

# Professional Development Assessment and Plan [Resident]

PHN residency program

**Pre-residency assessment**: Before starting the PHN Residency Program, residents should complete the first two columns of this assessment.

**Post-residency assessment**: After completing the PHN Residency Program, residents should complete the last two columns of this assessment.

Rate each practice objective using the following scale:

1. I cannot perform this activity.
2. I can perform this activity with help.
3. I can perform this activity independently.
4. I can perform this activity independently and with confidence.[[1]](#footnote-2)

For each competency rated 1 or 2, indicate at least one activity to complete to enhance knowledge or skill in this area, and write this in the professional development column.

| Core competency | Initial rating | Initial professional development | Final rating | Final professional development |
| --- | --- | --- | --- | --- |
| **I. Assessment and analytical skills** |  |  |
| Assess the health status and health literacy of individuals and families, including determinants of health, using multiple sources of data |  |  |  |  |
| Use an ecological perspective and epidemiological data to identify health risks for a population |  |  |  |  |
| Interpret valid and reliable data that impacts the health of individuals, families, and communities to make comparisons that are understandable to all who were involved in the assessment process |  |  |  |  |
| Contribute to comprehensive community health assessments through the application of quantitative and qualitative public health nursing data |  |  |  |  |
| Apply ethical, legal, and policy guidelines and principles in the collection, maintenance, use, and dissemination of data and information |  |  |  |  |
| Use evidence-based strategies or promising practices from across disciplines to promote health in communities and populations |  |  |  |  |
| **II. Policy development and program planning skills** |  |  |
| Describe the implications and potential impacts of public health programs and policies on individuals, families, and groups within a population |  |  |  |  |
| Use organizations strategic plans and decision-making methods in the development of program goals and objectives for individuals, families, and groups |  |  |  |  |
| Plan public health nursing services consistent with laws and regulations |  |  |  |  |
| Function as a team member in developing organizational plans while assuring compliance with established policies and program implementation guidelines |  |  |  |  |
| Comply with organizational procedures and policies |  |  |  |  |
| Use program planning skills and community-based participatory research (i.e., collaboration, reflection, capacity building) to implement strategies to engage marginalized/disadvantaged population groups in making decisions that affect their health and well-being |  |  |  |  |
| **III. Communication skills** |  |  |  |  |
| Determine the health, literacy, and the health literacy of the population served to guide health promotion and disease prevention activities |  |  |  |  |
| Apply critical thinking and cultural awareness to all communication modes (i.e., verbal, non-verbal, written, and electronic) with individuals, the community, and stakeholders |  |  |  |  |
| Use input from individuals, families, and groups when planning and delivering health care programs and services |  |  |  |  |
| Use a variety of methods to disseminate public health information to individuals, families, and groups within a population |  |  |  |  |
| Create a presentation of targeted health information. Communicate information to multiple audiences including groups, peer professionals, and agency peers |  |  |  |  |
| Use communication models to communicate with individuals, families, and groups effectively and as a member of the interprofessional team(s) or interdisciplinary partnerships |  |  |  |  |
| **IV. Cultural competency skills** |  |  |
| Use determinants of health effectively when working with diverse individuals, families, and groups |  |  |  |  |
| Deliver culturally responsive public health nursing services for individuals, families, and groups |  |  |  |  |
| Demonstrate the use of evidence-based cultural models in a work environment when providing services to individuals, families, and groups |  |  |  |  |
| **V. Community dimensions of practice skills** |  |  |
| Use formal and informal relational networks among community organizations and systems conducive to improving the health of individuals, families, and groups within communities |  |  |  |  |
| Select stakeholders needed to address public health issues impacting the health of individuals, families, and groups within the community |  |  |  |  |
| Use community assets and resources, including the government, private, and non-profit sectors, to promote health and to deliver services to individuals, families, and groups |  |  |  |  |
| Use input from varied sources to structure public health programs and services for individuals, families, and groups |  |  |  |  |
| Identify evidence of the effectiveness of community engagement strategies on individuals, families, and groups |  |  |  |  |
| **VI. Public health sciences skills** |  |  |
| Use the determinants of health and evidence-based practices from public health and nursing science, when planning health promotion & disease prevention interventions for individuals, families, and groups |  |  |  |  |
| Assess hazards and threats to individuals, families, and populations and reduce their risk of exposure and injury in natural and built environments (i.e., chemicals and products) |  |  |  |  |
| Use evidence‐based practice in population-level programs to contribute to meeting core public health functions and the 10 essential public health services |  |  |  |  |
| Use a wide variety of sources and methods to access public health information (i.e., GIS mapping, community health assessment, local/state/and national sources) |  |  |  |  |
| Use research to inform the practice of public health nursing |  |  |  |  |
| Demonstrate compliance with the requirements of patient confidentiality and human subject protection |  |  |  |  |
| **VII. Financial planning, management, and planning skills** |  |  |
| Explain the public health nurse’s role in emergency preparedness and disaster response during public health events (i.e., infectious disease outbreak, natural or made-made disasters) |  |  |  |  |
| Interpret the impact of budget constraints on the delivery of public health nursing services to individuals, families, and groups |  |  |  |  |
| Explain implications of organizational budget priorities on individual, groups, and communities |  |  |  |  |
| Explain public health nursing services and programmatic needs to inform budget priorities |  |  |  |  |
| Identify data to evaluate services for individuals, families, and groups |  |  |  |  |
| Use public health informatics skills pertaining to public health nursing services of individuals, families, and groups |  |  |  |  |
| **VIII. Leadership and systems thinking skills** |  |  |
| Demonstrate ethical standards of practice in all aspects of public health and public health nursing as the basis of all interactions with individuals, communities, and organizations |  |  |  |  |
| Apply systems thinking to public health nursing practice with individuals, families, and groups |  |  |  |  |
| Participate in stakeholder meetings to identify a shared vision, values, and principles for community action |  |  |  |  |
| Identify internal and external factors affecting public health nursing practice and opportunities for interprofessional collaboration |  |  |  |  |
| Model personal commitment to lifelong learning, professional development, and advocacy |  |  |  |  |
| Facilitate the development of interprofessional teams and workgroups |  |  |  |  |

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1. The authors adapted this rating scale from [Community/Public Health Nursing [C/PHN] Competencies](https://www.cphno.org/wp-content/uploads/2020/08/QCC-C-PHN-COMPETENCIES-Approved_2018.05.04_Final-002.pdf), Quad Council Coalition (2018). [↑](#footnote-ref-2)