

Your Health Connection



Orientation: Transition to Public Health Nursing CHNC Conference, June 2010



Simcoe Muskoka District Health Unit

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Today's Workshop

- ◆ Goals and objectives
- ◆ Agenda and Format
- ◆ Handouts
- ◆ Follow-up

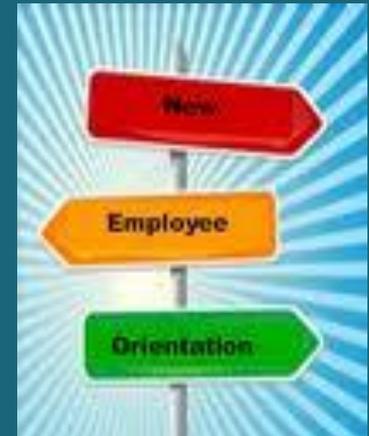


Background

- ◆ Changing face of public health nursing
 - ◆ Program vs. general practice
 - ◆ Opportunities for advancement
- ◆ Requisite knowledge
 - ◆ CCHN standards - CHNC
 - ◆ Core competencies for public health – PHAC
 - ◆ Population health approaches

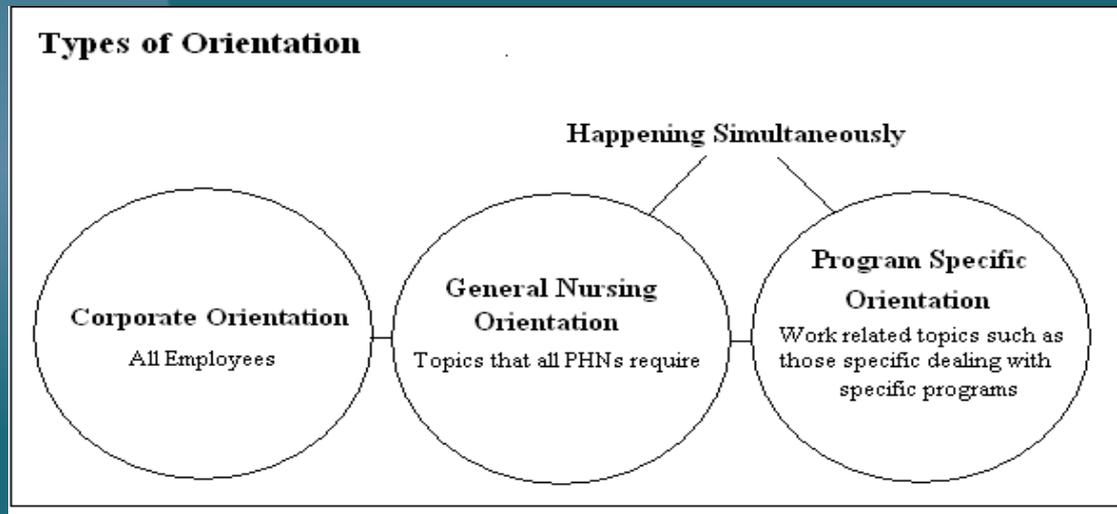
Background (cont'd)

- ◆ Lack of standardized general public health orientation in Ontario
 - ◆ ANDSOOHA initiative
 - ◆ Survey of SNLs in 11/36 health units
 - ◆ Need for the orientation?
 - ◆ Implementation of CCHN and core competencies?
- ◆ Gaps in public health preparation in undergraduate programs
 - ◆ CASN report (2007)
 - ◆ Pan Canadian Symposium



Designing a General Orientation: Baxter (2008)

- ◆ Orientation for new nursing graduates
 - ◆ Need for structured support for new grads
 - ◆ Promote clinical competence AND socialization, ease psychological stress, increase satisfaction
 - ◆ Few models of orientation available, little written in literature (1992 – 2007)
 - ◆ Importance of organizational support



The Solution: A Common General Orientation for New Hires in Ontario

- ◆ ANDSOOHA: Public Health Nursing Management
 - ◆ Decision to pursue, 2007
 - ◆ Funding from HealthForceOntario
 - ◆ nursing secretariat, 2008
 - ◆ of 17 funded projects – 1 from public health sector
 - ◆ Algoma Public Health
 - ◆ administrative lead

The Orientation Toolkit

- ◆ Contents
 - ◆ Introduction
 - ◆ Three modules
 - ◆ Implementation information for managers
 - ◆ A guide to *guiding* new hires
- ◆ Download at www.andsooha.org

Three Modules: Decisions, Decisions!

- ◆ **Module 1 Foundations of practice**
 - ◆ Core functions and approaches
 - ◆ Governance & legislation
 - ◆ CCHN standards and core competencies
 - ◆ Values and ethics

- ◆ **Module 2 Public health nursing in Ontario**
 - ◆ Definition
 - ◆ PH nursing practice
 - ◆ Clients in PH nursing practice

- ◆ **Module 3 Building Relationships through caring and communication**
 - ◆ Caring
 - ◆ Communication
 - ◆ Partnerships
 - ◆ Professional boundaries

Features of the Orientation Toolkit

- ◆ CCHN standards and core competencies for public health - throughout modules
- ◆ Reliance on previously developed knowledge
- ◆ Integrative learning through learning exercises that include nursing practice scenarios (*answers in the back*)
- ◆ Use of evidence-based decision making encouraged
- ◆ Reflective practice encouraged
- ◆ Links to further professional development -
 - ◆ CNA certification program
 - ◆ PHAC's skills enhancement on-line learning

Does the toolkit assist new hires' transition to public health nursing?

Qualitative responses of 14 new hires in 5 pilot sites:

- ◆ “I don't need this information but others might so don't take it out”
 - ◆ Problem here is “they don't know what they don't know”, experienced PHN
 - ◆ “I will revisit the information as my practice develops”
- ◆ Yes, I would recommend it to others
- ◆ Yes, it helped me in my transition to public health nursing

Outcomes: Experienced PHN

“I have been working in public health for almost 9 years and this would have been an excellent package for orientation. I am learning a lot by reading the supporting documents such as the CCHN standards and core competencies.

The learning activities help get me thinking about how the standards and core competencies are used in daily practice.

It takes some time to get your head around this method of thinking about your practice. I am looking forward to working through the document”

Role of Nursing Leaders

- ◆ Become a champion
 - ◆ Value added for health unit
 - ◆ Consistent skill level
 - ◆ Strategic goals/accreditation
 - ◆ Value added for PHN
 - ◆ Confirmation/building of knowledge and skills
 - ◆ Supports achieving PHN competencies expectations
 - ◆ Supports CHN standards/certification process



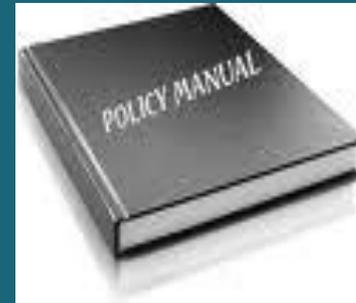
Role of Nursing Leaders (Cont.)

- ◆ Nursing Practice Council endorsement and role
- ◆ Secure agency support through Senior Management
- ◆ Implementation Supports
 - ◆ Guides
 - ◆ Time
 - ◆ Space
 - ◆ Resources



Role of Nursing Leaders (Cont.)

- ◆ Entrench in organization
- ◆ Policy Supports
 - ◆ orientation
 - ◆ performance review



Nursing Leaders - Questions for Consideration

- ◆ What methods may be helpful to champion the use of the modules?
 - what processes?
 - who are the opinion leaders who influence decisions?
- ◆ How do you get started?
- ◆ Have you experienced any selling points that were effective?
- ◆ What are the supports needed for implementation?
- ◆ What barriers might prevent implementation? How to minimize?
- ◆ What are options to build this into agency operations (besides orientation and performance review policy)?

Role of the Guide

- ◆ Knowledge Enhancement
- ◆ Support
- ◆ “How things work around here”



Guide Attributes

- ◆ Enthusiastic
- ◆ High level of competency and knowledge
- ◆ Previous preceptor, mentor, teaching experience
- ◆ High level of accountability and follow-through on other projects
- ◆ Uses evidence-informed decision-making in practice



Guide - Questions for Consideration

- ◆ Does the guide have management support?
 - ◆ Other supports for guide?
- ◆ How to decide who will be the guide?
 - ◆ Who? - PHN, manager, supervisor, educator, other?
- ◆ Will the guide be in the same or alternate program as the new hire?
- ◆ Preparation for guide?
- ◆ How much time does it take to be a guide?
- ◆ What to do if guide and the new hire experience conflict?



Guide - Questions for Consideration (Cont'd)

- ◆ Guide's role in monitoring new hire's competency and completion of the modules?
- ◆ How to ensure communication between the guide and the new hire's manager?
- ◆ What is working in practice?
- ◆ Challenges?
- ◆ Learning's?



Implementation Supports

- ◆ Organizational Endorsement
- ◆ Education/Awareness Building (managers, HR, PHNs, NPC)
- ◆ Human and Physical Resources
 - guides with required academic preparation
 - appropriate technology for new hires
 - time allotted for new hires to complete modules

Implementation Supports (Cont.)

- ◆ Learning Climate
 - setting is conducive to learning
 - support available when undertaking new challenges
 - sense of belonging and feeling of community
- ◆ Environmental Change
 - incorporate modules into existing HR processes (orientation, performance appraisal, professional development, student orientation)
- ◆ Policy

Contacts

For more information about the Orientation Toolkit:

www.andsooha.org

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