency and preceptor prior to the student use of the tool will also facilitate student-preceptor communication.

Preparation for the Shadowing Experience

The agency PHNs and the clinical faculty should determine the preparation needed for specific shadowing experiences. Students should be instructed that preparation is required. Two sources for preparation follow.

Population-Based Public Health Clinical Manual – The Henry Street Model for Nurses, 2014.

All of the items on the tool are included in Chapters 1 and 2. These chapters provide content on foundational public health concepts, the Public Health Intervention Wheel, Entry-Level PHN Competencies, and evidence-based practice.

Public Health Agency or School/School District

Review the agency website. Information about how the agency carries out the Core Functions and Essential Services of Public Health may be obtained from the website and an agency orientation as well as the shadowing experience.

7. Professional Accountability: Self Evaluation

This tool can be used by students to record their evaluation of their own professional behaviors in public health nursing clinical experiences. Students have the opportunity also to reflect on potential boundary violations in relationships and behavior, which is particularly valuable in more unstructured and flexible clinical settings. An updated list of the provisions of Code of Ethics for Nurses with Interpretive Statements, (ANA, 2015) is also included for faculty and/or preceptors who choose to have students evaluate how their behaviors are consistent with the Code of Ethics.

8. Student Self-Assessment of Entry Level Public Health Nursing Competencies

This tool can be completed by students to appraise their accomplishment of the entry level population-based public health nursing competencies. For longer public health nursing clinical learning experiences, students may complete the tool both in the middle and at the end of the clinical experience and compare their ratings. Faculty and preceptors may use this tool to encourage students' reflective practice.

References

- American Nurses Association. (2015). *Code of Ethics for Nurses with Interpretive Statements*. Silver Springs, MD: Author.
- Garcia, C. M., Schaffer, M. A., & Schoon, P. M. (2014). *Population-Based Public Health Clinical Manual: The Henry Street Model for Nurses* (2nd Ed.). Indianapolis, IN: Sigma Theta Tau International Society of Nursing.
- Henry Street Consortium. (2003). *Entry-Level Population-Based Public Health Nursing Competencies for the New Graduate or Novice Public Health Nurse*. Retrieved from http://www.health.state.mn.us/divs/opi/cd/phn/henrystreet/docs/0303henryst_corecomp.pdf
- Minnesota Department of Health. (2001). *Public Health Interventions: Applications for Public Health Nursing Practice*. St. Paul, MN: Author.
- Schoon, P. M., Schaffer, M. A., & Garcia, C. M. (2015). *Instructor's Guide for Population-Based Public Health Clinical Manual: The Henry Street Model for Nurses* (2nd Ed.). Indianapolis, IN: Sigma Theta Tau International Society of Nursing. Retrieved from (will have to add when published online)