Collaborating to Prepare the Next Generation of Public Health Professionals: Win-Win Solutions for Academia and Practice

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Speakers

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Disclosures

• None of the speakers or planners involved in this activity has any relevant conflict of interest

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• No commercial support has been received for this program
The Academic Practice Partnership
a joint venture between

- Public Health Nursing Section of Michigan Public Health Association
- Nurse Administrators Forum of Michigan Association of Local Public Health
Background

- Community health educators need to create learning activities for baccalaureate undergraduate students that meet credentialing requirements.
- Public health leaders have a vested interest in hiring well prepared public health nurses, yet have limited resources and multiple demands for providing experiences for nursing students as well as students of other disciplines.
2012 Task Force

• Met in January and March 2012

• Membership:
  • Representing NAF:
    • Mary Ricciardello, Jackson County Health Department
    • Mary Pat Terpening, Central Michigan District Health Department
    • Regina Crooks, Calhoun County Health Department
    • Kim Comerzan, Monroe County Health Department
  • Representing PHN:
    • Susan Clemen-Stone, University of Michigan School of Nursing
    • Alice DeYoung, Western Michigan University School of Nursing
    • Julie Dingerson, Ingham County Health Department, (retired)
    • Kathleen Bappert, Michigan State University College of Nursing, Chairperson
  • Consultants:
    • Naomi Ervin, Eastern Michigan University School of Nursing
    • Martha Scheckel, Michigan State University College of Nursing
Summary of 2012 Task Force Report

- Nurse administrators identified what they look for in new public health nurses
- Nurse educators identified credentialing requirements for BSN preparation
- SWOT analysis of current clinical experiences
  - Strengths
  - Weaknesses
  - Opportunities
  - Threats
Academic-Practice Partnership
Formed in 2013

NAF members
• Peggy Hamel, Berrien County Health Department
• Mari Pat Terpening, Central Michigan District Health Department

MPHA members
• Alice DeYoung, Western Michigan University
• Susan Clemen-Stone, University of Michigan
• Susan Harrington, Grand Valley State University
• Suzanne Keep, University of Detroit Mercy at Aquinas
• Kathleen Bappert, University of Michigan
• JoAnn Goldbort, Michigan State State University

Former Members
• Mary Ricciardello, Jackson County Health Department –retired
• Bobby Peacock, Kent County Health Department-retired
• Martha Scheckel, Michigan State University
Goal:

To prepare Baccalaureate Level Nurses for entry into Community/Public Nursing.

Objectives:

1. Identify essential competencies and experiences for baccalaureate nursing students.
2. Create a standard orientation for all students to learn about their local health departments in their assigned counties.
3. Enhance mutual benefits for students and for community agencies.
4. Create an organized system for student placements.
Objective #1
Identify essential competencies and experiences for baccalaureate nursing students.

• Committee selected competencies based on the those identified by Association of Community Health Educators (ACHNE) (see Resource slide- bullet 2)

• Committee selected classroom and clinical experiences based on 2006 article in Public Health Nursing journal by Carter, Kaiser, O’Hare and Callister. (see Resource slide- bullet 1)
Objective #2 - From the educator’s perspective—Create a standard orientation for all students to learn about their local health departments in their assigned counties.

- Requirements for a BSN
  - What do we need to teach?
  - Why is this important?
Value of Standard Orientation— from Academia

• The Baccalaureate in Nursing (BSN) is the minimum requirement for professional community/public health nursing practice.
• This practice requires a comprehensive set of knowledge and skill competencies that a BSN education provides through theory and clinical experiences.
• There is a broad core knowledge and basic competency requirement for community/public health nursing practice.
Academia

- Core Knowledge and Basic Competencies guide our curriculum
- Bachelors of Science in Nursing (BSN) is guided by Essentials of Baccalaureate Education for Professional Practice through the American Association of Colleges of Nursing (2008)
- Accreditation through the Commission on Collegiate Nursing Education (CCNE)
- Essentials guide nursing educators to communicate to nursing, public health and other communities the theoretical and clinical practice underpinnings needed for community/public health nursing education and practice (ACHNE, 2010)
The Standards for Accreditation of Baccalaureate Nursing by the American Association of Colleges of Nursing:

- Essential VII: Clinical Prevention and Population Health
- Essential IX: Baccalaureate Generalist Nursing Practice:
  - the baccalaureate graduate nurse is prepared to practice with patients including individuals, families, groups, communities and populations across the lifespan and across the continuum of healthcare environments
  - the baccalaureate graduate understands and respects the variations of care, the increased complexity and increased use of healthcare resources inherent in caring for patients
Foundational Documents

- ANA Scope and Standards of Practice for Public Health Nursing (2013)
- Quad Council Competencies for Public Health Nurses (2011, 2013)
- Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (Amended 2013)
- Essentials of Baccalaureate Nursing Education for entry level community/public health nursing: Education Committee of Association of Community Health Nurse Educators (ACHNE), 2010
- Public Health Nursing Scope and Standards of Practice American Nurses Association (ANA), 2007
- Essential Elements of Public Health Nursing: American Public Health Association (APHA), 2013
Value of Standard Orientation—view from Academia

• Essential Elements of Public Health Nursing Roles and Implementing Public Health Functions
• Essential Elements of Public Health and nursing are considered the three pillars for public health infrastructure:

  assessment

  assurance

  policy development
Learning the role of the Public Health Nurse

Core Knowledge and Basic Competencies of BSN curriculum:

• 1. Communication
• 2. Epidemiology and biostatistics: identifying health-related data, evaluates quality of data sources and interprets basic health-related data
• 3. Community/population assessment
• 4. Community/population planning
• 5. Assurance: linking clients to appropriate healthcare resources, promotes partnerships
• 6. Understand policy development and plans that support individual and community health efforts
Learning the role of the Public Health Nurse-continued

• 7. Health promotion and risk reduction- assessing health risks, impact on culture, health education, empowering clients
• 8. Illness and disease management
• 9. Information and health care technology
• 10. Environmental health
• 11. Global health
• 12. Human diversity
• 13. Ethics and social justice
• 14. Coordinator and manager role
• 15. Emergency preparedness, response and recovery

(ACHNE, 2010)
Academic Survey

• Exploratory Survey created in collaboration with Naomi E. Ervin, PhD, RN, PHCNS-BC, FAAN

• Monkey Survey emailed to 7 community health nurses representing 5 universities: U of M, MSU, WMU, UDM, GVSU

• 7 responded
<table>
<thead>
<tr>
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<th>Academic Survey: PHN orientation (n=7)</th>
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<tbody>
<tr>
<td>1</td>
<td>Traditional placements (4/7)</td>
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<tr>
<td>2</td>
<td>Orientation-plus (4/7)</td>
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<td>3</td>
<td>Orientation-LHD base (4/7)</td>
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<td>4</td>
<td>Part-time rotating students: (3/7)</td>
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<td>5</td>
<td>Outreach (4/7)</td>
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<td>6</td>
<td>Dedicated Edu. Unit (4/7)</td>
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<td>Simulation (5/7)</td>
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<td>Co-teaching (2/7)</td>
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<td>Internships (2/7)</td>
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<td>Academic Survey - continued</td>
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<td>10</td>
<td>LHD clinical instructor (3/7)</td>
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<td>11</td>
<td>If student placement is not an option for your students, would you like an introduction to public health including services provided by LHD’s via a video? (2/7)</td>
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<td>12</td>
<td>Does your course require students to complete a population-focused project/paper? (5/7)</td>
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<td>13</td>
<td>Would you like broad public health experiences including public health leaders, administrators, and representatives of other public health professionals? (5/7)</td>
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<td>14</td>
<td>Assisting with community health assessments (6/7)</td>
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Academic Survey Results

PHN Orientation for BSN Students

- Traditional
- Orientation+
- OrientationLHD
- RotatingPT
- Outreach
- Precept
- Simulation
- Co-teaching
- Internships
- LHDClin.instruc
- Video/speaker
- Pop-project
- Broad exp.
- Comm.assess

[Bar chart showing survey results for different orientations and activities related to PHN Orientation for BSN Students]
Objective #2 - From the MALPH Nurse Administrator’s perspective:
Create a standard orientation for all students to learn about their local health departments in their assigned counties.

- What do we want our new hires to know?
- Why is it important for nurses in any area of practice to know what their local health department does?
- What is the current practice?
- Survey results
Value of Standard Orientation to Local Public Health – view from NAF

- All Nursing graduates will understand the value of local public health to a community
- Create advocates of the need for local public health in a community
- In the future, regardless of the student’s occupational setting, they will be aware of services provided by local health departments / as a referral source or as a collaborator
- Knowledge of public health and experiences at a LHD can provide a broad look at the community as a whole
- Increase awareness of Public Health as an occupational opportunity
LHD Survey

- 83 counties in Michigan
- 45 Local Public Health Departments
- 38 Nurse Administrators completed the survey
  - Survey questions
    - Do you offer clinical experience to nursing students (BSN or ADN)?
    - Do you provide an orientation: Nursing only or all Local Public Health?
    - Is orientation in person format/ or other methods?
    - Would you provide an orientation to Local Public Health, even if you can not accommodate students at your health department?
    - Is an academic clinical instructor onsite
    - How many students can you handle at one time at your facility?
    - What Nursing schools request community health experience at your health department?
Survey results Local Public Health Departments-NAF

38 Local Public Health Departments (of those who responded) offer clinical experience to nursing students (BSN or ADN)
37 provide an orientation in person- none use any other method
   27 Provide orientation to all Local Public Health programs and divisions
   10 Provide orientation to Nursing only/ or to the specific clinical program the student is assigned
26 Said the would definitely provide an orientation to LHD even if you cannot accommodate students at your health department
11 Said the would definitely probably an orientation to LHD even if they cannot accommodate students at their health department
20 require an instructor onsite
   • The LHD’s that do require an instructor average 8-10 students at one time
   • The LHD’s that do not have an instructor average 1-2 students at a time
Nursing schools that request community health experiences at Michigan local public health departments

- Hope College
- Western Michigan University
- Michigan State University
- Saginaw Valley University
- University of Michigan
- U of M –Flint
- U of M –Rochester
- Wayne State University
- Kirkland
- Davenport
- Eastern Michigan University
- Kellogg College
- Grand Valley State University
- Ferris State University
- Kirkland Community College
- St. Clair Community College
- North Central Michigan College
- Calvin College
- Montcalm Community College
- Lake Superior State University
- Northern Michigan University
- University of Wisconsin-Green Bay
- Lake Superior State University
- Northeast Wisconsin Technical School
- Bay De Noc Community College
- Northwestern College
- Baker College
- Roscommon Community College
- Petosky Community College
- Cheboygan Community College
- Kalamazoo Valley Community College
- Muskegon Community College
- Lake Michigan Community College
- University of Detroit Mercy
- University of Detroit Mercy at Aquinas College
- Madonna College
Recommended Components of a Local Public Health Department - Orientation

• Public Health Nursing
• Environmental Health
• Community Planning
• Epidemiology (if on staff)
• Maternal Child Health Home Visiting programs (MIHP, NFP)
• Health Education
• Emergency Preparedness
• WIC (Women, Infant and Children) Food Program (if at LHD)
Value of collaboration of local public health and academia

- Leads to enhanced student learning and increased BSN graduate interest in a career in public health nursing
- Enhances direct or indirect client services from projects students have implemented during their clinical experience
- Gives students a broader understanding of the challenges with health disparity and social justice
- Develops a broader view of local public health beyond the role of the public health nurse
Objective #3
Enhance mutual benefits for students and for community agencies.

Nursing students collaborate with local public health staff through projects that help LHD’s meet locally identified needs.

Our group suggested two resources for ideas of student projects:

1. **Henry Street Consortium Clinical Menu**
   Organized by Quad Council Competencies and the 17 interventions of the Minnesota Intervention Wheel, provides examples of population-based student projects
   [http://www.henrystreetconsortium.org](http://www.henrystreetconsortium.org)

2. **Wisconsin/Michigan Community/Public Health Nursing Student Projects**
   A web site with a database of actual student projects
   [http://www.uwosh.edu/phnursingstudentprojects](http://www.uwosh.edu/phnursingstudentprojects)
Welcome Michigan and Wisconsin Agencies, Students and Faculty!

A special welcome is extended to Michigan Nursing Students and Faculty. As neighboring states we share much more than weather! Nursing students in both states have been providing valuable projects for the populations they encounter throughout our states. With this new collaborative, Michigan will be joining our student projects database.

This website contains descriptions of projects completed by nursing students in community/public health nursing clinical. These descriptions are meant to help you develop student projects that will benefit students and public/community health agencies. By sharing details of your own projects you can help build a database that will help students and agencies build upon your experience. Thank you for participating!

What would you like to do?

See a list of all student projects?

Search for projects by title or keyword?

Enter your description of your student project?

Faculty instruction on how to approve projects for posting?

We hope that you find this website useful to gain new ideas, offer insights to others and to improve the capacity of community/public health nurses to improve the health of populations.

Purpose Statement:
Maintain a repository of community health nursing student projects to provide quality educational experiences & useful products for the benefit of students, faculty, preceptors and agencies.
As a faculty member, you will be asked to approve submission of your student’s projects into the database. Instructions for this will be provided. This will provide some quality assurance so that projects are not posted without your knowledge and may address the possibility of repetitive projects. In order for you to be able to approve project descriptions we ask for you to sign up below so you can obtain administrator rights.

Sign me up!

Click here for Information about how to use this site and post projects:

Faculty Instructions

**Important Information About Permissions and Credits**

Permission & Credits (link)

Click here to be taken to the Michigan Public Health Association Public Health Nursing Section MPHA PHN

A Collaborative effort to expand the Website Use is forged between Faculty at the University of Wisconsin Oshkosh and the Michigan Public Health Association (MPHA), along with Nurse Administrator’s Forum of the MALPH (Michigan Association for Local Public Health) to expand the use of the website created in Wisconsin as part of the LEAP grant. More information on the origins of the website are located here: About Us

Click here to go to UW Oshkosh College of Nursing
Examples of nursing student projects for local public health departments

- Publishing a county brochure for Children’s Special Health Care Services
- Conducting a Six Weeks to Wellness program for LHD employees
- Creating a lead prevention and education brochure
- Providing cleaning supplies for homes and education to parents of lead burdened kids
- Designing educational bulletin boards
- Holding a prom safety event at a high school
- Compiling handout of free or low cost local recreational opportunities
- Distributing information on breast and cervical cancer screening clinics to remote areas of the county
- Teaching parents how to talk to kids about sex
- Teaching adult foster care home providers about prevention and control of norovirus
Objective #4-tabled
Create an organized system for student placements

- Partnership members see value in developing an organized system for student community health placements similar to consortiums that have been developed in some regions in Michigan
  - Would require a lead in every region to spearhead creating and coordinating the consortium
- Committee recommends that Academia in each region would be the most logical group to take the lead in the development of these consortiums
  - **Value:**
    - Academia would have more stability in student placements
    - Practice would have less stress of either having too many requests for placement that they have capacity for/ or too many requests at the same time
What’s next?

• Widespread utilization of standard Local Public Health orientation for all students regardless of clinical placement
• Enhancing clinical experiences for students
  • Utilization of the web site by clinical partners to implement student projects
  • Results of pilot study of university community health educators
  • Plans for larger scale study
Potential Future Projects

• Create a training for new public health nursing clinical instructors
• Create a training for public health nursing preceptors
• Expand membership beyond local health department representatives to home health agencies, school nurses, and nurses working in community health centers and medical care homes
• Pilot the use of the Henry Street Consortium clinical menu with a local health department
For Further Reading


