**Shadowing a PHN for a Day: Scope of Practice**

**Observation/Interview/Analysis**

Student:

Nurse Shadowed (Name, Credentials, and Position):

Organization (name, location):

Date and Hours Shadowed:

|  |  |
| --- | --- |
| List key people you met and their positions. | |
| What is the mission or the organization and who is/are the at-risk populations served? | |
| What are the major health concerns of the at-risk population? | |
| How did the nurse describe his/her job and responsibilities? Source: Garcia, Schaffer, & Schoon, 2014, 7-8. | |
| If you shadowed a PHN or LSN employed by a governmental agency or school system, discuss how the agency or school system carries out the core functions of public health. An agency orientation or agency website would also provide information. Does the PHN/LSN participate in any core function activities?  Give examples. Source: Garcia, et al., 14. | |
| Core Function | Examples of Agency or PHN/LSN Activities Related to Core Functions |
| Assessment |  |
| Policy Development |  |
| Assurance |  |

|  |  |
| --- | --- |
| If you shadowed a PHN or LSN employed by a governmental agency or school system, discuss how the agency or school system carries out the essential services of public health. An agency orientation or agency website would also provide information. Does the PHN/LSN participate in any essential services? Give examples. Source: Garcia, et al., 15-16. | |
| Essential Service | Examples of Agency or PHN/LSN Activities Related to Essential Services |
| Monitor Health |  |
| Diagnose and Investigate |  |
| Inform, Educate, Empower |  |
| Mobilize Community Partnerships |  |
| Develop Policies |  |
| Enforce Laws |  |
| Link to/Provide Care |  |
| Assure Competent Workforce |  |
| Evaluate |  |
| System Management & Research |  |

|  |  |
| --- | --- |
| Which of the following levels of prevention did you observe the PHN or LSN using? Discuss how the PHN or LSN provides these levels of prevention. Give examples. Source: Garcia, et al., 23-24. | |
| Level of Prevention | Example |
| Primary |  |
| Secondary |  |
| Tertiary |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Which of the following levels of PHN practice did you observe the PHN or LSN practice? Discuss interventions PHN or LSN provides at each of these levels of practice. Give examples. Source: Garcia, et al., 16-19. | | | |
|  | Practice Level | Example | |
|  | Individual/Family |  | |
|  | Community |  | |
|  | System |  | |
| Which of the following Cornerstones of Public Health Nursing are represented in programs or services that you observed? Give a specific example. Source: Garcia, et al., 9. | | | |
| Cornerstone | | | Example |
| Focuses on the health of entire populations. | | |  |
| Reflects community priorities and needs. | | |  |
| Establishes caring relationships with communities, systems, individuals, and families. | | |  |
| Is grounded in social justice, compassion, sensitivity to diversity, and respect for the worth of all people, especially the vulnerable. | | |  |
| Encompasses mental, physical, emotional, social, spiritual, and environment aspects of health. | | |  |
| Promotes health through strategies driven by epidemiological evidence. | | |  |
| Collaborates with community resources to achieve those strategies but can and will work alone if necessary. | | |  |
| Derives its authority for independent action from the Nurse Practice Act. | | |  |

|  |  |
| --- | --- |
| Which of the following PHN interventions did you observe the PHN or LSN use? Give examples. Discuss how the PHN or LSN carries out interventions not observed. Give examples. Source: Garcia, et al., 36-41. | |
| Intervention | Example |
| Surveillance |  |
| Disease & Health Event Investigation |  |
| Outreach |  |
| Screening |  |
| Case Finding |  |
| Referral & Follow-up |  |
| Case Management |  |
| Delegated Functions |  |
| Health Teaching |  |
| Counseling |  |
| Consultation |  |
| Collaboration |  |
| Coalition Building |  |
| Community Organizing |  |
| Advocacy |  |
| Social Marketing |  |
| Policy Development & Enforcement |  |

|  |
| --- |
| Which Entry-Level Population-Based Public Health Nursing Competencies were reflected in the PHN or LSN’s practice either in observation or discussion? Give examples. Source: Garcia, et al., 28 & Insert D. |
| 1. Applies the public health nursing process to communities, systems, individuals, and families |
| 1. Utilizes basic epidemiological principles (the incidence, distribution, and control of disease in a population) in public health nursing practice |
| 1. Utilizes collaboration to achieve public health goals. |
| 1. Works within the responsibility and authority of the governmental public health system |
| 1. Practices public health nursing within the auspices of the Nurse Practice Act |
| 1. Effective communicates with communities, systems, individuals, families, and colleagues |
| 1. Establishes and maintains caring relationships with communities, systems, individuals, and families |
| 1. Shows evidence of commitment to social justice, the greater good, and the public health principles |
| 1. Demonstrates nonjudgmental and unconditional acceptance of people different from self |
| 1. Incorporates mental, physical, emotional, social, spiritual, and environmental aspects of health into assessment, planning, implementation, and evaluation |
| 1. Demonstrates leadership in Public Health Nursing with communities, systems, individuals, and families |

|  |
| --- |
| Ask the PHN or LSN how the nurses in their agency or school district carry out evidence-based practice. How does the PHN or LSN demonstrate evidence-based practice? Source: Garcia, et al., 45-46, 57-58. |

|  |
| --- |
| What personal characteristics does the PHN or LSN think contribute to success as a public health nurse and/or her/his success? Source: Garcia, et al., 386-387, Insert D. |

Conclusion: Did the nurse’s practice meet the five criteria for population-based PHN practice? Source: Garcia, et al., 7.

YES NO

\_\_\_ \_\_\_ 1. Focus on entire populations possessing similar health concerns or characteristics

Give example:

\_\_\_ \_\_\_ 2. Be guided by an assessment of population health status that is determined through a community health assessment process (Total population, sub-population, or aggregate)

Give example:

\_\_\_ \_\_\_ 3. Consider the broad determinants of health

Give example:

\_\_\_ \_\_\_ 4. Consider all levels of prevention, with a preference for primary prevention

Give example:

\_\_\_ \_\_\_ 5. Consider all three levels of practice (individual/family, community, system)

Give example:

**What are your most important “take away” learnings from this shadowing experience?**

**References**

American Nurses Association. (2013). *Public health nursing: Scope and standards of practice*. Silver Spring, MD: Nursesbooks.org

Core Public Health Functions Steering Committee. (1995). *Public health in America: Core functions and essential services of public health.* Adopted 1994. Retrieved from http://www.health.gov/phfunctions/public.htm

Dearholt, S. L., & Dang, D. (2012). *Johns Hopkins Nursing* *Evidence-based practice: Model and*

*Guidelines (2nd Ed.).* Indianapolis, IN: Sigma Theta Tau International.

Henry Street Consortium. (2003). Population-based public health nursing competencies. St. Paul, MN: Author. Retrieved from http://www.health.state.mn.us/divs/opi/cd/phn/henrystreet/docs/0303henryst\_corecomp.pdf

Keller, L. O., Strohschein, S., & Schaffer, M. A. (2011). The cornerstones of public health nursing.  *Public Health Nursing, 28*(3), pp. 249-260. Doi: 10.1111/j.1525-1446.2010.00923.x

Minnesota Department of Health, Division of Community Health Services, Public Health Nursing Section. (2001). *Public health interventions: Applications for public health nursing practice.* St. Paul, MN: Author. Retrieved from http://www.health.state.mn.us/divs/opi/cd/phn/docs/0301wheel\_manual.pdf

Minnesota Department of Health, Center for Public Health Nursing. (2003). Definition of population-based practice. Retrieved from http://www.health.state.mn.us/divs/opi/cd/phn/docs/0303phn\_popbasedpractice.pd

University of Ottawa. (n.d.) *Categories of Prevention*. Retrieved from http://www.med.uottawa.ca/sim/data/Prevention\_e.htm

**Shadowing a PHN for a Day: Scope of Practice**

**Observation/Interview/Analysis**

**Planning and Contract for Consent and Authorization**

AGENCY NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ADDRESS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PHN or LSN \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PHONE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EMAIL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The purpose of this assignment for the student is to experience public health nursing by observing and interviewing a public health nurse or school nurse in the community. This student is currently a \_\_\_\_\_\_\_\_\_ completing academic work for the baccalaureate degree in nursing. The shadowing experience should be approximately 8 hours. The student will be using a Shadowing and Interview Guide to carry out this clinical experience. Confidentiality regarding any client situation will be maintained.

If you agree to allow the student to shadow and interview you, please initial and sign the items below that you consent to allow student participation.

I understand and agree to the following: (please initial)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, RN, will be carrying out a shadowing visit with me. During this shadowing visit the student may participate in the following activities with me:

\_\_\_\_\_\_\_ Observe me carrying out my normal workday activities

\_\_\_\_\_\_\_ Observe me providing nursing services to clients/students

\_\_\_\_\_\_\_ Tour the agency/organization/clinical areas where I work

\_\_\_\_\_\_\_ Make a home visit with me

\_\_\_\_\_\_\_ Attend meetings

\_\_\_\_\_\_\_ Visit with other members of agency staff

\_\_\_\_\_\_\_ Interview me about my job, responsibilities, nursing activities, and credentials

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_

(Signature of Participating Nurse)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

(Signature of RN Student)

Thank you for your willingness to enhance the nursing student’s learning experience in public health nursing. If you have any questions or concerns please feel free to contact me.

Name, Position, University, Contact Information