Guide for Using Henry Street Tools

These tools were developed by PHN and nurse educator representatives of the Henry Street Consortium. They were developed to facilitate organization of clinical learning experiences by both nurse educators and agency PHNs and enhance student learning experiences.

1. **Public Health Nursing Modules for instructors and agency PHNs/preceptors**
   Access at Bethel University Nursing Department website.
   Each module will take approximately 50 minutes to complete. Three CEUs are available for completing the 3 modules. The first two modules are considered essential content for nursing students. See instructions for CEUs.
   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](http://www.health.state.mn.us/divs/opi/cd/phn/wheel.html)

2. **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 department, 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.

3. **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*, 2nd edition, as well as additional suggestions for student learning. Both individual and group learning experiences are identified, including web-based learning activities. Both instructors and PHNs can use this menu to identify additional student learning activities to supplement agency-identified activities.

4. **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 completes the first page of the form (can be mutually completed with 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 about their learning.

5. **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.

6. **Student Learner Self-Assessment and Planning Tool**
   
   Student can use this form to help them prepare for their public health nursing clinical experience. It facilitates both the student and instructor to be mindful of activities that are required by the clinical agency and that will enhance their learning.

7. **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 mid-semester and then after completion of their clinical experience is finished to help identify additional learning that occurred.