Module 3: Precepting Public Health Nursing Students using the Henry Street Entry-level Competencies

© 2015, Linda J.W. Anderson DNP, MPH, RN, PHN

Instructor information
- Instructor contact information
  - Linda Anderson
  - Bethel University:
    - l-anderson@bethel.edu
    - 651-638-6362

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

Adult learning principles related to precepting

Principle 1
- Preceptor experience and expertise
  - Preceptor is the “expert”
  - Student is the “novice”
  - Preceptor is a facilitator

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)

Principle 6
- Learning resources are available in the environment.

(Manley, 1997)

Principle 7
- The environment should be:
  - Supportive
  - Non-threatening
  - Open to questions.

(Manley, 1997)

Principle 8
- Content needs to be:
  - Relevant
  - Useful
  - Organized.

(Manley, 1997)
Principle 9
- Learning is a holistic process.
- Use the nursing process to organize the clinical experience
  - Assessment
  - Plan
  - Implement
  - Evaluate

Application
- How does Jennifer (PHN) use these principles when working with Sarah (student) in the unfolding case study throughout the chapter?

Barriers, benefits, and support related to precepting
- Precepting can be stressful!

Barriers and Solutions to Precepting Challenges

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time commitment</td>
<td>Be a facilitator – allow students to function</td>
</tr>
<tr>
<td>Logistics of connecting</td>
<td>independently, with direction</td>
</tr>
<tr>
<td>students</td>
<td>Communication</td>
</tr>
<tr>
<td>Lack of monetary</td>
<td>CEUs</td>
</tr>
<tr>
<td>compensation</td>
<td>This course and associated resources</td>
</tr>
<tr>
<td>Lack of preparation</td>
<td>Clear communication with faculty</td>
</tr>
<tr>
<td>Lack of faculty support</td>
<td></td>
</tr>
</tbody>
</table>

Benefits to precepting
- Preceptor learns through teaching.
- Opportunity to develop the next generation.
- Opportunity to promote school and correctional nurse practice.
- Community receives more services through student projects.
  - Community assessment
  - Teaching projects
  - Connection to community resources
  - PHN identified special projects

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 Entry-level PHN Competencies.

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

- Individual and family assessment and care planning.
- Community assessment.
- Work with support groups.
- Attend nurse meetings.

**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.
- School illness exclusion policies.
- Correctional setting illness isolation policies.
- Follow up with MDH for disease outbreak.

**Competency 3: Utilizes collaboration to achieve public health goals**

- Attend health department, school, or correctional facility health related meetings.
- Attend agency PHN inservices.
- Attend area school or correctional nurse meetings.
- Attend community outreach or board meetings.
- Participate in client planning meetings.
- Participate in student IEP meetings.
- Work with parole officers for discharge planning.

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

- Emergency preparedness
- Promoting childhood immunizations
- Child abuse reporting

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

- Discuss and observe the specialty role within the Nurse Practice Act.
- Review the Scope and Standards of practice.
- Review maintenance of appropriate records.
Competency 6: Effectively communicates with individuals/families, communities, systems, and colleagues
- Discuss confidential communication
- Individual health needs
- Teach a class
- Written communication
- Website communication
- Peer communication
- Staff meetings
- PHN educational opportunities

Competency 7: Establishes caring relationships
- Individual/family assessment and care plan.
- Observe role modeling in interactions with clients.
- 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
- Discussions.
- Discuss boundaries and safety issues.
- Update resource list.

Competency 9: Demonstrates nonjudgmental and unconditional acceptance of people different from self
- Social justice activities
- Discussion
- Group participation

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 PHN thought process.
- Incorporate adult learning principles into group teaching.

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 PHN leader.
Conclusion

- Continuing education certificate.

Acknowledgments

- Dr. Marjorie Schaffer
- Nancy Haugen LSN

References


References