Implementing Entry-to-Practice Public Health Nursing Competencies

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Presentation Outline

• Introduction
• Background and Project Objectives
• Methods
• Dissemination and Integration
Background

• Public Health Agency of Canada (PHAC)
  – Promote and protect the health of Canadians
  – Share Canada’s expertise with the world and utilize and apply global public health research in Canada
  – Public health workforce development
Background

- Canadian Association of Schools of Nursing (CASN)
  - Voice for nursing education, research and scholarship in Canada
  - Baccalaureate and graduate level nursing programs
  - Accrediting agency
Project Objectives

• Develop a national, consensus-based framework of essential discipline specific, entry-to-practice public health (PH) nursing competencies.

• Compile and disseminate teaching and learning resources and strategies to encourage the integration of public health content.

• Develop a webinar series related to the competencies for educators, preceptors, clinical instructors, and practitioners working with new hires.
Methods

• Environmental Scan
• Public Health Task Force
• Modified Delphi Process
  – Stakeholder Forum
  – Online survey
• Refinement and Completion
Environmental Scan

• Contextualize the competencies (peer-reviewed and grey literature)
  – Public health services and PH nursing in Canada
  – Roles and responsibilities of PH nurses
  – PH curricula in baccalaureate nursing education
Environmental Scan

• Reviewed existing relevant competency lists
  – *Core Competencies for Public Health in Canada* (PHAC, 2008)
  – Entry-level competencies and exam requirements for Registered Nurses in Canada (ARNNL, 2013; CNA, 2010)
  – Competency lists for community health and public health nurses in Canada (CHNC, 2009; CNA, 2011)
  – International PH/CH competencies
Public Health Task force

• CASN Public Health Task Force formed in January 2013
• Group of experts from across the country working in both academic and practice environments
Task Force initiatives

• Creation of a preliminary draft (January – September 2013)
  – Review of environmental scan
  – Formation of a Competency Working Group to develop draft competency and indicator statements
  – Selection of organizing framework: CHNC Discipline Specific Competencies (2009)
  – Definition of competencies and indicators (Tardif, 2006)
Modified Delphi Process: Round 1

• Stakeholder Forum in October 2013
  – 40 stakeholders in attendance
  – Knowledge Café exercise used to gather robust feedback on the draft competencies and indicator statements and organizing framework
Modified Delphi Process: Round 2

• Online questionnaire (January – March 2014)
  – Wider group of stakeholders (including those who attended stakeholder forum)
  – Level of agreement determined through rating statements: essential, important, somewhat important, not important
  – For consensus to be achieved, 75% of responses had to be “essential” or “important”
Results

• 207 respondents completed the online questionnaire
• Consensus was reached on all competency and indicator statements (>75% rated important or essential)
• Competency Working Group reviewed any statements where more respondents rated the statements as “important” rather than “essential”
Results – Breakdown by Province/Territory

52%

- AB
- BC
- MB
- NB
- NL
- NWT
- NS
- NU
- ON
- PEI
- QC
- SK
- Did not specify
RESULTS — BREAKDOWN BY INSTITUTION

- University: 33%
- College: 11%
- Provincial Health Service: 10%
- Health Center: 9%
- Regional Public Health Organization: 12%
- National Nursing Organization: 14%
- Provincial/Federal Government: 1%
- Other: 9%
The competencies are organized under five domains:

1. Public Health Sciences in Nursing Practice
2. Population and Community Health Assessment and Analysis
3. Population Health Planning, Implementation, and Evaluation
4. Partnerships, Collaboration and Advocacy
5. Communication in Public Health Nursing
Lavis’ Framework for Knowledge Transfer (2012)

- **Message:**
  - Information about the CASN competencies (purpose and intended use)
  - Messaging tailored to audience type

- **Target Audience:**
  - Nursing faculty, clinical instructors and preceptors defined as key audiences
  - Other stakeholders who may find competencies of use were defined (e.g. students, practitioners, other nursing associations)
  - Some audiences targeted to become messengers (e.g. Deans of schools of nursing would communicate to their faculty)
  - Practitioners orienting newly hired PHNs

- **Messengers:**
  - CASN
  - Task Force members and others involved in competency development
  - PHAC
  - Other organizations asked to disseminate competencies to help support uptake (snowball effect)
Dissemination

• Knowledge-transfer process/Communications infrastructure
  – Access to competency document
    • Circulation of hard copies and soft copies
    • CASN website and links on other relevant websites (CNA, PHAC, CHNC)
  – Building awareness and encouraging uptake
    • CASN social media and newsletter
    • Conference presentations and workshops
    • Webinar series

• Evaluation
  – Preliminary evaluation of competency uptake to begin in Fall 2015
Dissemination

- ~350 copies of the competency document distributed
- >8,000 electronic downloads
- Canadian and international presentations
  - CASN (2014); CHNC (2014); NETNEP (2014); CPHA (2015); ACHNE2015
Supporting Competency Integration

• Webinar series – ongoing
• Compilation of teaching strategies
  – 120 exemplars submitted from 34 faculty member or group
  – 40 exemplar teaching strategies screened and selected by the Task Force for inclusion in the web-site
E-Resource of Teaching Strategies
DOMAINT 1: PUBLIC HEALTH SCIENCES IN NURSING PRACTICE

INDICATOR 1.1

Reflecting on the Uniqueness of Public Health Nursing Practice

Teaching Strategy Description:
New hires are asked to think about what public health practice includes, how it differs from acute care and to think of the values they think are important in public health practice. They are then asked to read key documents (Ottawa Charter, Jakarta Declaration, Ontario Public Health Standards, the Toronto Public Health (TPH) Mission statement) and compare their reflection with what they learned. New hires review TPH programs and services and see how they fit with the mandatory guidelines and explain how they affect them at a personal, school or community level.

Teaching Context:
Orientation to Toronto Public Health

Resources:

Submitted by: Anne Wegner, Toronto Public Health
**Competency 1- Applies public health sciences in nursing practice**

**Indicator 1.3 Applies knowledge about the concept of public health ethics**

*Teaching Strategy: Applying Public Health Ethics to Current Events*

Students examine theories of public health ethics and their application to population health scenarios and consider how the promotion of health equity may conflict with individual or group rights.

*Teaching Context: Year 4 Community health nursing seminars*

*Resources:*
- Scenarios adapted from the National Collaborating Centre for Healthy Public Policy and the Canadian Nurses association

Competency 4 - Engages with partners to collaborate an advocate with the community to create and implement strategies that improve the health of populations.

Indicator 4.2 Engages with the community using a capacity building/mobilization approach to address public health issues.

Indicator 4.3 Seeks opportunities to participate in coalitions and intersectoral partnerships to develop and implement strategies to promote health.

Teaching Strategy: Comprehensive School Health Practicum Experience
Students engage with core elements of the Comprehensive School Health Model and learn about the role of the PHN in intersectoral, interprofessional, and community partnerships.

Teaching Context: Year 3 & 4 Practicum Experiences
Population-Focused Collaborative Learning Unit

School Health

Components:

Pan Canadian Joint Consortium for Comprehensive School Health (2009)

Canadian Association of Schools of Nursing (2014). Entry-to-Practice Public Health Nursing Competencies for Undergraduate Nursing Education.

The Collaborative Learning Units Model of Practice Education (Lougheed & Galloway, 2005)

Developed by S. Duncan & K. Weatherman, 2014
Acknowledgements

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References
