

ILLINOIS PUBLIC HEALTH NURSING TOOLBOX MANUAL

Leaders' Guide

Prepared by

*Illinois Public Health Nurse Administrators
Public Health Nursing Roundtable
Orientation Subcommittee*

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Introduction

The Illinois Public Health Nursing Roundtable Orientation Subcommittee, under the direction of the Illinois Public Health Nurse Administrators (IPHNA), developed the Toolbox. The Toolbox is designed as a resource for local health departments to be used for orientations of new nursing staff, for staff development, or as a reference manual. The following Leader's Guide will assist persons within the health department who are responsible for implementing the Toolbox. The recommendations come from the nursing staff that participated in the Toolbox pilot study during the summer of 2002 and members of the Orientation Subcommittee (See Appendix A for the list of health departments who participated in the pilot study, the mentors who assisted them and the Orientation Subcommittee.)

Administrators or supervisors who implement the Toolbox should select the recommendations that seem the most appropriate for their health department. The aspects of the process that should be implemented by every health department that uses the toolbox are printed in bold text. To be most successful, the leader should involve the targeted staff members in some aspects of planning. This assures that the program will get off to a good start. Once the Toolbox is implemented, the Supervisor should get feedback from the participants along the way. This allows the Supervisor to address the unanticipated barriers. The Illinois Public Health Roundtable is looking forward to hearing about how the Toolbox is being used and welcomes new tips that can be shared with everyone.

Content

The Toolbox includes the following components: 1) Toolbox Manual, with learning objectives, a reference list and self-evaluation questions for each Module, Units and Sessions, and 2) one copy of key publications from the reference lists. Review the content checklist to be sure all the material is included.

The Toolbox is divided into modules to assist administrators and supervisors in organizing their orientations or staff development sessions. The Module format also permits individual staff members to begin in different places. Review the Principles of Adult Learning in Appendix B that the pilot study group found helpful. The learning experience seemed more satisfying for pilot study participants who started with the material with which they were the most comfortable.

Introduction

Module I: Core Functions

Module II: Federal and State Structures

Module III: Local Public Health Agencies

Module IV: Public Health Nursing

Although the Toolbox was designed for nursing staff in local health departments, employees in other departments may find the resources helpful in their work, especially the material in Modules I through III.

Getting Started with the Public Health Nursing Toolbox

- **Set aside time for this activity in the staff work schedule**
- **Identify one senior staff member who is responsible for the Toolbox orientation and/or staff development activities. This individual will serve as the Toolbox Leader and Chair of the Planning Committee**
- **Member of the IPHNA Public Health Nursing Toolbox Committee will serve as mentors to health departments within each IDPH Region. See the list at the end of this Guide.**
- **Appoint at least one supervisor and one staff member to the Planning Committee**
- Orient the Planning Committee to the Toolbox – this may take a month, depending on previous experience with the material
- Determine whether to use the Toolbox as staff development material for administrators, supervisors and senior staff first, so they are familiar with the material to be used for orienting new staff members – this should not take as long, since they probably are already familiar with the terminology, programs at the federal, state and local level, and the various nursing roles (the material would also be helpful to new Board members)
- Identify individuals who could serve as mentors to new RNs
- Identify guest speakers for certain topics covered by the material – *guest speakers make the material come alive and personalize the materials for the local agency*
 - Internally
 - Experienced staff with expertise in one or more areas
 - Program Directors
 - Epidemiologist
 - Policy analyst
 - Board of Health member
 - Local leaders
 - Persons who served on Committees for the IPLAN process
 - Directors of community based organizations (CBOs)
 - Directors of Federally Qualified Health Centers (FQHCs)
 - Regional
 - Health officers
 - Legislators
 - State officials
 - IDPH
 - DHS
 - Federal representatives
- **Establish a time frame for progressing through the Toolbox material and completing the orientation/staff development**

The Toolbox as an Orientation Guide

- Identify the learning needs of new staff members (educational background, knowledge and skills) – *Some BSN programs provide a strong public health base, but do not make assumptions. Some of the terminology may be new, but the principles are the same. Even new staff members with previous experience in another local health department, may not have a global perspective about public health. Also keep in mind the learning styles of the staff. Some prefer reading about new concepts first; others develop an interest in material from observing a related activity first. See more details in the Principles of Adult Learning in Appendix B)*
- Assign a mentor to each new staff member – *The mentor can clarify material and also recommend supplemental information. Senior staff members should select the individual they would like to mentor to facilitate the learning process. The match might be based on similar basic education, early work experiences, job assignment or learning style or mutual interests. See attached Mentor Guidelines In Appendix B for more detail*
- Identify groups of staff members to work together on the material – *working together helps share the labor, provides a source of encouragement for members of the group, makes the learning experience more fun, keeps each member on task. Some agencies might want to group persons with the same tenure in the agency to work together, but most of the participants in the health departments that pilot tested the Toolbox liked to work in groups with varied levels of experience. The new staff learned from the discussions among the experienced staff and the experienced staff were stimulated by the questions and views of the new staff.*
- Give an overview of the Toolbox to the new employee group
- The group should determine what Module the members want to start with – *This allows the group to be a part of the planning and sparks members' interest.*
- Each Module has a set of learning activities designed to enhance the reading and make the material relevant to the local health department. *If employees have had previous experience in other health departments, the activities will help them become familiar with their new agency.*
- See Format and Schedule for more suggestions

Mentor Guidelines

As a mentor, your role includes the following functions:

- Act as a knowledgeable resource for the staff member(s) for whom you serve as a mentor. This may range from advice on organizing the material for study or clarifying information content.
- Act as a coach to help the individual(s) understand the importance of the material for practice and to help them stay on track.
- Determine how to make each person successful in her/his learning by discussing how they usually like to learn and their previous experience with the Toolbox material.
- Assist the staff member to carve out the allotted time to work on the Toolbox material (at least 2 hours per week).
- Make contact with those you are mentoring on a weekly basis to determine their progress

- Support the Agency Leader who is responsible for implementing the Toolbox, through a contact at least every other week, during your role as mentor.
- Serve as the coach for your team so that you all find this to be a positive and enriching experience. See the Principles of Adult Learning in Appendix B for additional material.

The Toolbox as a Guide for Staff Development

- Administrative support for staff development is demonstrated by setting aside some time for the activity in the work schedule
- Since experienced staff members have varying levels of knowledge and expertise, staff development programs might be individualized.
- Senior staff should be targeted first, so they can serve as better resources for new staff. This orientation may not be as in-depth because staff are more experienced and should be more knowledgeable.
- Formal programs should be scheduled – *The formality provides structure and allows staff to organize the staff development into their regular work schedule. Even though some individuals prefer to work alone, the structure keeps the individual on schedule to achieve the learning objectives and group sessions allow a healthy interchange of ideas. Even reluctant participants gain something from the experience.*
- See Format and Schedule for more suggestions

Format

- Every staff member should have a personal paper copy of the Toolbox Manual. *This allows them to take notes on material that they read, encourages self-study and permits staff to look up other references and use the Internet resources from home.*
- Electronic copies of the Toolbox Guide are available and may be placed on employee desktops and/or an agency intranet system. *This allows access to web sites that are referenced in the Toolbox if the system allows Internet access. The easier it is for busy employees to get to the resources, the more likely they will use them. Keep in mind that web addresses do change from time to time. Please notify a member of the Orientation Subcommittee if you have problems accessing a web address provided in the Toolbox. The Committee can notify all users.*
- The agency should have one copy of the references included in the toolbox for every 10 employees and health departments with more than one site should design a procedure for sharing the material. *The Toolbox manual serves as a study guide based on these resources and inability to read the material leads to frustration.*
- The reference material should be kept in a central location for easy access.
- Someone should be in charge of the checkout system, with suggested due dates, so the resources can be shared and material is not misplaced.
- Every session should include staff participation and/or a guest speaker describing local actions related to the topic. *This makes the programs more interesting and staff can share experiences. In large health departments, some staff only work in one program and know very little about the rest of the agency.*

- The Minnesota Model videotapes are wonderful resources, but should not be used as a substitute for other material. The first tape presents the historical view of public health nursing that gives staff a perspective of the important role nursing has played in the health of the nation. Segments of the other tapes might accompany the written material.

Implementation Schedule

- **Establish goals for the department** (see examples)
 - All nursing staff employees will be knowledgeable about the mission of the local health department
 - All employees understand the structures of the state and federal agencies related to their practice area
- **Establish objectives for the department** (see examples)
 - New employees will complete Module III by _____ (date)
 - Experienced employees will complete Sessions 1-2 in Units 3 of Module IV by _____ (date)
- **Establish and publish a regular (weekly/monthly) schedule for the orientation or staff development.** *A regular schedule assures the completion of the project and demonstrates administrative commitment to employee education.*
- Include objectives and/or guides to assignments and discussion for each session. See the following example. The schedule does not have to conform to this format, but should contain all the elements.
 - Week 1, read _____, complete the first learning activity, and be ready to discuss the self-evaluation questions at the staff meeting on _____.
 - Week 2, watch _____ parts of the video, read _____, review the agency's IPLAN and be ready to discuss _____ at the staff meeting on _____.
 - Etc.

The most important tip is to enjoy the experience. *Every nurse who participated in the development of the Toolbox material and/or the pilot study reported that the experience reinforced their commitment to public health nursing.*

Contact the mentor in your IDPH Region to help you implement the PHN Toolbox.

Region 1 – Pat Donald – pdonald@co.lake.il.us
 Region 2 – Nancy Franck – dhshpbi@dhs.state.il.us
 Region 3 – Margaret Beaman – mbeaman@siue.edu
 Region 4 – Margaret Beaman – mbeaman@siue.edu
 Region 5 – Margaret Beaman – mbeaman@siue.edu
 Region 6 – Jack McEntire - hjmcentire@cuphd.org
 Region 7 – Ruth Slaughter - slaughter_ruth@cdph.org
 Region 8 – Mary DeGroot – mdegroot@willcountyhealth.org

Appendix A - PHN Toolbox Pilot Agency Mentor Listing

Agency/Contact	Address	Phone/Fax/Email	Mentor	Address	Phone/Fax E-mail
Chicago Dept of Public Health Ruth Slaughter Director of PHN	333 S. State St. 2 nd Fl Chicago, IL 60604	Ph: 312-747-9676 Fax: 312-747-9694 slaughter_ruth@cdph.org	Ruth Slaughter Director of PHN	Same	Same
Coles CHD Cathie Reynolds Nursing Administrator	825 18 th Street Charleston, IL 61920	Ph: 217-348-0530 Fax: 217-348-5321 cathie7074@yahoo.com	Jack McEntire Champaign/Urbana Public Health District	710 North Neil Street P.O. Box 1488 Champaign, IL 61824-1488	Ph: 217-352-7961 Fax: 217-352-0126 jmcentire@cuphd.org
East Side Health District Gracie Hutchinson Nursing Administrator	638 North 20 th St. East St. Louis, IL 62205	Ph: 618-271-8720 Fax: 618-875-5038 ghutch922@aol.com	Margaret Beaman Professor Nursing SIU Edwardsville School of Nursing	Alumni Hall-Room 2315 Edwardsville, IL 62026-1066	Ph: 618-650-3980 Fax: 618-650-3854 Home: 314-535-3934 mbeaman@siue.edu
Henry CHD Sandra Sommer Nursing Administrator	4424 U.S. Highway 34 Kewanee, IL 61443	Ph: 309-852-7250 Fax: 309-852-0595 ransan6@yahoo.com	Evelyn Norton, Former Chief, Bureau of Comm. Health Nsg. IDHS	1112 S Wabash Ave. Chicago, IL 60605	Ph: 312-793-8243 Fax: 312-793-1654 dhsch06@dhs.state.il.us
Lake CHD Pat Donald, Associate Director Community Health Services	3010 Grand Avenue Waukegan, IL 60085	Ph: 847-377-8117 Fax: 847-360-2938 pdonald@co.lake.il.us	Pat Donald, Associate Director Community Health Services Lake CHD	Same	Same
Peoria City/Cnty HD Veronica Aberle Director of Nursing	2116 N. Sheridan Road Peoria, IL 61604	Ph: 309-679-6012 Fax: 309-685-3312 vmaberle@co.peoria.il.us	Nancy Franck MCH Nurse Consultant IDHS	1245 S. Main Street P.O. Box 80 Monmouth, IL 61462	Ph: 309-734-2078 Fax: 309-255-4370 dhsphbi@dhs.state.il.us
Will CHD Mary DeGroot Director of PHN	501 Ella Avenue Joliet, IL 60433	Ph: 815-727-8527 Fax: 815-562-5385 mdegroot@willcountyhealth.org	Mary DeGroot Director of PHN Will CHD	Same	Ph: Fax:

December 19, 2002

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Appendix A

IPHNA/PHN Roundtable - PHN Orientation Sub-Committee

Name	Organization	Address	Telephone #	Fax #	Email
Kathy Baldwin	UIC – Peoria	UIC, One Illini Drive, Peoria, IL 61656	309-671-8467	309-671-8436	kbaldwin@uic.edu
<i>Margaret Beaman, Project Coordinator</i>	SIUE School of Nursing	Alumni Hall 2315, Edwardsville, IL 62026-1066	618-650-3980	618-650-3854	mbeaman@siue.edu
Ronald H. Brown	IDPH	535 W. Jefferson Street, Springfield, IL 62704	217-524-5990	217-524-2831	rbrown@idph.state.il.us
Mary DeGroot	Will County Health Department	501 Ella Avenue, Joliet, IL 60443	815-727-8527	815-727-8677	mdegroot@willcountyhealth.org
Doris DeMorst	IDHS	258 Blackberry Drive, Bolingbrook, IL 60440	708-633-5417	708-633-5398	dmorst@aol.com
<i>Pat Donald, Co-Chair</i>	Lake County Health Department	3010 Grand Avenue, Waukegan, IL 60085	847-377-8117	847-360-2938	pdonald@co.lake.il.us
Nancy Franck	IDHS	1245 S. Main Street, P.O. Box 80, Monmouth, IL 61462	309-734-2078	309-734-2357	dhshpbi@dhs.state.il.us
Karen Mayes	McLean County Health Department	200 West Front Street, Bloomington, IL 61701	309-888-5463	309-452-8479	mayes@mclean.gov
Jack McEntire	Champaign-Urbana Public Health District	710 North Neil Street, P.O. Box 1488, Champaign, IL 61824-1488	217-352-7961	217-352-0126	jmcentire@cuphd.org
<i>Evelyn Norton, Co-Chair</i>	IDHS, Former	1112 S. Wabash Avenue, 3 rd Floor, Chicago, IL 60605	312-793-8243	312-793-1654	dhsch06@dhs.state.il.us
Linda Swanson	Kendall County Health & Human Services	500A Countryside Center, Yorkville, IL 60560	630-553-9100 x 122	630-553-9506	kchhs@aol.com
Kelly Tisdale	Grundy County Health Department	1320 Union Street, Morris, IL 60450	815-941-3117	815-941-2389	gchdil@uti.com

Appendix B Principles of Adult Learning

Members of the health department staff have different learning styles and needs that must be considered when planning an orientation or staff development program. One size does not fit all when it comes to learning. The Best Practices section, Minnesota materials, part 5, page 129 is reproduced for your consideration (see Module IV).

"Several authors focus on the importance of the teacher understanding differences when the learners are adults. Swanson and Nies, for instance, report on Knowles' assumptions about adult learners.

Need to know: Adults need to know why they should learn this new thing; therefore, the PHN must present the direct benefits early in the teaching.

Self-concept: Adults are accustomed to independence and self-direction, and therefore, need to be provided choices and options.

Experience: Adults have many life experiences from which they have learned, this will transfer to new situations and may bias their perspective on new or differing information; the PHN can reduce potential barriers by using experiential methods, problem solving, case studies, and discussion.

Readiness to Learn: The PHN understands that adult learner's capacity to learn is influenced by their age and life stage (such as being a parent to children or providing care for aging parents).

Orientation to Learning: Adults respond best to "present oriented" teaching, which provides information and problem solving within the context of their everyday lives.

Motivation: Adults are driven by powerful internal factors such as self-esteem, life goals, quality of life, and responsibility; the more the PHN can use these factors to "hook" the learner, the greater the likelihood of success."

(MDPH, 2000, p.129)