**Clinical Menu**

**Population-Based Public Health Nursing Competencies**

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**Competency #1**

**Applies the public health nursing process to communities, systems, individuals, and families**

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| --- | --- | --- | --- |
| **Activity/Focus** | **I** | **G** | **Description** |
| Windshield Survey | x | x | Complete a Windshield survey (Table 3.7, p. 63). If completing as a group, you might choose to divide the assessment questions among group members. |
| Community Assessment | x | x | Use the community assessment guide (Table 3.6, p. 61-62) to assess a community or a specific population within the community, such as the residents of the halfway house for young adults with emotional and behavioral problems. |
| Family Assessment | x |  | Complete a family assessment for a family you have visited with your preceptor that is based on your observations and discussion with your preceptor. Synthesize available data to determine the family assessment summary and health status summary. |
| Omaha System | x |  | After completing an individual or family assessment, identify the domain(s) and functions of the Omaha System Problem Classification System. Then complete a Knowledge, Behavior, Status Problem Rating Scale for Outcomes (KBS). If working with a PHN preceptor, observe the PHN’s documentation in the computerized electronic health record (EHS). |
| Community Health Priorities | x | x | Review community assessment reports from your local county, city, or state that are available online or in print. Analyze the data using the Healthy People Health Determinants Model (Figure 1.4, p. 16 & Table 3.6, p. 61-62). Identify community health priorities, the supporting data for these priorities, and existing public health programs that address community health priorities. Complete this activity alone or in small groups in a computer lab or in online discussion groups. |
| Asset-based Population Health Risk Diagnosis & Statistics | x | x | For the geographic area served by your clinical agency, locate health statistics on birth and death rates, accidents and injuries, communicable disease rates, immunization rates, and non-communicable disease rates. Based on your findings, write an asset-based public health population risk diagnosis (Table 3.9, p. 66). For the asset-based population health risk diagnosis that you identified, investigate what assessment data is available based on national statistics on Healthy People 2020. |

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**Competency #2**

**Utilizes basic epidemiological principles (the incidence, distribution, and control of disease in a population) in public health nursing practice**

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| --- | --- | --- | --- |
| **Activity/Focus** | **I** | **G** | **Description** |
| Risk and Protective Factors | x |  | Select two communicable diseases and two non-communicable diseases relevant to the population served by your community. Identify the relevant risk and protective factors for each disease. |
| Epidemiology (general) | x | x | Walk or drive in the community served by yourarea. Based on the geography and density of the community (urban, suburban, or rural), identify potential health problems that could be addressed by epidemiology |
| Epidemiology (general) | x |  | Find a local newspaper. Make a list of health problems addressed in the articles. Select three problems and discuss how you could use epidemiology to learn more about the problem and intervene to reduce the problem. |
| Epidemiology (general) | x |  | Interview the epidemiologist or data person in your clinical agency about how they use data to identify priority public health issues. |
| Epidemiology  (high risk behaviors) | x |  | Explore the epidemiology of one of the following: a) body piercing, b) tanning beds, c) internet addiction |
| Epidemiology  (priority health issue) | x | x | Explore the County Health Rankings website: <http://www.countyhealthrankings.org/>  Based on a specific county, identify a priority health issue. How can epidemiology be used to address the problem? |
| Lead poisoning | x |  | Find statistics about lead poisoning for your county. Identify who is providing services and what strategies are being used to reduce incidence |
| Chlamydia | x |  | For chlamydia, determine how the national statistics compare to the rate of chlamydia in the population served by your agency. |
| Epidemiology App | x |  | Download the App from CDC called Solve the Outbreak and Earn Your Disease Detective Badge. <http://www.cdc.gov/mobile/Applications/sto/> |

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**Competency #3**

**Utilizes the principles and science of environmental health to promote safe and *sustainable* environments for individuals/families, systems, and communities**

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| --- | --- | --- | --- |
| **Activity/Focus** | **I** | **G** | **Description** |
| Precautionary Principle | x | x | Identify environmental health risks in your current employment setting. Use the Precautionary Principle to identify current safety measures in place or safety measures that could be adopted. |
| ACT on Everyday Lifestyle Exposure | x |  | Use ACT (assessment, critical thinking, take actions, p. 99) to assess the common household chemicals found in your home (Table 5.3, p. 103). Consider the daily and cumulative risks (Figure 5.2, p. 103) that you and your family experience. Take actions to reduce your risk. |
| Indoor Air Pollution | x | x | Use Table 5.4 to explore the presence of indoor air pollution in a home, school, or workplace. Identify one or more pollutants where individuals are experiencing or may experience signs or symptoms of exposure to these pollutants. Identify actions that may be taken to reduce this indoor air pollution and discuss these actions with stakeholders. |
| I-PREPARE Tool | x | x | Use the I-PREPARE assessment and intervention process (Table 5.5, p. 106) to assess and intervene with an individual or family experiencing a sudden onset of signs or symptoms related to a potential exposure to an environmental toxin. Consider individuals with asthma or COPD who are experiencing an onset of respiratory signs and symptoms. |
| Healthy Home | x |  | Use the healthy homes Online Activity (p. 109) or Home Safety Assessment Tools (Table 5.6, p. 111) to assess for actual and potential environmental hazards in your home. Consider the age, developmental stage, and health of those living in your home in selecting a tool to use. Take actions to reduce major environmental hazards in your home environment. You might also want to use one or more of these tools to assess the home of a family that you and your PHN preceptor have visited. |
| Environmental Health Community Assessment | x | x | Assess a specific geographical area by health determinants using Table 5.7 (p. 113). Consider the impact of your assessment on 1-2 populations at risk in this community. Present your findings to a community partner or stakeholders in your community. |
| Climate Change | x | x | Review the impact of climate change on human health (Figure 5.6, p. 115). Identify signs in your community that climate change has had an impact on environmental health and/or human health. Identify advocacy actions that you could take individually or collectively to protect the health of the environment. Write a letter to a community leader or decision-maker or a letter to the editor of your local newspaper, stating your concern, the facts, and actions you believe should be taken. |
| Creating a Healthier Community | x | x | Complete the Online Activity (p. 117). Talk with members of your community to identify an action plan to reduce or mitigate one environmental hazard in your community. |
| Environmental Stewardship | x | x | Research non-profit organizations that have a global focus on environmental stewardship. Organizations described on p. 118 are a good starting point. Identify one organization that you are interested in supporting. |
| Health Systems Environmental Stewardship | x | x | Research non-profit organizations that focus on reducing environmental pollution within healthcare systems or for vulnerable populations. Organizations described on p. 119 are a good starting point. Identify one organization you would like to support to improve the environment within your healthcare workplace or for a specific at-risk population. |
| Practice Greenhealth | x | x | Meet with a pharmacist and/or environmental sanitarian in your healthcare environment. Ask about policies and procedures to prevent exposure to the 8 types of environmental waste (See p. 119). Visit the areas in the institution where hazardous waste materials are collected and disposed of. |

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**Competency #4**

**Practices public health nursing within the auspices of the Nurse Practice Act**

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| --- | --- | --- | --- |
| **Activity/Focus** | **I** | **G** | **Description** |
| PHN Knowledge and Skills | x |  | Refer to Jennifer’s schedule (Table 6.3, p. 132) and the expanded description of activities. Make a list of the knowledge and skills Jennifer needs in order to effectively accomplish the activities on her schedule. |
| Preparation for Public Health Nursing | x |  | Interview a public health nurse in your clinical agency about the PHN’s preparation for current public health nurse position. |
| Delegation | x |  | Review care provisions for determining effective delegation (Table 6.6, p. 139). Complete the delegation case study (p. 140). |
| Scope of Practice | x |  | Review Table 6.2 Task Analysis of PHN Interventions (p.130). Interview a PHN to determine which of these tasks the PHN carries out and ask for examples of each of these. |
| Scope of Practice | x |  | Interview a PHN about his or her scope of practice at the individual/family, community, and system levels of practice. Which public health interventions from the Public Health Intervention Wheel does the PHN use the most in practice? Which interventions is the PHN performing independently? What are some examples of delegated functions PHNs might do based on the Nurse Practice Act in your state? |
| Professional Boundaries |  | x | Discuss with one of your peers strategies you are both using to maintain professional boundaries in your care of clients. Discuss how social media impacts the challenge of maintaining professional boundaries. Discuss how rule ethics, virtue ethics, and feminist ethics can guide your decisions about using social media in public health nursing. |
| Professional Boundaries |  | x | Discuss with other students in your clinical group how to maintain professional boundaries in relationships with clients in community settings. Consider the following questions: 1) How do you balance “being professional” with establishing a caring relationship with your client; 2) In your relationships with clients in the community, what are potential areas for boundary violation; and 3) What can you do to avoid violating boundaries in public health nursing situations? |
| Public Health Interventions | x |  | Interview a school nurse or a nurse working in a jail or prison about their practice. Show the Public Health Intervention Wheel and ask which interventions they most frequently use. Ask about their activities that fall into the delegated functions intervention. Analyze two interventions identified by the school nurse to determine whether the interventions are at the individual/family, community, or systems level of practice. |
| Nurse Practice Act | x |  | Find the Nurse Practice Act for your state. When was the legislation passed and updated? What parts of the legislation are significant for public health nursing practice? Does your state provide opportunities for licensure as a public health nurse or school nurse? |

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**Competency #5**

**Works within the responsibility and authority of the governmental public health system**

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| --- | --- | --- | --- |
| **Activity/Focus** | **I** | **G** | **Description** |
| Immunization | x |  | Compare how childhood immunization is addressed from the medical model with the public health model. Find out what your clinical agency does to promote childhood immunization. |
| Emergency Preparedness | x |  | Review Table 7.2 (p. 150). Find out what your clinical agency is doing for emergency preparedness. Identify the contribution or role of various public health professionals in the emergency preparedness plan. |
| Referral for Older Adults | x | x | Identify community resources in your county that are available to help older adults stay in their homes. Visit one of the organizations to learn about the referral process. |
| Essential Public Health Services | x | x | Walk and/or drive through a specific geographic area in the community served by your clinical agency. Based on your observations, analyze which of the 10 Essential Public Health Services (Table 7.3, p. 151) is provided or supported by your clinical agency. |
| Mandated Reporting for Child Abuse | x |  | Identify the process for mandated reporting of child abuse and neglect in the county in which your clinical agency is located. Ask a PHN to describe the expectations for mandated reporting and how he or she balances the development of a trusting relationship with families with their reporting responsibilities. |
| National Prevention Strategy | x | x | Discuss how your clinical agency is addressing the seven priorities identified by the National Prevention Strategy. <https://www.surgeongeneral.gov/priorities/prevention/strategy/index.html> |
| Government Regulation | x |  | Investigate public health laws or regulations on vaccines or smoking in public places. Identify which level of government oversees the law or regulation: local, state, or federal. |
| Morbidity and Mortality Statistics | x | x | Based on morbidity and mortality statistics for the city or county served by your clinical agency, select one disease or health problem that impacts the health status of the population. Investigate local, state, and national responses to address the selected problem. Search government websites to locate resources and programs to address the problem at all three levels. Include Healthy People 2020, cdc.gov, state health department, and county health department. Also, refer to your clinical agency’s annual report. |

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**Competency #6**

**Utilizes collaboration to achieve public health goals**

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| **Activity/Focus** | **I** | **G** | **Description** |
| Community Resources | x | x | Identify three resources in the community served by your public health agency (e.g. food shelf). Select one organization to visit, pick up information, and ask questions about how to refer persons who need services. |
| Inter-professional Collaboration | x |  | Interview a public health staff member who is not a nurse about how they work with nurses and the skills and knowledge they contribute to public health practice. |
| Inter-professional Collaboration | x |  | Make a list of the different disciplines of staff employed by your clinical agency and identify the contribution of each discipline to work of the agency and the health of the public. |
| Partnership Building | x |  | Complete the Healthy People 2020 activity (p. 173). Identify collaboration and partnership building strategies that could be used by the public health agency where you have your clinical experience. |
| Robert Wood Johnson (RWJ) Culture of Health | x | x | Review the RWJ Culture of Health Action Framework (Figure 8.2, p. 173). Identify a public health priority in your community and/or a priority of your local public health agency. Using the Culture of Health Action Framework, explore how the activities of the community partners are pursuing a culture of health. |
| Partnership Building | x | x | For a primary health concern in the community served by your agency, identify any existing partnerships that exist to respond to the problem. Interview someone in the partnership about partnership strategies. Or, discuss possible partners and strategies that could be used to develop and effective partnership. |
| Partnership Building | x | x | Walk or drive through a business district or visit the county or city seat of local government. Identify possible professionals or organizations for development of partnerships with the public health agency to promote population health. Explain which levels of practice would be emphasized in the partnership: individual, community, and/or systems. |
| Collaboration | x |  | Find an evidence-based example of an effective collaboration in public health and discuss the feasibility for implementing a similar activity/experience in your clinical agency. |
| Community Assets | x | x | Use Table 8.6 and 8.7 (p. 177) to explore assets in your community. Walk and/or drive through a specific geographic area in the community served by your clinical agency. Interview selected community members who have businesses or community agencies in the geographic area. Create an Asset Map in drawings or electronic pictures or words. |

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**Competency #7**

**Effectively communicates with communities, systems, individuals, families and colleagues**

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| --- | --- | --- | --- |
| **Activity/Focus** | **I** | **G** | **Description** |
| Teaching-Learning Principles | x |  | Explain how you would use the Teaching-Learning Principles to plan a hand washing class for kindergarten students. |
| Using Social Media |  | x | Discuss with one or more peers ideas about how social media could be used to communicate health messages. Make a list of the five best ideas. |
| Using Health Promotion Apps | x | x | Locate an app for supporting a healthy behavior. Evaluate the app using the criteria in the PHN Manual. |
| Electronic Communication | x | x | Select an example of electronic communication, such as an e-mail message or public health website. Critique the communication—what works well, and what could be improved. Analyze what the reader is likely to understand from the message. |
| Blogging | x |  | Find a blog about health or use this one: <http://www.icmshealthy.blogspot.com/>  Identify the targeted population and analyze the potential effectiveness of the blog in changing health behavior. |
| Motivational Interviewing | x | x | Role play motivational interviewing on a health behavior change with a peer. Identify specific motivational interviewing strategies used. Use the five stages of behavior change described in Table 9.2 (p. 187) to determine specific nursing interventions to support behavior change. |
| Health Teaching | x | x | Develop and implement a health teaching plan for an at-risk client (i.e. individuals, families, or small groups) in your community. Use the ASSURE Model for Planning, Implementing, and Evaluating Teaching Interventions (Table 9.6, p. 189-190). Identify the stage of behavior change (Table 9.2, p. 187) of your client to provide an evidence-based rationale for your teaching outcome. Use VARK Theory (p. 188) to support your teaching strategies. |
| Social Marketing | x | x | For the public health problem of bullying, design a social marketing campaign to reach relevant audiences   1. Who will you partner with to design the social marketing campaign? 2. Which populations will you target for the campaign? 3. Identify media you will use to communicate your message. 4. How will use tips for effective social marketing to design the campaign? 5. What is your key message for the campaign? |
| Social Marketing | x | x | Create a social marketing message on a bicycle safety campaign for a local community. Use the social marketing principles to develop your plan. Identify strategies you would use communicate messages about bicycle safety. Identify the specific message and medium for communication. Use the Tips for Effective Social Marketing in the PHN Manual. |
| Written Health Communication | x | x | Create a brochure that presents key messages about the effects of and prevention of bullying behavior. |

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**Competency #8**

**Establishes and maintains caring relationships with communities, systems, individuals, and families**

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| --- | --- | --- | --- |
| **Activity/Focus** | **I** | **G** | **Description** |
| Caring Relationships with Populations | x | x | Identify five to seven populations that are served in your community (e.g., an ethnic group, aging community, adolescents, or homeless). Compare and contrast the ways in which these populations give and receive “care.” Identify how a public health nurse might think or act differently when seeking to establish caring relationships with these populations. |
| Community Caring Model | x |  | Apply the Caring Community Model (Figure 10.1, p. 211) to programs and resources for health in the community served by your clinical agency. |
| Caring | x | x | Create a photo collage that demonstrates caring, using actual photos, magazine cut-outs, and website printouts. |
| Establishing and Maintaining Caring Relationships | x |  | Think of a situation when you have been challenged by lifestyle choices, decisions, or values of an individual or family you have encountered in a public health setting. Explain how you can work through the challenge you are experiencing to establish and maintain a caring relationship. |
| Caring Relationships with Individuals and Communities | x | x | Visit a community organization that provides services to individuals and families who lack resources needed for well-being. Observe and identify characteristics of caring relationships at the individual and community level. If relationships and interactions do not demonstrate caring, discuss what would need to happen for service recipients to perceive caring. |

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**Competency** **#9**

**Incorporates mental, physical, emotional, social, spiritual, and environmental aspects of health into assessment, planning, implementation, and evaluation**

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| **Activity/Focus** | **I** | **G** | **Description** |
| Holistic Care | x |  | Following a home visit with a PHN, analyze how interventions during the visit represent holistic care. |
| Holistic Care | x | x | Examine an existing public health law (e.g., vaccination requirements for school entry or mandatory reporting of diagnosed sexually transmitted infections) and reflect on how that law promotes or inhibits holistic health promotion and nursing care. |
| Holistic Screening |  | x | With one or more peers, make a plan for a holistic screening clinic to be offered in a faith community setting. Identify what screening will be offered. Identify steps needed to conduct the screening. |
| Home Safety Checklist | x |  | Conduct a home safety assessment with and elderly person. Together with the elderly person, identify home safety changes they would like to make. |
| Spiritual Health |  | x | Drive through a neighborhood in a group of two to four and conduct a mini-windshield survey to identify available resources to promote the spiritual health of families of different belief systems. Focus on different aspects of health (i.e., mental, physical, emotional, social, spiritual, environmental) and different target levels (i.e., individual, family, community, system). Then, in discussion, reflect on the different resources, or gaps that were identified for their focus areas. |
| Adverse Childhood Experiences | x | x | Identify what your clinical agency can do to address Adverse Child Experiences (ACEs), using holistic strategies at the individual/family, community, and systems levels.  See the following resources:   * Adverse Childhood Experiences (ACEs)   https://www.cdc.gov/violenceprevention/acestudy/   * Adverse Experiences: Indicators on Children and Youth   https://www.childtrends.org/wp-content/uploads/2013/07/124\_Adverse\_Experiences.pdf |

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**Competency #10**

**Demonstrates nonjudgmental and unconditional acceptance of people different from self**

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| **Activity/Focus** | **I** | **G** | **Description** |
| Being nonjudgmental | x |  | Discuss how you would respond to a teen mom who has placed her infant on the infant’s stomach in the crib in a nonjudgmental manner. |
| Being nonjudgmental | x |  | Explore strategies that can PHNs use when working with teens who engage in risky lifestyle behaviors to avoid communicating judgment about the teen’s behavior. |
| Being nonjudgmental | x |  | Observe an interaction between clients and staff members in an organization that provides health resources or information to clients. Describe non-judgmental and/or judgmental communication. |
| Being nonjudgmental | xx |  | Find examples of nonjudgmental or accepting attitudes in music lyrics or YouTube videos. Screen the examples and select a few. Write a short reflective essay about what you have observed and how it is useful to a nurse preparing for a home visit to a family that has beliefs or opinions different from her own (or from what the public health “recommendation” of care might be). |
| Different Perspectives | x | x | Analyze generational differences that young professionals may encounter in working with the elderly population. Suggest strategies young professionals can take to understand the perspectives of their elderly clients. |
| Demonstrating Respect | x | x | Find a local newspaper and clip all of the articles that show examples of diversity in the community populations they are serving. Identify challenges that might arise because of the differences between the nurse and the populations served. Generate strategies that can be used to deliver respectful care to the community/families/individuals in nonjudgmental, accepting ways. |
| Demonstrating Acceptance | x | x | Create slogans that could be displayed on a billboard, T-shirt, or bumper sticker, tweeted via Twitter, or texted to encourage nonjudgmental and accepting attitudes and caring actions in public health nurses. Adhere to twitter and texting character limitations. |

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**Competency #11**

**Shows evidence of commitment to social justice, the greater good, and the public health principles**

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| --- | --- | --- | --- |
| **Activity/Focus** | **I** | **G** | **Description** |
| Determinants of Health | x | x | Analyze the determinants of health that contribute to oral health at the individual/family, community, and systems levels. Review Table 13.5 Healthy People 2020 Social Determinants of Health (p. 258). What social determinants of health did you identify that influence oral health? Discuss what interventions PHNs may become involved in to reduce the impact of the social determinants of health. |
| Advocacy | x |  | Analyze how interventions provided by you or your preceptor are consistent with advocacy for individuals, families, or populations. |
| Health Disparities | x | x | Identify the major health disparities in the community served by your clinical agency. Identify the programs provided by your clinical agency that are focused on reducing health disparities and discuss with PHNs or other providers what they are doing to reduce health disparities. Explain how public health interventions reduce specific health disparities. |
| Health Equity Assessment Tool | x | x | Use the questions focusing on health equity in Table 13.10 (p. 268) to plan an intervention for a minority population served by your clinical agency. |
| Framework for Health Equity | x | x | Select two programs provided by your clinical agency. Based on the Framework for Health Equity (Figure 13.6, p. 268), identify whether the programs fit with an upstream and/or a downstream approach. Suggest what program the clinical agency could provide that would be consistent with an upstream approach. |
| Comparison of Market Justice and Social Justice | x | x | Discuss the comparison of market justice and social justice, found in the PHN Manual, with a peer or group of your peers. Analyze how these concepts of justice apply to public health. Identify which concepts are consistent with your beliefs and values. |
| Community Partnership Model | x | x | Identify an at-risk population in your community experiencing a health inequity that is not being addressed by the community. Research health agencies and other safety net organizations in the community. Use the Community Partnership Model to Achieve Health Equity (Figure 13.7, p. 269) to discuss how these agencies might work together to move toward achieving health equity for this at-risk population. |
| Social Justice | x | x | Explore a global perspective on social justice:  Review the United Nation (UN) Millennium Development Goals (MDGs) to reduce health disparities and inequities at <http://mdgs.un.org/unsd/mdg/Default.aspx> |
| Political Process | x | x | Review the components of the political process (Table 13.11, p. 270) and consider how this process occurs at local, state, and national levels. Identify a public health issue of concern to you, explore the issue, and identify the stakeholders and their different positions. Visit one of your elected representatives (e.g., school board member, city or county commissioner, mayor, or state or federal legislator) or communicate with the official by phone, mail, or e-mail. Share your position and provide evidence to support that position. Ask for the official’s support. |
| Health Legislation | x | x | Interview your preceptor or another PHN to find out how health legislation and regulation affect the agency, the populations served, and nursing practice. |

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**Competency #12**

**Demonstrates leadership in public health nursing with communities, systems, individuals and families**

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| --- | --- | --- | --- |
| **Activity/Focus** | **I** | **G** | **Description** |
| Essential Leadership Skills | x |  | Review the Essential Leadership Skills for Public health Nurses (Table 14.3, p. 286-287). Write a reflection on how learning experiences in public health nursing are helping you to develop the essential leadership skills. |
| Entry-level Leadership | x | x | Interview a PHN who has been a PHN for over a year. Discuss how the PHN developed the Essential Leadership Skills (Table 14.3, p. 286-287) during the first year of employment. Ask how the organization culture (Figure 14.2, p. 289) supported the development of these skills. |
| Leadership Competencies |  | x | Identify leadership competencies you feel you currently demonstrate and the competencies that you think are the most challenging to develop. |
| Leadership Journey | x | x | Discuss with your classmates how you are each progressing on your leadership journey from focus on “I” to focus on “We” (Figure 14.1, p. 281). Identify your ongoing challenges and successes in developing leadership in the community setting. Plot your progress from the beginning to the end of your community learning activities. |
| Entry Level Leadership | x | x | Explore how your clinical agency, preceptor, and agency staff are involved in leadership activities using specific Public Health Intervention Wheel interventions. |
| Successful Community Change | x | x | Talk with a PHN in management or administration. Using Table 14.5 (p. 295) as a guide, discuss what strategies these agency leaders have taken to promote successful community change. Discuss how they found common ground with community partners to work toward a common goal (Figure 14.4, p. 296). |