

# Preparing Public Health Nurses to Precept Public Health Nursing Students

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](mailto: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

(Benson, 1997; Minnesota Department of Health, Office of Public Health Practice, 2009; Oberling & Hallberg, 2000; 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



(Manley, 1997)



## Principle 2

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



(Manley, 1997)



### 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.



### Principle 6

- Learning resources are available in the environment.



(Manley, 1997)



### Principle 7

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

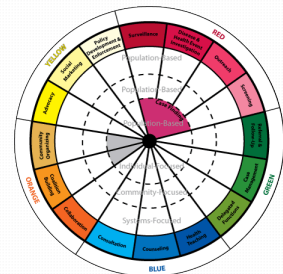


(Manley, 1997)



### 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

# NURSING PRACTICE

(Manley, 1997)



## Application

- Population-based Public Health Clinical Manual - Chapter 7
- 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

### Barriers

- Time commitment
- Logistics of connecting with students
- Lack of monetary compensation
- Lack of preparation
- Lack of faculty support

### Solutions

- Be a facilitator – allow students to function independently, with direction
- Communication
- CEUs
- This course and associated resources
- Clear communication with faculty



## 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.

SOCIAL JUSTICE



## 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.

NURSING PRACTICE



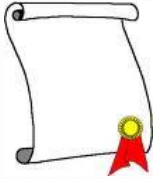
## Competency 11: Demonstrates leadership

- 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 PHN leader.



## Conclusion

- Continuing education certificate.



## Acknowledgments

- Dr. Marjorie Schaffer
- Nancy Haugen LSN



## References

- Barnum, B. S. (1997). Precepting, not mentoring, or teaching: Vive la difference. In J. P. Flynn (Ed.), *The role of the preceptor: A guide for nurse educators and clinicians* (pp. 1-14). New York, NY: Springer.
- Manley, M. J. (1997). Adult learning concepts important to precepting. In J. P. Flynn (Ed.), *The role of the preceptor: A guide for nurse educators and clinicians* (pp. 15-46). New York, NY: Springer.



## References

- Minnesota Department of Health. (2007). *Cornerstones of public health nursing*. Retrieved from [http://www.health.state.mn.us/divs/opi/cd/phn/docs/07iophn\\_cornerstones.pdf](http://www.health.state.mn.us/divs/opi/cd/phn/docs/07iophn_cornerstones.pdf)
- Minnesota Department of Health, Division of Community Health Services, Public Health Section. (2001). *Public health interventions: Applications for public health nursing practice*. Retrieved from [http://www.health.state.mn.us/divs/opi/cd/phn/docs/03oiwheel\\_manual.pdf](http://www.health.state.mn.us/divs/opi/cd/phn/docs/03oiwheel_manual.pdf)
- Minnesota Department of Health, Office of Public Health Practice. (2005). *Linking public health nursing practice and education to promote public health: Preceptor handbook, 2nd ed.* Retrieved from [http://www.health.state.mn.us/divs/opi/cd/phn/docs/05o6linking\\_preceptorzed.pdf](http://www.health.state.mn.us/divs/opi/cd/phn/docs/05o6linking_preceptorzed.pdf)



## References

- Öhrling, K., & Hallberg, I. R. (2001). The meaning of preceptorship: nurses' lived experience of being a preceptor. *Journal of Advanced Nursing*, 33(4), 530-540.
- Schaffer, M. A., Cross, S., Olson Keller, L., Nelson, P., Schoon, P., & Henton, P. (2011). *The Henry Street Consortium population-based competencies for educating public health nursing students*. *Public Health Nursing*, 28(1), 78-90. doi: 10.1111/j.1525-1446.2010.00900.x
- Schaffer, M. A., Nelson, P., & Litt, E. (2005). Using portfolios to evaluate achievement of population-based public health nursing competencies in baccalaureate nursing students. *Nursing Education Perspectives*, 26(2), 104-112.
- Usher, K., Nolan, C., Reser, P., Owens, J., & Tollefson, J. (1999). An exploration of the preceptor role: preceptors' perceptions of benefits, rewards, supports and commitment to the preceptor role. *Journal of Advanced Nursing*, 29(2), 506-514.

