Perceptions and Realities of C/PHN Academic Preparation for Population-focused Employment

Linda Royer, PhD, RN

ASSESSMENT TOOL

INTRODUCTION

Demographics

Your Age:

a. \_\_\_\_ 22-34 years  
b. \_\_\_\_ 34-50 years  
c. \_\_\_\_ 51-64 years  
d. \_\_\_\_ 65+ years

Your Location:

(State-drop down menu)

Workplace Setting: rural, urban/metropolitan, suburban (Menu)

The following questions ask about your Nursing Program & CH Course Characteristics:

1. Type of course: a. \_\_\_traditional on-ground, b. \_\_\_online, c. \_\_\_ hybrid of both
2. Course duration: a. \_\_\_intensive 3-5 weeks, b. \_\_\_ 7-10 weeks, c. \_\_\_ semester
3. Previous experience in health-related community work: Y/N If yes, describe\_\_\_\_\_\_\_\_\_\_
4. Were clinical assignment(s) synchronous with course topics? Y/N
5. Were there community-based assignments across the curriculum? Y/N

Part I. YOUR EDUCATIONAL EXPERIENCE

A.

\_\_\_ 1. Textbook (hard copy or online)   
\_\_\_ 2. Training workshops  
\_\_\_ 3. Expert guest lecturers or presenters  
\_\_\_ 4. Modeling videos of community practice   
\_\_\_ 5. Simulation activities  
\_\_\_ 6. Role plays  
\_\_\_ 7. Problem-solving scenarios  
\_\_\_ 8. On-site visits to agencies/organizations  
\_\_\_ 9. Supervised home visits  
\_\_\_ 10. Team or group assignments in the community  
\_\_\_ 11. Survey-taking  
\_\_\_ 12. Client/Group teaching project   
\_\_\_ 13. Nurse leader interviews  
\_\_\_ 14. Community Assessment by:

a. \_\_\_ simulation

b. \_\_\_ real single/team/class exercise of inquiry in community

i. \_\_\_ in collaboration with community health agency? (check if “yes”)

c. \_\_\_ paper project via internet

\_\_\_ 15. Opportunities for receiving guidance in building relationships with community members (organizations, agencies, stakeholders), clients, and healthcare providers.

\_\_\_ 16. Mentoring in program/project planning, implementation, and evaluation as service to community or its members.

\_\_\_ 17. Guidance in building partnerships among community stakeholders.

\_\_\_ 18. Opportunities for interdisciplinary learning and collaboration.

B. Clinical Experience While in Nursing School

Using the scale below of 0, 1, 2, 3, or 4, mark the degree of your engagement during your clinical and academic experiences in the activities listed in the following 3 sections: Local Health Department or Community Health Center (or similar community service setting), Schools, and Community Assessment effort. It is understood that some Community Health curricula do not include hands-on clinical experiences; however, there may degrees of knowledge-building through strategies such as return demonstrations, simulations, table-top exercises. (These measurements are adapted from Robert Marzano’s taxonomy of learning—Marzano, R. J. (2000). *Designing a new taxonomy of educational objectives.* Thousand Oaks, CA: Corwin Press.

**0. No knowledge nor experience.**

**1. Standing by & Soaking it in: Knowledge** is adequately retrieved through observation so that future participation can be comfortably achieved (either alone or with another C/PHN).  
 **2. I Get It!: Comprehension** **of facts or procedures** so that I can synthesize their relationship to PH theory and practice—understand the Why? and the implications for the health of the community and its members.  
 **3. I Can Explain It!: Analytic reasoning** about relationships to C/PH theory and practice is geared up (ability to interpret meaning, classify issues, identify error or gaps in knowledge or services, generalize specific knowledge or facts to the community as a whole, and specify care to a particular group or population).  
 **4. I Can Put It All Together in Action!:** **Utilization of reasoning** now occurs to further assess, make decisions based on data gained, plan an intervention to solve a problem, re-evaluate or inquire further, and continue to investigate.

1. Local Health Department or Community Health Center (or similar clinical community service setting):

* 1. \_\_\_ Immunization campaign/clinic
  2. \_\_\_ Health literacy assessment and planning
  3. \_\_\_ Health education outreach
  4. \_\_\_ Teach-back education strategy about prevention and/or health promotion
  5. \_\_\_ Pre-natal clinic observation
  6. \_\_\_ Pre-natal clinic hands-on care
  7. \_\_\_ Child health clinic observation
  8. \_\_\_ Child health clinic hands-on care
  9. \_\_\_ Family Planning (counseling)
  10. \_\_\_ Case management—home visits
  11. \_\_\_ Communicable disease intervention coaching (incremental, regular and periodic)
  12. \_\_\_ Disease surveillance activities – epidemiologic procedures
  13. \_\_\_ Disaster program: training, public awareness/health communication, data gathering
  14. \_\_\_ Occupational safety and health education opportunities
  15. \_\_\_ Health screening of adults/health fair (Planning and Participation)
  16. \_\_\_ Genetic screening/observation of genetic counseling
  17. \_\_\_ Primary care clinic hands-on care

2. School health

1. \_\_\_ Health screenings (vision, hearing, scoliosis, spirometry, head lice, etc.)
2. \_\_\_ Management of chronic diseases: diabetes, asthma, obesity, AIDS, etc.
3. \_\_\_ Management of special needs children
4. \_\_\_ Emergency protocols
5. \_\_\_ Violence intervention
6. \_\_\_ School facility & campus safety; intruder interdiction; emergency response
7. \_\_\_ Food safety; assurance of nutrition
8. \_\_\_ Immunization compliance (child’s self-care practice or parent’s supervision of health) and administration
9. \_\_\_ Collaboration with learning teams re children with learning barriers
10. \_\_\_ Counseling parents about their child’s health needs
11. \_\_\_ Health literacy and education initiatives for students
12. \_\_\_ Counseling students re deleterious lifestyle behaviors (drug misuse or abuse, tobacco/nicotine use, sexual promiscuity/unprotected, overeating, lack of exercise, nutritional deficit, etc.)
13. \_\_\_ Advocacy for primary health care supervision
14. \_\_\_ Identification and disposition of students exhibiting learning disabilities

3. Community Assessment and Epidemiologic Analysis

1. Data gathering from
   * 1. \_\_\_ Identification of community assets
     2. \_\_\_ Standard local, state, federal sources; demographics, morbidity and mortality data, vital statistics
     3. \_\_\_ Interviews with community informants
     4. \_\_\_ Surveys
2. \_\_\_ Analysis and evaluation of data, determination of needs
3. \_\_\_ Planning strategies for intervention
4. \_\_\_ Post intervention evaluation
5. \_\_\_ Consideration of environmental health and safety factors
6. \_\_\_ Presentation to community audience

4. Interpersonal Relationships (Dyads, Family, Groups, Community

Part II: PUBLIC HEALTH NURSING COMPETENCIES

Certain competencies are required of generalist C/PHNs’ performance at the levels of awareness or knowledge. They are:

1. Analytic assessment skills
2. Policy development/Program planning
3. Communication
4. Cultural competency
5. Community dimensions
6. Basic PH sciences
7. Financial planning and management
8. Leadership and systems thinking

The following items you are asked to mark are related to the above 8, but are expressed as core knowledge areas expected of the BSN graduate entering C/PHN practice. You are asked to mark each item with one of the following symbols (Benner’s Stages of Clinical Competence):

**N** = No experience (Novice); detached observer. Soaking up knowledge.

**AB** = (Advanced Beginner) New, have knowledge, skills, know-how, but few in-depth experiences, so that I approach these job functions with reticence.

**C** = (Competent) I lack speed and flexibility, but have a feeling of mastery & can do advance planning and am organized. I know where to get resources; I can direct others confidently.

**P**= (Proficient) I can view situations as wholes, I can nuance. I see goals and salient facts, but must consciously make studied decisions and seek occasional advice.

**E** = (Expert) I have a well-developed ability to recognize demands and resources and attain goals; I am intuitive and see clearly the whole picture. I am innovative and resourceful.

Communication On this topic I am a . . . N, AB, C, P, or E:

1. \_\_\_\_ Apply communication strategies, including negotiation, conflict resolution, and active listening when interacting with individuals, communities, and populations

2. \_\_\_\_ Utilize appropriate media to disseminate health information

3. \_\_\_\_ Effectively communicate epidemiological and statistical information to a variety of audiences

4. \_\_\_\_ Communicate with linguistic and cultural sensitivity

5. \_\_\_\_ Communicate appropriately with clients of differing levels of health literacy

Community/Population Assessment

On this topic I am a . . . N, AB, C, P, or E:

1. \_\_\_\_ Use an ecological model of health as basis for assessment.

2. \_\_\_\_ Develop an assessment plan in collaboration with community partners

3. \_\_\_\_ Assess health needs and assets of individuals in the community setting, families, groups, and communities and their sub-populations.

4. \_\_\_\_ Assist in the data-collection process.

5. \_\_\_\_ Interpret basic community data.

6. \_\_\_\_ Use community assessment data in the development of priorities, expected outcomes, and appropriate interventions.

7. \_\_\_\_ Identify individuals, groups, communities, and/or populations with health needs.

Health Promotion, Risk Reduction and Management, and Disease Prevention

On this topic I am a . . . N, AB, C, P, or E:

1. \_\_\_\_ Assess client definitions of health, culture, and related practices and beliefs.

2. \_\_\_\_ Use skill in methods for assessing health risks of individuals, families, and communities.

3. \_\_\_\_ Educate individuals, families, communities, and populations about health issues.

4. \_\_\_\_ Involve the client (individual, family, group, community) in decision making for health.

5. \_\_\_\_ Empower individuals to change health behaviors to improve health.

6. \_\_\_\_ Initiate community partnerships for goal setting and development of interventions.

7. \_\_\_\_ Plan and implement multilevel approaches for health promotion and disease prevention.

Illness and Disease Management

On this topic I am a . . . N, AB, C, P, or E:

1. \_\_\_\_ Assess and monitor health status of individuals and families.

2. \_\_\_\_ Integrate knowledge of appropriate developmental and other theories into health planning interventions.

3. \_\_\_\_ Integrate knowledge of genetics and genomic influences on disease and illness into nursing care.

4. \_\_\_\_ Plan and implement appropriate access to reasonable care and interventions.

5. \_\_\_\_ Educate the client (individual, family, group, community) in identification of, appropriate intervention and sources of care in health-related illness or condition.

6. \_\_\_\_ Document care according to professional standards.

Human Diversity

On this topic I am a . . . N, AB, C, P, or E:

1. \_\_\_\_ Discuss the interdependence of people, their cultures and their spaces.

2. \_\_\_\_ Demonstrate respect for people with differing values, behaviors, and lifestyles.

3. \_\_\_\_ Recognize the impact of discrimination on health.

4. \_\_\_\_ Complete a holistic cultural assessment at the individual, family, and community levels.

5. \_\_\_\_ Use the results of the cultural assessment to plan and implement culturally sensitive interventions.

Assurance

On this topic I am a . . . N, AB, C, P, or E:

1. \_\_\_\_ Link clients to appropriate health care resources.

2. \_\_\_\_ Collaborate with community groups to provide needed health care resources.

3. \_\_\_\_ Promote a healthy living environment through partnerships with individuals, groups, communities, and/or populations.

4. \_\_\_\_ Directly care for clients through interventions such as health education, health promotion, counseling, and hands-on nursing care.

5. \_\_\_\_ Explain to community and community members cost-coverage resources for access to health care.

Community/Population Planning

On this topic I am a . . . N, AB, C, P, or E:

1. \_\_\_\_ Identify appropriate participants in a community project.

2. \_\_\_\_ Participate with community members, leaders, and stakeholders in planning, implementing, and evaluating health interventions.

3. \_\_\_\_ Consider resources and budget in the planning and delivery of programs, policies, and services.

4. \_\_\_\_ Plan for process and outcome evaluation related programs, policies, and services.

Environmental Health

On this topic I am a . . . N, AB, C, P, or E:

1. \_\_\_\_ Conduct a community, workplace, and home environmental assessment.

2. \_\_\_\_ Identify and access environmental health information sources.

3. \_\_\_\_ Identify populations at risk for exposure to environmental hazards.

4. \_\_\_\_ Link environmental exposure, including those associated with air, water, food/agriculture, and chemicals/products, to illness/disease across the lifespan.

5. \_\_\_\_ Describe principles of risk communication as applied to environmental health.

6. \_\_\_\_ Recognize environmental justice that ensures protection from environmental hazards.

7. \_\_\_\_ Make referrals to appropriate environmental health resources in the community.

8. \_\_\_\_ Educate individuals, families, communities and populations about environmental health and safety issues.

Global Health

On this topic I am a . . . N, AB, C, P, or E:

1. \_\_\_\_ Use knowledge of disease transmission, health policy, and primary health care in planning for population health interventions.

2. \_\_\_\_ Interpret the effects of the economic and political environment and population growth on the global health.

3. \_\_\_\_ Deliver nursing and health care within the context of the global environment.

Epidemiology and Biostatistics

On this topic I am a . . . N, AB, C, P, or E:

1. \_\_\_\_ Correlate the natural history of disease with levels of prevention and appropriate interventions.

2. \_\_\_\_ Interpret basic epidemiologic measures such as morbidity and mortality rates, incidence, and prevalence rates and geo-political spaces.

3. \_\_\_\_ Evaluate the reliability of data sources.

4. \_\_\_\_ Explain and use aggregate-level data to identify populations at risk.

5. \_\_\_\_ Interpret to community members and stakeholders population-based research that translates to practice

Information and Health Care Technology

On this topic I am a . . . N, AB, C, P, or E:

1. \_\_\_\_ Use computerized devices for assessment and documentation of practice activities.

2. \_\_\_\_ Use the internet to access assessment data and reliable intervention resources.

3. \_\_\_\_ Use and explain technological devices in community health interventions (i.e. mobile health apps, in-home monitoring equipment).

4. \_\_\_\_ Use the electronic medical record and the electronic health record when appropriate to promote health and maintain communication of the health care team, including the patient/client.

5. \_\_\_\_ Maintain current skill level in technology relevant to scope of practice in the community.

Ethics and Social Justice

On this topic I am a . . . N, AB, C, P, or E:

1. \_\_\_\_ Readily explain one’s moral reasoning position on issues of ethical dilemmas concerning quality of life and social justice, scope of practice, consent, and access to care (to mention a few).

2. \_\_\_\_ Use ethical problem-solving strategies to address ethical problems or dilemmas related to care of individuals, families, communities and populations.

3. \_\_\_\_ Adhere to the professional standards of community/public health nursing practice

4. \_\_\_\_ Promote the practice of ethical principles of: autonomy, beneficence, confidentiality, and justice.

5. \_\_\_\_ Practice cultural proficiency.

6. \_\_\_\_ Empower clients in developing skills for self-advocacy.

7. \_\_\_\_ Foster environments in which healthy lifestyles may be practiced.

8. \_\_\_\_ Document appropriately in ethically challenging situations.

9. \_\_\_\_ Monitor for successful conclusion in meeting needs of community members.

Coordinator and Manager

On this topic I am a . . . N, AB, C, P, or E:

1. \_\_\_\_ Coordinate the broad range of care needs of a population of clients.

2. \_\_\_\_ Advocate for improved and/or needed health care resources that are in their best interests.

3. \_\_\_\_ Manage a healthcare team in the delivery of client care; monitor competencies.

4. \_\_\_\_ Delegate appropriately to members of the healthcare team.

Public Health Emergency Preparedness and Response

On this topic I am a . . . N, AB, C, P, or E:

1. \_\_\_\_ Describe the basic legal framework for public health emergency response.

2. \_\_\_\_ Interpret basic epidemiological measures and aggregate level data.

3. \_\_\_\_ Identify and educate patient/clients regarding key environmental health and community emergency preparedness information resources.

4. \_\_\_\_ Link environmental exposure to illness/disease.

5. \_\_\_\_ Inform and educate populations at risk and the public about health hazards, exposures, and public health and community resources.

6. \_\_\_\_ Apply ethical principles to the development, interpretation and enforcement of public health law.

7. \_\_\_\_ Adhere to confidentiality laws in the collection, maintenance and release of data in a public health emergency.

8. \_\_\_\_ Explain the use of legal information, tools and remedies (e.g. Quarantine and isolation orders, injunctions, abatement orders) in a public health emergency.

Policy

On this topic I am a . . . N, AB, C, P, or E:

1. \_\_\_\_ Forms relationship with community members and stakeholders.

2. \_\_\_\_ Educates community members of health-related assessed needs and informs of their choices.

3. \_\_\_\_ Explains the meaning and implication of a policy.

4. \_\_\_\_ Effectively communicate with stakeholders and policymakers about policy issues.

5. \_\_\_\_ Collaborate with others to influence policy development in agencies and at local, state, and national levels, moving them into the legal system.

Part III. YOUR WORK EXPERIENCE IN C/PH NURSING

A. Your present status: (mark all that apply)

\_\_\_ a. Graduate from BSN within last 2 years, have not worked Community/Public Health yet. [Skip to #8, please]

\_\_\_ b. Graduate from BSN within last 2 years, working in Community/Public Health

\_\_\_ c. Graduate from a Master’s program or currently a Master’s student.

B. Your Opinion ~ Now That You Are in C/PH Practice . . . (This section for practicing C/PHNs)

Did you work as a registered nurse in a setting other than C/PH prior to this job? Y/N, N/A  
 1. My course in Community/Public Health Nursing prepared me well for a position in the Community/Public Health nursing workforce [5-pt Likert scale – Agree/Disagree]

2. The above opinion was reached in the following method(s): (Mark all that apply)

1. My personal observation
2. Discussion with fellow students of my school
3. Discussion with practicing C/PHNs
4. Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. As I remember, at my hiring interview the job description was clearly explained to me. [5-pt Likert scale – Agree/Disagree]

4. Describe the orientation to C/PH you had on starting in your job. (Mark all that apply)

1. \_\_\_ Content focused on multidisciplinary functions
2. \_\_\_ Content included nursing practice skills
3. \_\_\_ Content was relevant to the needs of the community I serve
4. \_\_\_ Content was a reinforcement to, or an extension to what I learned in nursing school
5. \_\_\_ Content was mostly different than what I learned in nursing school
6. \_\_\_ Content focused primarily on general C/PH protocols and procedures
7. \_\_\_ Content addressed the role and function of the C/PH Nurse
8. \_\_\_ Content described the how-to in C/PH nursing practice
9. \_\_\_ The orientation/training adequately prepared me for the circumstances of my work

5. To what extent do you now use the Nursing Process?   
 [4-pt Likert scale – Very little/Very freq)

6. To what extent do you think you use nursing and health promotion theories in your practice?  
 [4-pt Likert scale – Very little/Very freq)

7. A personal assessment of my C/PH nursing practice is that:

1. I know what I am doing in the context of nursing care and practice in the population-based environment of C/PH. [4-pt Likert scale – Agree/Disagree]
2. I do (to the best of my ability) what I know I should do in delivering care to those I serve in the community. [4-pt Likert scale – Agree/Disagree]

Part IV. YOUR PROFESSIONAL INVOLVEMENT IN NURSING

Please place the appropriate number or letter on the line to the left of the item.

\_\_\_\_ 1. Number of professional courses taken (advancing education, CEUs, etc.) in past 2 years or since graduating from nursing school.

\_\_\_\_ 2. Number of journals subscribed to or regularly read monthly (print or online).

\_\_\_\_ 3. Number of membership(s) in professional association(s). Please name them \_\_\_\_\_\_\_

\_\_\_\_ 5. Number of professional conferences attended in the past 2 years.

6. Measure of effort of nursing or health-related volunteer work done over past 2 years:

1. \_\_\_ 1-10 hours/year
2. \_\_\_ 11-20 hours/year
3. \_\_\_ 21 + hours/year

­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank You!