Collaborating for Creative Curriculum Design: Improved Public Health Nurse (PHN) Student Field Experiences

Friday, June 8, 2012
Association of Community Health Nurse Educators (ACHNE) Annual Institute
Portland, Oregon
It’s about Collaboration!

Academic Partner:
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Practice Partners:
*Jennifer Lenbom, BSN, RN, Chippewa Co. Department of Public Health
*Margie Buchholz, BSN, RN, Eau Claire City – Co. Health Department
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LEAP Education Practice Liaison:
Pam Guthman, BSN, RN, BC, LEAP Project
Objectives

• Identify theory practice gap assessment discussions to improve student field site curriculum to meet entry level Public Health Nurse (PHN) competency skills

• Describe a framework using Linking Education and Practice for the Excellence in Public Health Nursing (LEAP) Project tools in PHN student field site design

• Identify collaborative strategies in nursing student field site curriculum to meet PHN practice needs and engage students in practice.
Purpose

To share an innovative senior public health nurse student capstone course design implemented by:

• University of Wisconsin – Eau Claire, College of Nursing and Health Sciences (CONHS) – Clinical Coordinator;
• through collaboration with local health departments and,
• facilitated by an education practice liaison with the (LEAP) Project
Collaborative Principles


• **Dialogue:** listening to/learning from each other
• **Ongoing:** relationship development – “I like meeting with faculty” (Preceptor, 4/13/2012).
• **Engaging:** academia and ALL practice partners
  o “Ok” for practice partners to call

***Academic-Practice-Partnerships Tool Kit

http://www.aacn.nche.edu/leading-initiatives/academic-practice-partnerships
Theory Practice Gaps

• Background
  o ELEAP Fall Kick Off: Linking Academia, Practice & Students (2007)

• LEAP Liaison Role
  o Literature Reviews
  o C/PHN Faculty & Curriculum Chair Meetings

• UWEC Undergraduate BSN program
  o Observational experience (16 hour)

• ELEAP RLC - 1st - Critical Point!
  o Academic Practice Mixer: Setting the Stage for Meaningful Community/Public Health Nursing Student Experiences (Jan. 2011)
Addressing the Theory Practice Gap: Through Discussions

- **2nd Critical Point: 1st Meeting (May 2011)**
  - Key LHD Partners
  - Key Academic Representatives
  - Regional PHN Consultants
  - Proposal Shared

- **3rd - Critical Point: 2nd Meeting (July 2011)**
  Question and Commitment re: LHDs willing to pilot

- **4th – Critical Change! (Spring 2011)**
  Clinical Agency Coordinator Position

- **PHN Practice Influences Field Experience:**
  Political, Financial, Systems, Leadership, Coalition Building
Building the Framework

• Literature Review:
  o Translating Evidence

• Supporting References:
  o PHN Quad Council Competencies
  o PHN Scope & Standards of Practice
  o 10 Essential Services
  o WI PHN Practice Model
  o PH Intervention Wheel
  o Healthy Wisconsin 2020
Building the Framework

• **Collaboration:** 16 hr observational – 64 hour project based, faculty-led & preceptor-involved

• **Reality:** Project – based; faculty-involved, preceptor-led
  • **Preceptor Role:** Orientation for student nurses
  • **Faculty Role:** Previous experience w/accelerated students, collegial collaboration with course coordinator

• Clinical Guidelines & Field Experience Objectives
Building the Framework

• Resources – Desire2Learn (D2L)

• LEAP Tools - Structuring Experience

  ❑ Senior PHN Student Capstone Binder
    • Communication Tool

    • Local Health Department / Tribal Profile

    • Public Health Nursing Student Project Partner Form
Building the Framework

• Scheduling
  o Academic & Practice Flexibility Required!
  o Recruitment & Timing

• Site Visit Structure – Sr. PHN Student Pilot Capstone
  o Collaborative-Faculty/Practice, Face to Face Meetings
  o Agenda – Outline
  o Senior PHN Student Capstone Binder
  o Engaged ALL PHN Staff: “Go To” Person
  o Relationship and communication
Collaborative Strategies: Show Time!
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- **ELEAP RLC meetings:** Agenda item
- **ELEAP Celebration:** PHN Student Project Presentations
  - Video capture
  - Preceptor Recognition
- **Post to website:**
  [http://www.uwosh.edu/phnursingstudentprojects](http://www.uwosh.edu/phnursingstudentprojects)
- **Conference Presentations:**
  Collaborative Approach
Collaborative Strategies

• Preceptor & Faculty Collaborative Role:
  “It feels like a partnership.”

• Preceptor & Student Role:
  “It is challenging as preceptors to push students into a role, without pushing them over the edge.” (PHN Preceptor-Fall 2011)
Collaborative Strategies: Benefits

• “Stretching” - student conceptual framework of public health nursing
• “Deepening” - student understanding of systems
• “Skill Building” – student developing collaboration, leadership, advocacy, budget, and program planning (time line) skills
• “Learning” - multi-disciplinary approach to health improvement (city hall, dietician, Birth to 3)
Implications for Quality Improvement in Field Site Curriculum

Students:

• Self – Efficacy: Empowerment & Community Engagement

• Real PHN Practice: “Students felt part of C/PHN solution.”

• Competency Development: Leadership & Systems, Communication, & Community Organizing

• Broadened Students’ Thinking: PHN Career

“This experience definitely broadened my thinking beyond the patient in the bed and to better understand more about the influences affecting their health. I had enough acute care clinicals.” (Student, WNA Presentation, Spring 2012).
Implications for Quality Improvement in Field Site Curriculum

Faculty & Practice Partner

- **Theory practice gaps**: discussions and relationships
- **Collaboration**: curriculum design field site experience and workforce development
- **Projects**: experience and skill building for PHN practice
Implications for Quality Improvement in Field Site Curriculum

• **Qualitative Data** (UW-Eau Claire IRB approval)
  
  o **2 Semesters:** focus groups / students (N=8) and practice (N=5)
  
  o **Preliminary Thematic Data:**
    
    • **Students:** PHN Competency Development, Real PHN Practice
    
    • **Practice:** Living in “Gray Zone,” Felt Valued
    
    • **Linkages:** Application of Current Evidence through Collaboration and Planning
Challenges Overall

• Large systems to change
• Right timing
  • Clinical Coordinator Position
• Preceptor development
  • Developing skills (formal/informal)
  • Student project identification
  • Student project planning
• Continued collaborative academic/practice linkages and relationships
“You are never really done with linkages around field experiences; it is always changing and evolving.”

Kathy German-Olson, MSN, RN, UWEC Clinical Agency Coordinator
Dec. 16, 2011
Ultimate Outcome

“THANK YOU, THANK YOU, THANK YOU
(for listening to us and trying something different)

Debbie Odden, PHN Supervisor, Dec. 16, 2011, ELEAP RLC Meeting

“I’m surprised by how much independence the PHN gave us. This is REAL LIFE!”

UWEC Nursing Student - Fall 2011
References


References


References

• LEAP Literature Reviews :

References


Contact Information

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