Linking Education and Practice for Excellence in Public Health Nursing

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AACN-AONE
Academic-Practice Partnership Webinar
March 3, 2014
OBJECTIVE

• Learners will be able to describe the structure, activities, and outcomes of the LEAP Project.
Acknowledgement

- Division of Nursing (DN), Bureau of Health Professions (BHP), Health Resources and Services Administration (HRSA), Department of Health and Human Services (DHHS) under DHHS/HRSA D11HP07731
Why LEAP happened...

• PH practice change to population-based
• PH workforce challenges
• Identified needs for competency development in PHN, faculty, and students
• Nursing faculty shortages
• HRSA funding opportunity
Population-based PHN

• Promoting and protecting the health of populations, using knowledge from nursing, social, and public health sciences (PHN Section, APHA, 1996)

• Collaborate to address the needs of the entire population

• Population-based practice activities can be conducted with individuals, families, communities and systems

Objectives

1. Promote collaboration between academia and practice to improve undergraduate education.
2. Improve competency for population-based practice through continuing education for PHNs and School Nurses.
3. Improve competency for population-based PHN practice in nurses new to public health through orientation and mentoring.
4. Improve skills in teaching population-based PHN among nursing faculty.
5. Improve skills of preceptors working with students in field placements.
Linking Education and Practice for Excellence in Public Health Nursing

- HRSA funding
  - 2006-2009
  - 2009-2012

- Schools of Nursing
  - UW-Madison

- PHN Students

- Faculty

- Practicing nurses

- Nurses new to public health

- LHD
  - Tribal
  - K-12 School

- WDPH
  - WDPI

Advisory Committee
Regional Learning Collaboratives

- Communication
- Learning opportunities
- Improvement activities
- Relationship building
RLC-driven activities: Focus on practice improvement

- Cultural competency
- PH Intervention Wheel
- Communication & social marketing
- Using social media
- PH advocacy
- LHD Finance ToolKit

- PHN Research
- School health policies
- PHN practice statutory updates
- Evidence-based practice
- Quality improvement processes

Examples
RLC-driven activities: Focus on Students

- LEAP Spotlight interviews
- Scholarships for student projects
- Participation in RLC meetings/events
- Rural immersion clinical
- Student PHN field experience communication tool
- Agency-faculty feedback form on student activities

Student Project Database

- Jill Collier, PhD, RN, UW-Oshkosh
- 124 projects from students in 7 Schools of Nursing in partnership with LHDs & other partners
- [http://www.uwosh.edu/phnursingstudentprojects](http://www.uwosh.edu/phnursingstudentprojects)
NEW LEAP Examples

1. Continuing education & practice enhancement tools

• NEWLEAP Academic /Practice Breakfast Forum
  • Closing the Circle: Applications of the Public Health Application Wheel in Education and Practice
  • 47 participants
NEW LEAP Examples

2. Improving field experiences for community/public health nursing students
NEW LEAP Examples

3. Conference presentations


*Use of a Wiki Site for C/PHN Student Projects*, Association of Community Health Nursing Educators (ACHNE), Chicago, IL (6/12/2009), Collier, J., Turner, M. & Hansen, J.

NEW LEAP Examples

4. Research collaborations

Collaborative Design and Use of an Agency Feedback Form for Student Clinical Practicum Experience in Community/Public Health Nursing

Journal of Christian Nursing:
October/December 2011 - Volume 28 - Issue 4 - p 205–211
doi: 10.1097/CNJ.0b013e31822afe7f
Feature: research/parish nursing

Spread the Word, Not the Germs: A Toolkit for Faith Communities

Reilly, Janet Resop; Hovarter, Rebecca; Mrochek, Tracy; Mittelstadt-Lock, Kay; Schmitz, Sue; Nett, Sue; Turner, Mary Jo; Moore, Ellen; Howden, Mary; Laabs, Cheryl; Behm, Linda

SDC
Value of RLC

“The regional LEAP groups have provided the forum to develop new projects and systems to facilitate student learning and local public health progress.” (LEAP Survey, 2012)
LEAP Website

- Web resource for everything LEAP
- Over **7920** unique visitors
- **9986** visits
- **95%** USA
- **5%** from 89 other countries
- **30** Spotlight features
Wisconsin Public Health Nursing Practice Model

HEALTHIEST WISCONSIN 2020
SHARED VISION (5)
Everyone Living Better Longer

CORE VALUES (5)

GOALS (5)
Improve Health Across the Lifespan
Achieve Health Equity and Eliminate Health Disparities

FOCUS AREAS (5)
Overarching Focus Areas
Health Focus Areas
Infrastructure Focus Areas

WISCONSIN STATUTES (4, 6, 7)

CORNERSTONES OF PUBLIC HEALTH NURSING (2)

ANA SCOPE & STANDARDS (1)

PUBLIC HEALTH NURSING SERVICES AND INTERVENTIONS (3)

PUBLIC HEALTH NURSING OUTCOMES
Healthy, safe and resilient communities, families and individuals

Sources
4. Wisconsin Administrative Code, Chapter DHS139.08; DHS140.04(1)(a).
5. Wisconsin Department of Health Services, Healthiest Wisconsin 2020: Everyone Living Better, Longer. A Partnership Plan to Improve Health Across the Lifespan, Eliminate Health Disparities and Achieve Health Equity for All, (June 2010).
7. Wisconsin Statutes; s441, ch N6, N7 (Nurse Practice Act).

The model concept was developed jointly by Wisconsin Division of Public Health, Public Health Nursing, University of Wisconsin - Madison, School of Nursing, and academic/practice nurses across Wisconsin.
The model is endorsed by Linking Education and Practice for Excellence in Public Health Nursing (LEAP) Advisory Committee, (March 2010).
Faculty development

2007 – Betty Bekemeier, PhD, MPH, RN
2008 – Kristine Gebbie, DrPH, RN
2009 – Janet Allan, PhD, RN,
2010 – Michele Issel, PhD, RN &
   Kathleen Baldwin, PhD, RN
2011 – Linda Olson Keller, PhD, RN

254 participants
Web-delivered continuing education

✓ Partnerships for learning community health nursing ("Preceptor Course")
✓ Wisconsin’s PHN Model
✓ Core Skills in Analytic Assessment
✓ Core Skills for Evidence Based Practice
✓ Core Skills in Cultural Dimensions of Practice
✓ Core Skills in Community Dimensions of Practice
✓ Enhancing Program Performance with Logic Models
✓ Core Skills for PHN Leadership

http://mynursingce.son.wisc.edu/
Professional Development (Non-CE)

- Speak to Inspire Video Series
- Tech It Out Video Series

http://www.wicphet.org/

Wisconsin Clearinghouse for Prevention Resources
New PHN Orientation Program

Mentor Training

- https://wi.train.org
- Mentor/mentee training
- Mentor Toolbox collaboration with WPHA
- http://www.wpha.org/Career-Center/Mentor-Toolkit
LEAP Participation (2006-2012)

Faculty = 242 (18 schools)

Students = 209

School nurses = 137

Tribal nurse = 38 (12 TC)

Other = 83

Public health practice = 638 (87 LHD)

Total = 1431
PHN Competency Assessment: Baseline (2007) and 4 Year (2011) Follow-Up

Research questions:

1. Did self-assessed competency for population-based PHN practice increase from baseline?

2. Did more participation in LEAP Project activities result in a greater increase in self-assessed competency compared to no or less participation?
Baseline PHN competency assessment compared to follow up

- Linking
- Informing
- Partnering
- Workforce
- Enforcing
- Researching
- Monitoring
- Policy & planning
- Evaluating

Red bars represent Time 1 and blue bars represent Time 2.
Comparison of Time 2 mean scores (controlled for Time 1 score) of LEAP participants to non-participants

* Indicates significance at p<.05.
Value of LEAP (Knox, 2011)

- Perspectives were similar regardless of role
- Collaboration was valued by both faculty and practice nurses
- Mutual benefits were gained
- Experience aligned with project aims
- Participants appreciated project staff and leadership
- Assisted in the shift from individual to community focus

N=55
Value of LEAP (LEAP Survey, 2012)

Networking & collaboration

“The relationships built between academia and practice in our region. I am comfortable calling on any of my academic partners for assistance or to offer research project ideas.”
Value of LEAP (LEAP Survey, 2012)

Professional development activities

“The LEAP training events have provided the opportunity for academia, practicing PHNs and students to learn together and from each other.”
“I believe we have just touched the tip of the iceberg as far as student collaboration is concerned. Both parties reap the reward. The students achieve a meaningful experience and public health receives the advancement of needed projects and ideas.”
“Collaborations flourished when nurtured. . .”
(Zahner, 2013)
Academic/practice partnerships are nurtured by...

- Facilitation
- Assessment/target to needs
- Communication
- Common framework/practice model
- Changing expectations/common purpose
- Leadership
THANK YOU! LEAP Partners

- State PHN Consultants
- Faculty
- Public health and school nurses
- Student nurses
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https://uwmadison.box.com/LEAP-Final-Report-Summary

LEAP Project Resources:
https://uwmadison.box.com/LEAP-Project-Products