To Transform PHN, Transform APHN

- Public Health 3.0
  - Time for an Upgrade (2018)
  - A Call to Action (2019)
- 21st Century Public Health Skills
- A New Focus for Education and Professional Development Committee
TOP SKILL GAPS AND MOTIVATION TO SEEK OUT TRAINING PERSPECTIVES ON EMPLOYEE ENGAGEMENT

98% of nursing respondents agree with the statement “I am determined to give my best effort at work every day”
97% of nursing respondents agree with the statement “The work I do is important”
89% of nursing respondents agree with the statement “I know how my work relates to the agency’s goals and priorities”

68% of nursing respondents expressed a skill gap in “Budget and Financial Management”
54% of nursing respondents expressed a skill gap in “Change Management”
54% of nursing respondents expressed a skill gap in “Systems and Strategic Thinking”
Role of APHN Education and Professional Development Committee

- PHN residency as primary focus
- Promote and share current PHN residency work from the field
- Leading the way: Wisconsin PHNs
Wisconsin Public Health Nurse Residency Program

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- Julianna Manske, MSN, RN, OCN
- Deborah L. Heim, PhD, MN, RN, PHNA-BC, CNL
- Hannah Hayes, BSN, RN, MPH candidate
Creating a Foundation to Grow: A Public Health Nurse Residency Program

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How it all began

• New public health nurses found they needed more

• Bottom up approach
Joint Commission & IOM

- *Health at the Crossroads* and *The Future of Nursing*
- IOM recommendations for residency in three specific areas: 1) After completing one of the three education paths (e.g. BSN, AD or HS diploma program) that lead for eligibility for registration; 2) Following the completion of an advanced practice degree program (i.e. a postgraduate program); 3) *When changing practice areas.*
Theoretical Model
Benner’s Novice to Expert

- Stages
- Characteristics
- Skill Acquisition

From Novice to Expert – Patricia Benner


*Pedagogical Needs and Limitations* by Vanderbilt CC-BY-NC
https://dft.vanderbilt.edu/3ibenner
Animation by S. Murison PhD, RN and S. Suttenham MDE
Program Goals

• Socialization
• Transition to practice
• Job stress & satisfaction
• Building competence
• Interprofessional skills
• Expanding critical thinking
• Professional practice behaviors and role formation

• Organizational commitment
• Leadership and unit based education
• Technical skills
Evaluation: Measure of Impact

• Most common: retention and turnover
• Commitment to organization
• Return on investments/cost-benefit analysis
• Leadership development
• Intent to stay

• Recommendation of nurse residency program
• Certification pass rates, employer satisfaction
• Professional accomplishments
• Satisfaction
Why do we need a Public Health Residency Program?

Purpose:

• To provide new public health professionals the foundational capabilities essential to public health practice

• Recognize the benefits of collaborative practice with sanitarians, health educators, and dietitians in supporting novice public health nurses.
Choosing a Public Health Framework

Quad Council Competencies for Public Health Nurses
Summer 2011

The Quad Council of Public Health Nursing Organizations is comprised of:
- The National Pediatric Nursing Coalition (NPNC)
- The Association of Women’s Health, Obstetric and Neonatal Nurses (AWHONN)
- The American Nurses Association’s National Center for Nursing Supply (NCNS)
- The American Nurses Association’s National Council of State Boards of Nursing (NCSBN)

The Quad Council of Public Health Nursing Organizations was founded in the early 1990s to address priorities for public health nursing education, practice, leadership, and research, and to set the agenda for public health nursing.
<table>
<thead>
<tr>
<th>Foundational Public Health Services Model</th>
<th>ANA Scope and Standards</th>
<th>Council Competencies for Public Health Nurses</th>
<th>CDC 10 Essential Services</th>
<th>WI Public Health Nursing Practice Model</th>
<th>Public Health Intervention Wheel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational Capabilities</strong></td>
<td>Assessment</td>
<td>Domain 1: Analytic and Assessment Skills</td>
<td>ES 1: Monitor health</td>
<td>Healthiest Wisconsin</td>
<td>Surveillance</td>
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<td>(assessment)</td>
<td>2020 Shared Vision</td>
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<td><strong>Assessment</strong></td>
<td>Population Diagnosis</td>
<td>Domain 2: Policy development/program</td>
<td>ES 2: Diagnosis</td>
<td>Core Values</td>
<td>Disease and health</td>
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<td></td>
<td>and priorities</td>
<td>planning skills</td>
<td>and investigation</td>
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<td>event investigation</td>
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<td><strong>All-Hazard Preparedness/Response</strong></td>
<td>Outcome identification</td>
<td>Domain 3: Communication skills</td>
<td>ES 3: Inform, educate,</td>
<td>Goals</td>
<td>Outreach</td>
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<td>empower (policy</td>
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<td><strong>Policy Development and Support</strong></td>
<td>Planning</td>
<td>Domain 4: Cultural competence</td>
<td>development (policy</td>
<td>Focus Areas</td>
<td>Screening</td>
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<td><strong>Communications</strong></td>
<td>Implementation (including</td>
<td>Domain 5: Community dimensions of practice</td>
<td>ES 5: Develop policies</td>
<td>Wisconsin Statutes</td>
<td>Referral and follow up</td>
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<td>coordination of care and</td>
<td>skills</td>
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<td>health teaching/health</td>
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<td><strong>Community Partnership Development</strong></td>
<td>Evaluation</td>
<td>Domain 6: Public health sciences skills</td>
<td>ES 6: Enforce Laws</td>
<td>Cornerstones Of Public Health Nursing</td>
<td>Case management</td>
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<td><strong>Organizational Competencies</strong></td>
<td>Ethics</td>
<td>Domain 7: Financial management and Planning</td>
<td>ES 7: Link to provide</td>
<td>ANA Scope And Standards</td>
<td>Delegated functions</td>
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<td><strong>Foundational Areas</strong></td>
<td>Education</td>
<td>Domain 8: leadership and systems thinking</td>
<td>ES 8: Assure competent</td>
<td>Public Health Nursing Services And</td>
<td>Health teaching</td>
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<td>Interventions</td>
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<td><strong>Communicable Disease</strong></td>
<td>Evidence-based practice</td>
<td>ES 9: Evaluate</td>
<td>Public Health Nursing</td>
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<td>Counseling</td>
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<td></td>
<td>and research</td>
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<td>Process</td>
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<td><strong>Chronic Disease And Injury Prevention</strong></td>
<td>Quality of practice</td>
<td>ES 10: Research</td>
<td>Public Health Nursing</td>
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<td>Consultation</td>
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<td>Outcomes</td>
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<td><strong>Environmental Public Health</strong></td>
<td>Communication</td>
<td>ES 11: Communication</td>
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<td>Collaboration</td>
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<td><strong>Maternal, Child, And Family Health</strong></td>
<td>Leadership</td>
<td>ES 12: Leadership</td>
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<td>Coalition building</td>
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<td><strong>Access To And Linkage With Clinical Care</strong></td>
<td>Collaboration</td>
<td>ES 13: Collaboration</td>
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<td>Community organizing</td>
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<td>Professional practice</td>
<td>ES 14: Professional practice evaluation</td>
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<td>Advocacy</td>
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<td>evaluation</td>
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<td>Resource utilization</td>
<td>ES 15: Resource utilization</td>
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<td>Social marketing</td>
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<td>Environment health</td>
<td>ES 16: Environment health</td>
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<td>Policy development and</td>
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<td><strong>Advocacy</strong></td>
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<td>ES 17: Advocacy</td>
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Foundational Public Health Services Model

Public health model with an array of basic programs all health departments should address

- Model Components:
  - Foundational Capabilities
  - Foundational Areas
  - Foundational Public Health Services
  - Programs/Activities Specific to each LHD or community
2017-2018 Public Health Nurse Residency Schedule

Register online: http://bit.ly/2q6vWW5
Session 1: Public Health Overview

Objectives:

- Assess common public health practice models
- Develop public health messaging using message maps
- Interpret public health nursing practice law
Session 2: Communicable Disease

Objectives:

- Recognize communicable disease categories I, II and III
- Role-play concepts of motivational interviewing
- Identify state and local communicable disease resources
Session 3: Chronic Disease Prevention and Injury Prevention

Objectives:

- Describe how a Community Health Assessment (CHA) is completed
- Design one Community Health Improvement Plan (CHIP) intervention based on chronic disease
- Articulate the role of health educators in public health
Session 4: Environmental Public Health

Objectives:

- Differentiate the roles between the roles of nurses and sanitarians in environmental health
- Develop an understanding of the rules and regulations of environmental health in public health
- Reflect upon the differences between local and county environmental health issues
Session 5: Maternal, Child & Family Health

By the end of this session, participants will be able to:

- Recognize the services and eligibility requirements of the Women, Infant, and Children (WIC) program
- Identify the effect of vaccine waivers on a community’s heard immunity
- Relate information from child safety programs to specific health department needs.
Session 6: Access to and Linkage with Clinical Care

Objectives:
- Describe potential resources to help residents with access to care
- Develop problem-solving techniques to creatively assist clients in accessing community care resources
- Summarize local public health departments’ roll in emergency preparedness
Measuring Success

28.65% ↑
Participant perception of proficiency according to the Quad Council’s Tier 1 Public Health Professionals Competency Assessment

55% ↑
Participant-reported knowledge via a retrospective evaluation based on session objectives

10/10
The number of participants who would recommend this program to others

83.3%
The number of participants who are still employed by the same health department five months post program completion
Additional research

• Components of a residency program
• Evaluation methods
Accomplishing Curricular Objectives

- Multiple stakeholder input for curriculum development
- Mentors & professional role models
- Monthly facilitated cohort meetings
- Journaling
- Evidence-Based Project
- Simulation & case studies
- Seminars
- Looping
- Adult learning teaching methods
Other considerations

• Program competencies
• Length and formatting
• Modification/ customization
• Name
• Measure of success
Evaluation

• Self Assessment
• Multisource Feedback
• Casey-Fink
• Other evaluation tools
• Outcomes

Casey-Fink Graduate Nurse Experience Survey (revised)
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I. List the top three skills/procedures you are uncomfortable performing independently at this time? (please select from the drop down list) List it at the end of this document.

1. 
2. 
3. 
4. I am independent in all skills

II. Please answer each of the following questions by placing a mark inside the circles.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel confident communicating with physicians.</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>2. I am comfortable knowing what to do for a dying patient.</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<td>3. I feel comfortable delegating tasks to the Nursing Assistant.</td>
<td>○</td>
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<td>4. I feel at ease asking for help from other RNs on the unit.</td>
<td>○</td>
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<tr>
<td>5. I am having difficulty prioritizing patient care needs.</td>
<td>○</td>
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<td>6. I feel my preceptor provides encouragement and feedback about my work.</td>
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<td>7. I feel staff is available to me during new situations and procedures.</td>
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<tr>
<td>8. I feel overwhelmed by my patient care responsibilities and workload.</td>
<td>○</td>
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<td>9. I feel supported by the nurses on my unit.</td>
<td>○</td>
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<tr>
<td>10. I have opportunities to practice skills and procedures more than once.</td>
<td>○</td>
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<tr>
<td>11. I feel comfortable communicating with patients and their families.</td>
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</table>
What’s next?

- Interviews with other residency program leaders
- Integrate Foundational Capabilities
- Questions & Comments
- Workgroup
Thank you to our supportive local health departments & the UW-Madison Master of Public Health Program
References


