

# BUILDING LOGIC MODEL SKILLS IN VULNERABLE COMMUNITY AGENCIES THROUGH PHN DNP STUDENT PRACTICUM ACTIVITIES

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# Presenter Disclosures

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These authors have

**NO RELATIONSHIPS TO DISCLOSE**

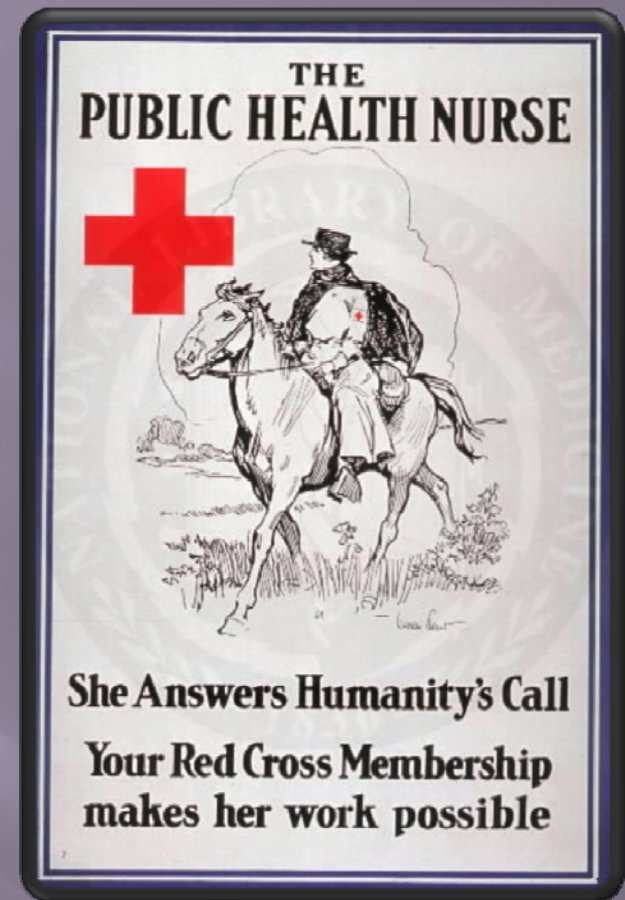


# Learning Objectives

- ▣ Explain the evolution of on-site PHN DNP clinical practicum in a distance learning environment
- ▣ Discuss two critical elements in planning on-site PHN DNP clinical practicum through distance learning activities
- ▣ Describe at least two PHN DNP practicum strategies for building Logic Model skills in community agencies

# Background

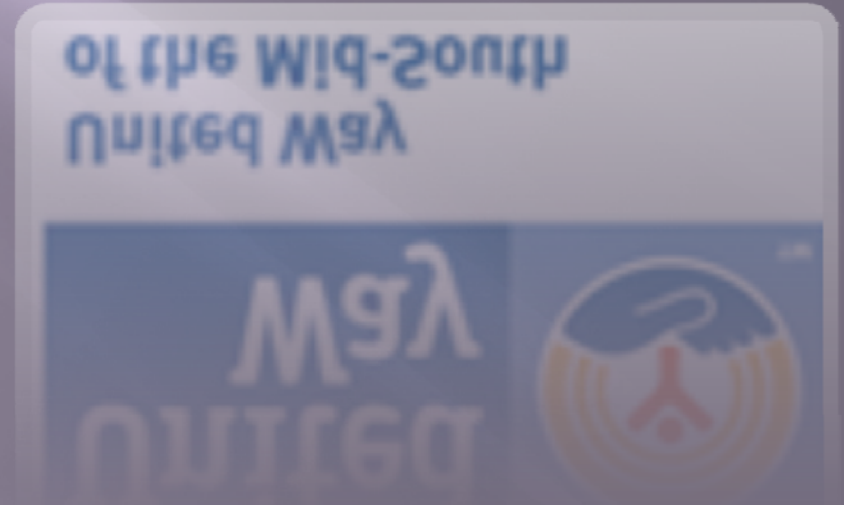
- ▣ 2001– University of Tennessee Health Science Center, College of Nursing created PHN DNP
- ▣ Used both on-campus and distance learning methodologies
- ▣ STATEMENT OF PROBLEM - Difficulty finding consistent practicum experiences to meet PHN Core Competency performance measures





# Background

- ▣ 2007 – At risk agencies identified by major funder
  - Unable to report outcomes
  - Unable to report community impact
  - Without clear reporting of outcomes, agency at risk of loss of funding





# Background

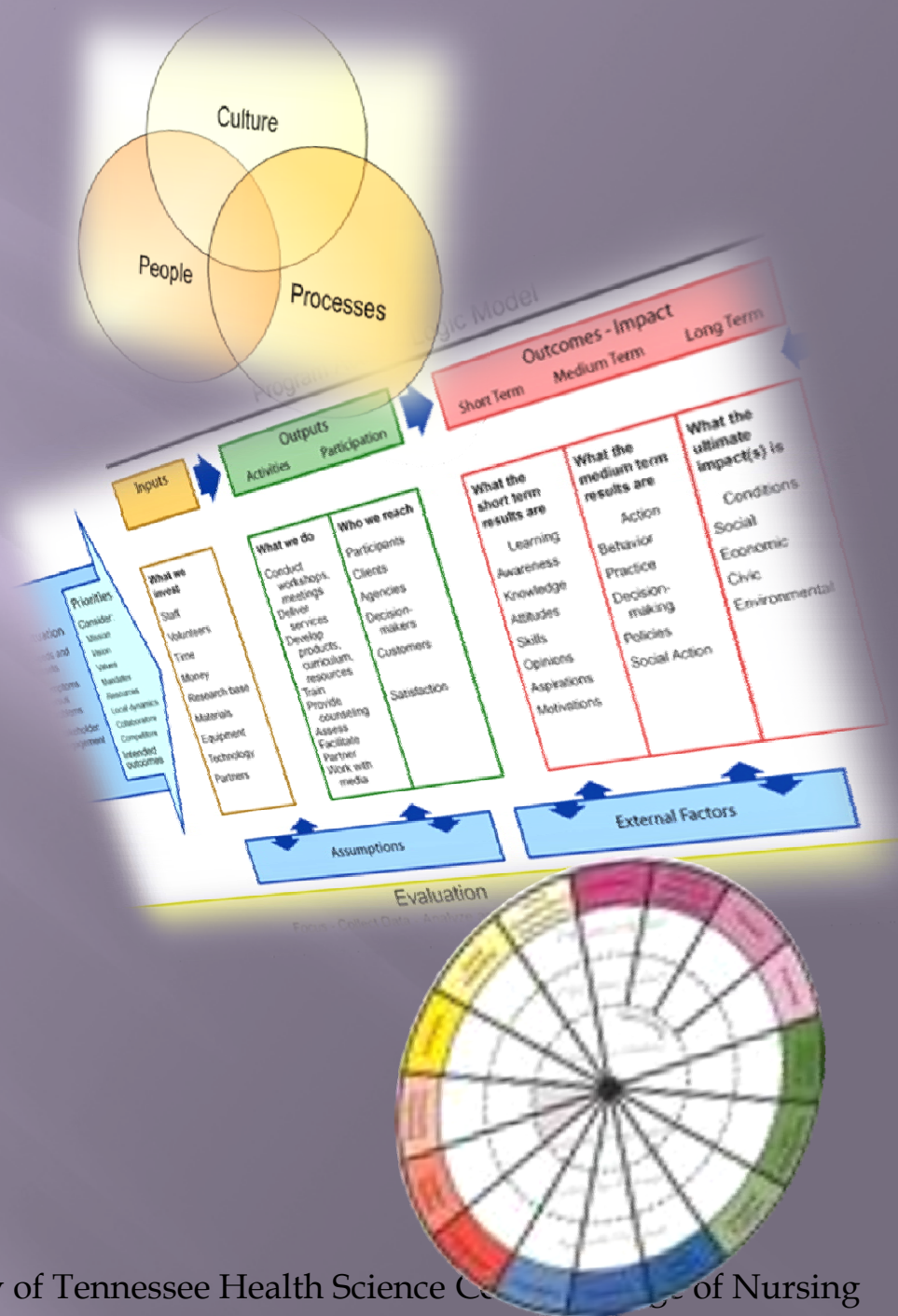
- ▣ PHN Core Competencies
  - Educator's guide for planning clinical experiences
  - Development of Logic Model using the Theory of Change became focus of DNP PHN clinical practicum activity



# Methods

## DISTANCE ACTIVITIES

- ▣ Practicum project overview
- ▣ Introduction to Logic Model and Theory of Change
- ▣ Introduction to and organizations identified by funder
- ▣ Students gather information about organization





# Methods

## ON-CAMPUS ACTIVITIES

- ❑ Meet local agency personnel
- ❑ Presentation - Goals for Day
- ❑ Teams of students paired with organization representatives
- ❑ Conduct focused interviews
- ❑ Logic Model completed and given to organization contact for review







# Logic Model Review



- ❑ Does your organization have resources?
- ❑ Is it reflected in the activities?
- ❑ Major activities reflect implementation and expected outcomes expressed in terms of change
- ❑ Do activities, outputs, and short- and long-term outcomes relate to each other - the “if-then” relationships
- ❑ Does it reflect a variety of perspectives from colleagues and stakeholders





# Methods

## POST ON-CAMPUS ACTIVITIES

- ❑ Distance modalities used
- ❑ Included phone calls, Adobe Connect ® and Blackboard ®
- ❑ One team returned to campus to meet with new director



Aging Commission  
of the Mid-South





# Program Results

- ▣ Agency representatives enthusiastic
- ▣ Participants said
  - “documented impact of their programs”
  - “useful to practice”
  - “exposed some gaps”
  - “provided frame for action”
- ▣ Validated agency activities
- ▣ Used Logic Model to report successes
- ▣ Used Logic Model to plan future activities

# Student Results

- ▣ Enriched understanding about formative development and summative outcomes in local programs serving vulnerable and culturally diverse populations
- ▣ Practicum activities standardized among student groups
- ▣ Core Competency development in student population
- ▣ Foundation for further program development an analysis



# PHN Core Competencies

- ▣ Logic Model Practicum Activity met the following core competency skills:
  - ✓ 1. Analytic Assessment
  - ✓ 2. Program Planning
  - ✓ 3. Communication
  - ✓ 4. Cultural Competency
  - ✓ 5. Community Dimensions of Practice
  - ✓ 6. Basic PH Science
  - ✓ 7. Financial Planning and Management
  - ✓ 8. Leadership and Systems Thinking



# Conclusions

- ▣ PHN Core Competencies provide the foundation for student practicum experiences
- ▣ Distance learning provides continuity for clinical experiences
- ▣ Distance learning provides momentum for on-campus activities
- ▣ Distance learning cements the didactic coursework to the development of skills in PHN DNP students
- ▣ Skill development can be used to build and disseminate capacity in local community programs

# Questions?



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