

Preparing Specialty Public Health Nurses to Precept Public Health Nursing Students

Module 3: Precepting Students in School and Correctional Settings
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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

(Bernish, 1997; Minnesota Department of Health, Office of Public Health Practice, 2005; Chirfing & Halberg, 2001; 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
- When a school or prison is the setting, health nursing clinical the focus is on the development of student public health nursing skills not on the development of the student in the school or corrections nursing role.



(Manley, 1997)

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



- Principle 6**
- Learning resources are available in the environment.



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)

Barriers, benefits, and support related to precepting

- Precepting can be stressful!



Barriers to precepting/Potential solutions

- Limited time.
- Time with students may take time away from responsibilities.
 - Be a facilitator.
 - RN students can function independently with direction.
- Logistics of connecting with adult students
 - Communication.
- Lack of monetary compensation.
 - CEUs
- Lack of preparation for the precepting
 - This course ☺
- Varying levels of support from 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 sit
 - Denomination
- Continuing education.



PHN student competencies

- The Henry Street Consortium New Graduate 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 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 outbreaks.



Competency 3: Utilizes collaboration to achieve public health goals

- Attend school or correctional facility health related meetings.
- Attend area school or correctional nurse meetings.
- Attend community outreach or board meetings.
- Participate in student IEP meetings.
- Work with parole officers for discharge

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

- Disaster planning
- Background check compliance
- Resource linkage
- Immunization compliance
- TB screening compliance
- Medication administration policy compliance



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 certification requirements.



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
- LSN or CN 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

Competency 8: Shows evidence of commitment to social justice, the greater good, and public health principles

- Discussions.
- Discuss boundaries and safety issues.
- Participate with service opportunities with school sponsorship.
- 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

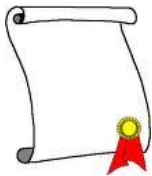
- Individual/family care planning **NURSING PRACTICE**
- Review assessment forms.
- Discuss PHN thought process.
- Incorporate adult learning principles into group teaching.

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 leader in the school or correctional setting.

Conclusion

- Continuing education certificate.



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