

# Getting a Pulse on the Adoption of the PHN Discipline Specific Competencies at both Practice and Organizational Policy Levels

11<sup>th</sup> National CHNC Conference, St. John's NF  
May 30-June 1, 2016

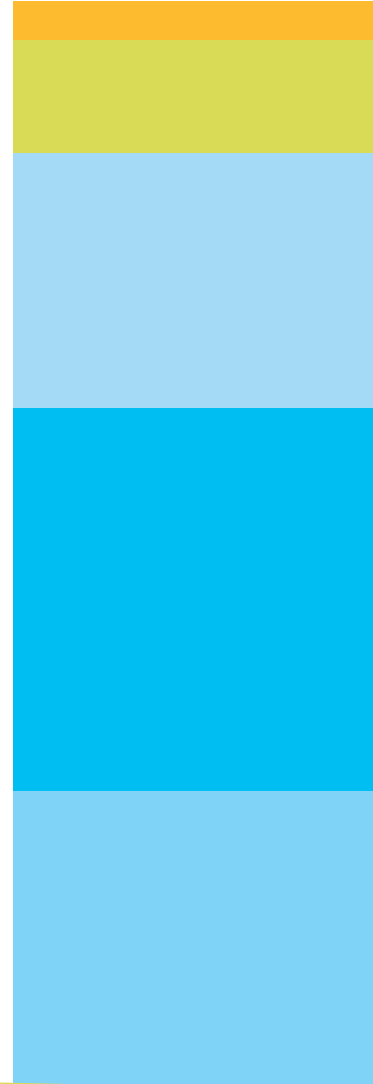
## Panelists:

- Lani Babin, Alberta Health Authority (Alberta)
- Renee Dobbin, Eastern Health Authority (Newfoundland)
- Hamida Bhimani, York Region Public Health (Ontario)
- Bev Bryant, Peel Region Public Health (Ontario)

**Planned by:** CHNC Standards and Competencies Standing Committee  
Genevieve Currie, Ruth Schofield, Francoise Filon, Liz Diem

# Network Café: Learning outcomes

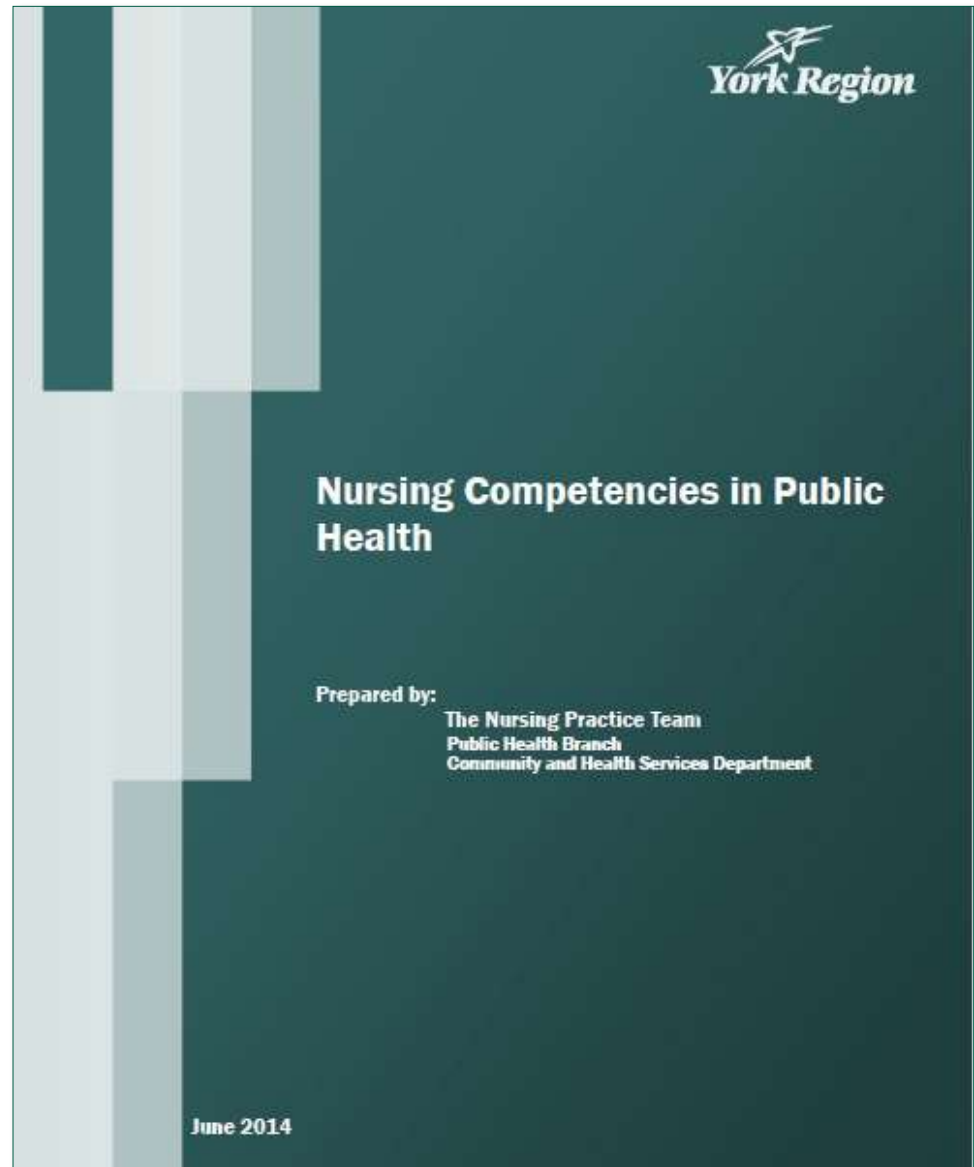
- increase awareness of tools used to support integration of competencies in practice,
- increase knowledge of facilitators and barriers to support integration in an organization, and
- contribute to the development of best practices.



# Public Health Competences

# for Nurses

## Nursing Competencies in Public Health



# Competency- Based Performance Appraisal Tool: PHN, RNs, RPNs

# Competency- Based 1:1 Discussion Tool: Staff Version

**COMPETENCY-BASED PERFORMANCE APPRAISAL TOOL FOR PHN**

Please use this worksheet to develop PHN competency based performance appraisal learning goals. Start by reflecting on your practice as you review the CHNC PHN competencies. Review the eight competency categories and select one category in which you would like to improve your practice. Next, refer to the PHN competency statements within that category and record the statement(s) that you would like to develop further in. Finally, develop a learning goal related to your selected competency category and statement. An example is provided below.

Competency Category (s)	Statement(s) U.S.L.B.	Performance Appraisal Learning Goal
<input type="checkbox"/> Public Health and Nursing Sciences <input type="checkbox"/> Assessment and Analysis <input type="checkbox"/> Policy and Program Planning, Implementation and Evaluation <input type="checkbox"/> Partnerships, Collaboration and Advocacy <input checked="" type="checkbox"/> Diversity and Inclusiveness <input type="checkbox"/> Communication <input type="checkbox"/> Leadership <input type="checkbox"/> Professional Responsibility and Accountability	5.4	To increase my knowledge over the next six months on the concept of youth engagement by reading key documents on the topic, I will utilize this knowledge to develop and implement a plan for integrating youth engagement strategies into my existing practice.
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**PHN COMPETENCY-BASED ONE-ON-ONE DISCUSSION TOOL – STAFF VERSION**

	Public Health and Nursing Sciences	Assessment and Analysis	Policy and Program Planning, Implementation and Evaluation	Partnerships, Collaboration and Advocacy
<b>THEMES</b>	<p><b>Social Determinants of Health:</b> Provide an example of how you incorporate SDH into your day-to-day nursing practice. What could you do more of?</p> <p>Who would you consider as the priority populations from an SDH perspective for our practice? As you reflect on your practice, is there anything you can do to better meet their needs? How as a team could we better meet their needs?</p> <p>Give an example of how you would public health / nursing science, theory, model, framework in my practice? What was the outcome? What learning occurred?</p>	<p><b>Critical Thinking:</b> Describe an example in which you critically analyzed a client situation and the approach and gaps that you identified. How did you use the information? What additional resources could you have accessed for your analysis?</p> <p>How do you solve a problem when you encounter one in your practice? Is there a problem-solving framework or model that you utilize? If so, describe the one you use and provide an example to illustrate its application. If not, which one would you use?</p> <p><b>Recognize Health Concerns:</b> Describe an example of when you recognized a health concern in a client/patient and how you addressed the concern. What course of action did you take?</p>	<p><b>Policy Development:</b> Describe an example of health public policy initiatives you were involved in. What was the topic, what were the objectives for the policy, what was the plan, how well it is implemented?</p> <p><b>Program/Project Planning and Implementation:</b> Explain how you bring your knowledge of program planning/ project management in your practice. When have you considered? What would aid you use? How did you engage partners? How did you integrate research/ research and evidence informed practice?</p> <p><b>Synthesis:</b> Think of an example of a project where you contributed to the solution. What steps and you take? What went well? What would you do differently next time? What recommendations did you make based on your findings?</p>	<p><b>Teamwork:</b> How do you demonstrate teamwork? What makes a strong team? What parts can you play in strengthening your team?</p> <p><b>Group Facilitation:</b> What would you use as your strengths when respect to group facilitation? What would you like to develop further? What resources could you access and steps would you take to further build upon your group facilitation skills?</p>
	<p><b>Evidence-Informed Practice, Maintaining Up to Date Knowledge:</b> Reflect on an article that you have recently read that related to your area of nursing practice. Is there enough information to make a practice change? Why or why not? What are your plans for action based on this article?</p> <p>When forms of evidence do you utilize to inform your practice? Can you think of areas that need the highest? How would you go about finding these sources?</p> <p>When learning opportunities have you been attending? What are they and how will they impact your practice?</p>	<p><b>The Use of Epidemiology, Statistics/ Evidence to Inform Practice:</b> When epidemiological data, York Region indicators would you consider most relevant to our program? Why are these relevant? How can you utilize those statistics to inform your work?</p> <p>Describe a time when you adapted your practice based on epidemiological data/trends. What data informed your choice? Why was it significant?</p> <p>Describe a recent search, initial appraisal, and synthesis of knowledge relevant to your practice.</p> <p>Explain how you evaluated a newly community/individual assessment, tool, etc.</p>	<p><b>Synthesis:</b> Think of an example of a project where you contributed to the solution. What steps and you take? What went well? What would you do differently next time? What recommendations did you make based on your findings?</p>	<p><b>Collaboration and Partnership Building:</b> Are there other programs within our branch that would be advantageous to collaborate with? Why? How could an establish this collaboration?</p> <p>Describe an example of a partnership that you developed. Why was the partnership beneficial? What steps did you take to establish the partnership? What were well? How could the partnership have been further strengthened?</p>



#### COMPETENCY-BASED ONE-ON-ONE GUIDED REFLECTION TOOL – MANAGER VERSION

In guided reflection a practitioner is assisted by a mentor / guide in a structured and timely process of self-enquiry, self-development and learning which requires critical thought and deliberation. Guided reflection is grounded in individual practice and can provide deeply meaningful insights into professional care.

##### Rules of guided reflection

- Protect time and place for the meeting
- Prepare for the meeting in advance
- Demonstrate positive regard for each other
- Create a safe environment
- Communicate the expectation that individuals take responsibility for their own learning

##### Questions to lead a guided reflection

Questions for the first guided reflection discussion

- What core competency are we going to talk about?
- Why did you choose this competency / statement/ theme?
- How will you strengthen this competency?
- What results will you see? What will success look like as you are strengthening this competency?
- What is your plan and how are you going to get there?
- What sources are available to you to strengthen your competency?
- What impact will this learning have on your practice?

Follow up questions after first discussion:

- What did you learn?
- What was the most important thing you learned?
- If you could do something different, what would it be?
- How do you share this strength with others?
- What else do you think could be helpful to do?

# Competency- Based 1:1 Discussion Tool: Management



# Public Health Competencies for Nurses

**Core Competencies  
for Public Health**



**Public Health Nursing  
Competencies**



**Corporate Policies**



**Healthy  
Resilient  
Communities  
York Region**



# CHNC- Public Health Discipline Specific Competencies Version 1.0 May 2009

## Integration of Competencies: Public Health Nursing Practice in NL





# Draft Performance Review Tool

- ◆ **Designed to Increase Awareness, Identify Learning Needs and Develop Learning Plans in a Variety of Areas including;**
  1. **Primary Job Responsibilities**
  2. **Canadian Community Health Nursing Standards of Practice**
  3. **Public Health Nursing Discipline Specific Competencies**
  4. **Public Health Core Competencies**
  5. **Eastern Health Values**

# Draft Performance Review Tool

## 3. Public Health Nursing Discipline Specific Competencies

“Public Health Nursing Competencies are the integrated knowledge, skills, judgment and attributes required of a public health nurse to practice safely and ethically. Attributes include, but are not limited to attitudes, values and beliefs. (Canadian Nurses Association Code of ethics, 2008)”.

A foundational assessment of the novice to expert continuum and Community Health Nurses’ opportunity to apply the Public Health Nursing Discipline Specific Competencies within existing practice are considerations that are inherent in the review of this section. Utilizing the Canadian Community Health Nursing Standards of Practice Self-Assessment Tool for Community Health Nurses in Public Health and other assessment information that has been identified, please rate how well the employee fulfills these standards using the following rating scale:

**E = Expert** (Confidently Meet the Expectation of the indicator)

**P = Proficient** (Satisfactorily Meet the Expectation of the indicator)

**I = Intermediate** (Minimally Meet the Expectation of the indicator)

**N = Novice** (Identified Priority Area of Learning)

**NA = Not Applicable** (No Opportunity at this time to be a part of my practice)

# Draft Performance Review Tool

Public Health Nursing Discipline Specific Competencies	Rating	Rationale, Observations and Examples
1: Public Health and Nursing Sciences		
2: Assessment and Analysis		
3: Policy and Program planning, Implementation and Evaluation		
4: Partnerships, Collaboration and Advocacy		
5: Diversity and Inclusiveness		
6: Communication		
7: Leadership		
8. Professional Responsibility and Accountability		

Where applicable, the manager and the employee will develop a learning plan to support the nurses' understanding and application of these standards and competencies which will support the employee's growth in a Community Health Nursing role.

Public Health Nursing  
Discipline Specific Competencies:  
Application by a School Nurse

# Online Tools that Support Our Work

Assessment and Analysis.

<http://www.albertahealthservices.ca/info/Page7123.aspx>

Policy- Implementation and Evaluation.

<http://www.albertahealthservices.ca/info/Page7124.aspx>

Partnerships, Collaboration, Advocacy.

<http://www.albertahealthservices.ca/info/Page9538.aspx>




# PHN Discipline Specific Competencies

Peel Public Health  
Tuesday May 31, 2016  
CHCN Conference  
St. John's

**Bev Bryant, Manager**  
Education & Research

What regulations,  
and recommended  
standards and  
competencies  
influence public  
health nursing  
practice?



## Public Health Nursing in Ontario: Influences on Practice

Natalie Lapos, Analyst, Research and Policy  
Beverley Bryant, Manager, Education and Research

*September 2014*

# Standards



## Regulatory

- Under the Regulated Health Professionals Act, the College sets entry-to-practice requirements, practice standards and quality assurance programs

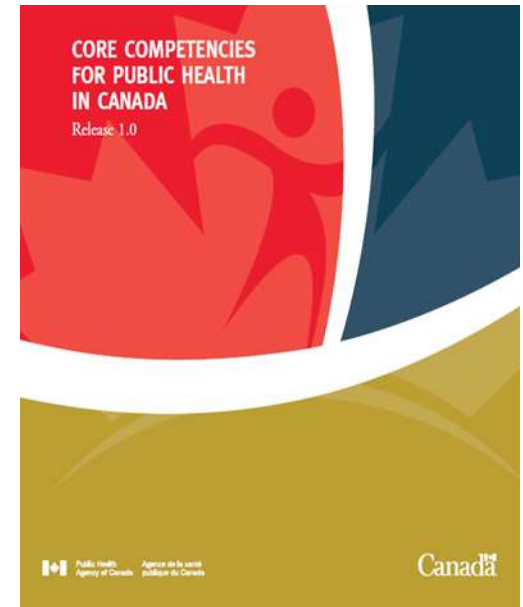
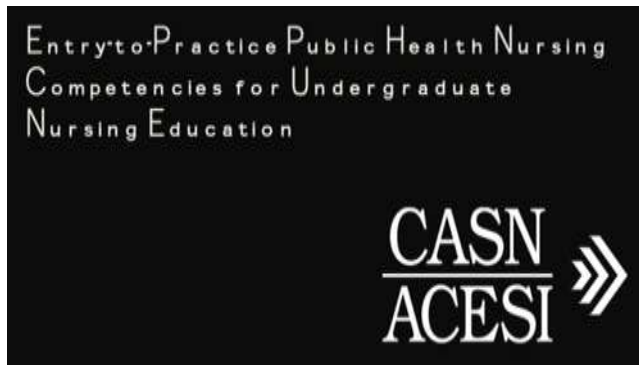
## Non-Regulatory

- Define the scope of practice
- Set criteria for acceptable practice
- Support performance measurement
- Distinguish community health nursing as a specialty and support certification

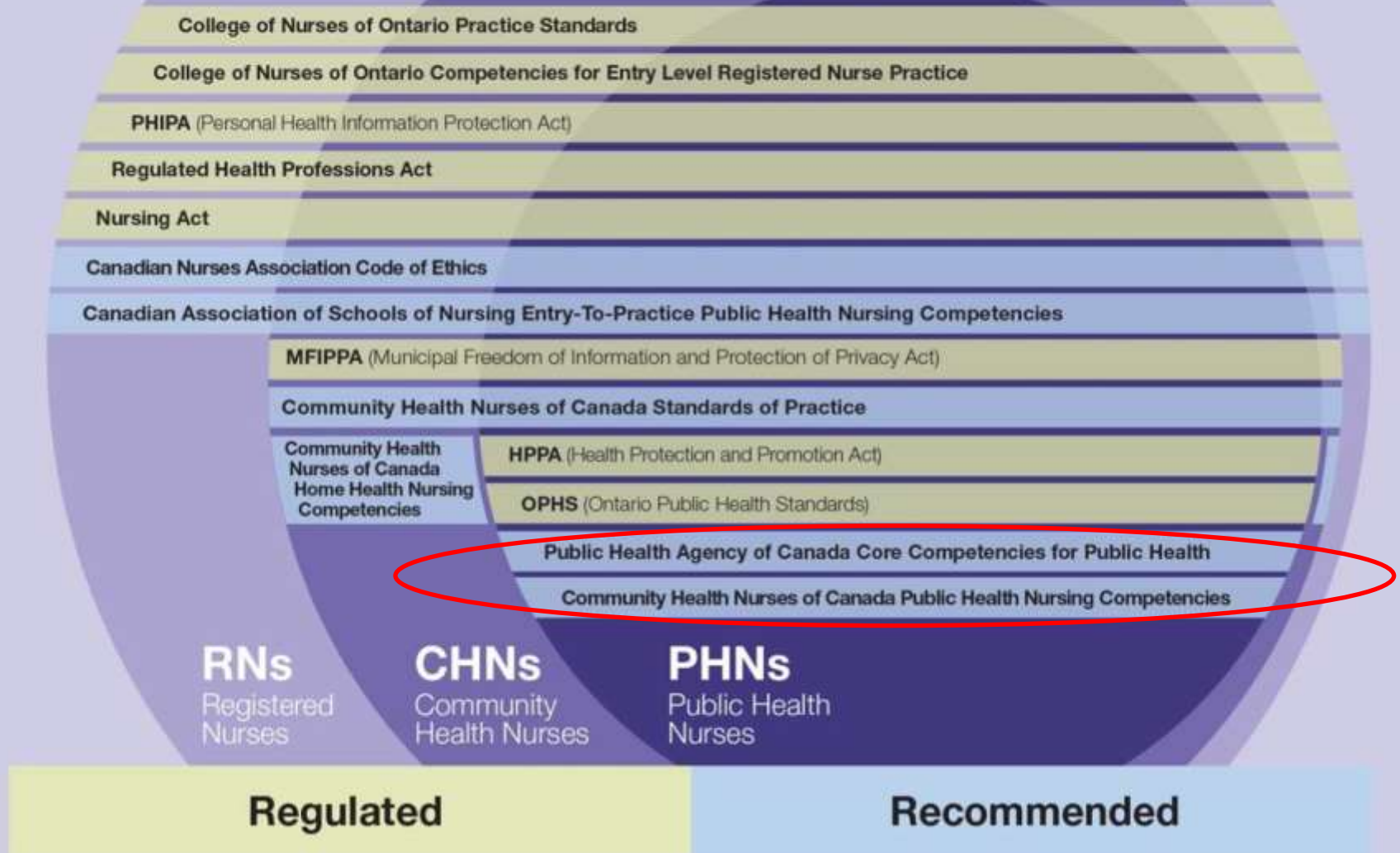




# Competencies



# Public Health Nursing in Ontario: Influences on Practice



# The Pot of Gold...



Peel Public Health  
Workforce Development



# What do these PHN Competencies offer?

- Specific to public health nursing practice
- Define the scope of practice
- Same categories as the PHAC Core Competencies



# Getting PHNs talking!

- Nursing forums
- Key element of Nursing Week
- Increase supervisor and manager knowledge
- Integrate into Job Description
- Its all about the work!





# End-to-End Public Health Practice

## Our Approach to Improving Public Health Outcomes



# OnCore

- Educational program for public health professionals
- Build foundational level of select core competencies:
  - 1) Public Health Sciences
  - 2) Assessment and Analysis

OnCore

Core skills for public  
health practice



EnCours

Compétences essentielles  
pour la pratique de  
santé publique

## PROJECT PARTNERS

