SUPERVISORY AND LEADERSHIP ROLE OF A NURSE IN THE COMMUNITY IN THE CONTEXT OF OF THE PHILIPPINE HEALTH CARE DELIVERY SYSTEM

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OUTLINE

- **LEVELLING PERSPECTIVES**
    - **Functions of a Public Health Nurse**
    - **Classic Definitions**
        - Leadership
        - Management
        - Supervision

- **CURRENT INITIATIVES**

- **THE PUBLIC HEALTH NURSE IN HER SUPERVISORY ROLE**

PUBLIC HEALTH NURSING

- The practice of promoting and protecting the health of populations using knowledge from nursing, social and public health sciences.

- Focuses on population health with the goal of promoting health and preventing disease and disability.

Function of the PHN

- **Management**
- **Supervisory**
- **Nursing Care**
- **Collaborating and coordinating**
- **Health promotion and education**
- **Training**
- **Research**

Leadership

Nursing and Leadership Necessities

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Abstract

Leadership is defined as the sum of the knowledge and skills to gather a group of people around specific goals and mobilize them to achieve these goals. When the development of leadership in the nursing profession is evaluated, it is seen that it is progressing in parallel with the social events and changes in the health system. The nurse's leadership role is an important component of the profession in the development of the profession and in providing strong healthcare service to the community. There is a leadership role wherever the nursing profession is applied. The aim of this review is to discuss the leadership role and necessities of nurses in the changing health system in today's world where changes occur in every field such as social, economic, and political, and in the solution of health problems caused by these changes.

Keywords: Nursing, leadership, history of leadership, leadership necessities

Management

- A theory of nursing management evolves from a generic theory of management governing effective use of human and material resources.

- Four major elements: planning, organizing, directing or leading, and controlling or evaluating.

- Nursing management focuses on human behavior, nurse managers being educated in the knowledge and skills of human behavior manage professional nurses as well as non professional nursing workers, to achieve the highest level of productivity in patient care services.

- To do this they acquire the management competencies of leadership to stimulate motivation through communication with the work force.

Supervision

- Guiding production and procedures of staff to accomplish delegated goal or objective
- Components:
- Guiding activities of staff to accomplish delegated goal or objective.
- Identifying tasks and roles needed.
- Developing effective teams.
- Ensuring that the right competencies are being applied to tasks.
- Seeing that problems are resolved
- Monitoring and refining staff/team performance
- Conforming with organizational policies.

Core Skills of Supervision

- Translating delegated goals into actions including
- Conducting feasibility studies to refine work plan and to identify required resources and skills
- Mobilizing the right mix of people and skills to accomplish components of delegated goals
- Team building
- Ensuring understanding of work objectives and tasks
- Facilitating meetings, sustaining progress
- Monitoring progress toward goals and objectives
- Trouble shooting, resolving problems and conflicts.

Current Concept of Supervision

- A systematic, ongoing process for increasing the efficiency of health personnel by developing their knowledge, perfecting their skills, improving their attitudes towards their work and increasing their motivation.

- Not finding fault or different from inspection as the old concept was.

- Continuous process of educating, training, checking and evaluating performance, counselling and guidance in an atmosphere of mutual respect and positivity.

PROFESSIONAL PRACTICE OUTCOMES (PPO) AND LEVEL ALIGNMENT MATRIX (LAM)
(July 7, 2024)

QUALIFICATION TITLE: Certificate in Advanced Practice Nurse (APN I) in Public Health - Level 7

B. ADVANCED COMPETENCIES/SKILLS

- **Develops mastery of technical skills and practical experience along with in-depth knowledge relevant to public health nursing practice.**

Demonstrates advanced skills in:

1. assessment, planning, and evaluating interventions for entire populations, such as health promotion and risk reduction programs;
2. leadership in interprofessional teams to improve population health outcomes;
3. supervisory (e.g., coaching, mentoring) of peers and auxiliary health workers
4. influencing policies on the organization, regulation, financing, and delivery of health care;
5. communication and interprofessional collaboration in order to develop and sustain relationships;
6. problem-solving and negotiation;
7. systems thinking to improve quality, cost-effectiveness and safety outcomes of interventions; and
8. sensitivity to culture, gender, and social class diversity.

DOH COMPETENCY FRAMEWORK

MANAGING PERFORMANCE AND COACHING FOR RESULTS

Definition	Ability to create an enabling environment, which will nurture and sustain a performance-based coaching culture. Effectiveness of this competency also includes strong focus on developing people for current and future needs, managing talent, promoting the value of continuous learning and development.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
BASIC	1	Initiates setting up of performance expectations, assessment methods, and career planning mechanisms	• Creates tools and/or applies new methods in correcting and improving below standard or non-compliant performance of individuals or groups, using knowledge and skills in coaching to enable them to initiate solutions for their growth and development. • Has a basic understanding of performance setting and assessment methods that are used to evaluate and measure an employee's performance against standard performance criteria and to document the results of the assessment. • Awareness of basic individual career planning, career pathing, target-/goals-setting and succession planning. • Recognizes employees' ability to change.	• Results of PIP (Performance Improvement Plan) or its equivalent in addressing non-performing employee(s). • Accomplished IPCR • Recommended Career Management and Succession Planning policy of DOH • Accomplished IPCR • Accomplished RFA (Request for Action)
INTERMEDIATE	2	Applies the appropriate action using available tools to ensure that performance matches standards	• Monitors the strategic imperative of the organization and orchestrates teams, work, and organizational culture around this through advanced skills in coaching to achieve performance goals. • Clearly defines goals, objectives, workload standards and performance measurement criteria. • Sets clear, well-defined desired outcomes for work activity and tracks progress. • Objectively assesses an individual's strengths and areas for development.	• Action Plan for Coaching individual and teams for high performance • Clearly defined goals and objectives, workload and performance standards • Accomplished IPCR • Accomplished RFA

DOH COMPETENCY FRAMEWORK

| ADVANCED | 3 | Monitors staff's performances objectively | • Leads the organization by example and through coaching towards achievement of public service performance standards.
• Tracks employees in meeting their performance objectives.
• Provides training opportunities and success reinforcement for employees' development.
Maintains two-way dialogue with supervisees about work and results.
• Plans by determining objectives, priorities, activities and component feasibility, by predicting outcomes and establishing budgets.
• Demonstrates confidence in conducting coaching and counseling sessions with staff. | • Accomplished DPCR
• Minutes of Management Review and related meetings
• Prepared PRAISE (Program on Awards and Incentives for Service Excellence Committee Report)
• Prepared recommendation letters
• Established Coaching and Counseling programs and activities
• Set objectives and priorities with predicted outcomes and established |

DOH COMPETENCY FRAMEWORK

				budget to ensure high performance and productivity of own Bureau/Department or Unit.
EXPERT	4	Gives staff critical and constructive feedback to remove unwanted behaviors and bridge gaps	• Leads the organization by example and through coaching towards achievement of public service performance standards. • Cites critical incidents to justify assessment and gives specific constructive feedback for developmental purposes. • Coaches by giving assessment feedback and general advice about leveraging strengths and overcoming performance gaps. • Manages employee performance by using various techniques in dealing with or resolving difficult, ambiguous or unwanted behavior, measuring and pinpointing specific behaviors or results that need to be changed and providing feedback to achieve the desired performance.	• Recommended policies and programs to promote effective performance feedback mechanism including, but not limited to, Performance Evaluation System, Coaching for High Performance, Rewards and Recognition, and other related performance-related programs. • Accomplished DPCR • Minutes of Management Review and related meetings • Prepared PRAISE (Program on Awards and Incentives for Service Excellence Committee Report) • Prepared recommendation letters • Set objectives and priorities with predicted outcomes and established budget to ensure high performance and productivity of own Bureau/Department or Unit. • Leveraged Competency Framework of DOH in building organizational capability.

PUBLIC HEALTH NURSING COMPETENCIES

Tier 1 Quad Council Public Health Nursing Competencies	Tier 2 Quad Council Public Health Nursing Competencies	Tier 3 Quad Council Public Health Nursing Competencies
Tier 1 Core Competencies apply to generalist public health nurses who carry out day-to-day functions in state and local public health organizations, including clinical, home visiting and population-based services, and who are not in management positions. Responsibilities of the PHN may include working directly with at-risk populations, carrying out health promotion programs at all levels of prevention, basic data collection and analysis, field work, program planning, outreach activities, programmatic support, and other organizational tasks. Although the CoL competencies and the Quad Council competencies are primarily focused at the population level, public health nurses must often apply these skills and competencies in the care of individuals, families, or groups. Therefore, Tier 1 competencies reflect this practice.	**Tier 2 Core Competencies** apply to PHNs with an array of program implementation, management and/or supervisory responsibilities, including responsibility for clinical services, home visiting, community-based and population-focused programs. For example, responsibilities may include: implementation and oversight of personal, clinical, family focused, and population-based health services; program and budget development; establishing and managing community relations; establishing timelines and work plans, and presenting recommendations on policy issues.	**Tier 3 Core Competencies** apply to PHNs at an executive/senior, management level and leadership levels in public health organizations. In general, these competencies apply to PHNs who are responsible for oversight and administration of programs or operation of an organization, including setting the vision and strategy for an organization and its key structural units, e.g., a public health nursing division. Tier 3 professionals generally are placed at a higher level of positional authority within the agency/organization, and they bring similar or higher level knowledge, advanced education and experience than their Tier 2 counterparts.

The journey of a public health nurse!

- **Nurse Instructor II**
- **Nurse Program Supervisor**
- **Chief Health Program Officer**
- **Team Lead/Division Chief of 3 newly created divisions:**
  - **Cancer Control Division**
  - **Mental Health Division**
  - **Oral Health Division**

Functions

- Policy development
- Research utilization
- Program management
- Advocacy
- Managing staff performance
- Coaching
- Mentoring

To whom much is given, much is required!
Luke 12:48b

THANK YOU!