

Developing components of on-the-job training for public health nurses to promote preventive activities

Misako Miyazaki

Chiba University, Graduate School of Nursing

Rie Iino

Chiba University, Graduate School of Nursing

Mina Ishimaru

Chiba University, Graduate School of Nursing

Yukari Sugita

Chiba University, Graduate School of Nursing

Noriko Sato

Chiba Prefectural University of Health Sciences

Reiko Tokita

Tokyo University of Information Sciences

Satoko Suzuki

Chiba University, Graduate School of Nursing

Ayano Sakai

Chiba University, Graduate School of Nursing

Taichi Sato

Chiba University, Graduate School of Nursing

Chiyuki Kurisu

Kameda University of Health Sciences

Hiroko Tsuchiya

Yokoshibahikari Town

Background

Health problems are increasing, and public health nurses (PHNs) are expected to improve practical skills to promote preventive activities in the community.

Aim of the study

To identify the components of on-the-job training (OJT) for PHNs to improve practical skills in promoting preventive activities.

Methods

Participants were 11 pairs of supervisors and staff members of PHNs in local governments. The practical nursing skill items devised by researchers were presented to PHNs, who were asked to use them for two or three months. Their progress was analyzed, and the OJT behavior influencing the activities was categorized.

Results

The experience of PHNs was 28.3 years for supervisors and 7.2 years for staff. Activities included: childcare support and prevention of severe diabetes and suicide. Five categories and 34 subcategories were derived from 83 codes: (1) awareness of local issues and practical skills (“Awareness of problems in job functioning” category), (2) communication of professional principles and giving meaning to thoughts and actions (“Mutual understanding through advice” category), (3) human relationships allowing for sympathetic discussions and a culture that facilitates on-time consultation (“Workplace culture” category), (4) guidelines for establishing a common basis and holding regular meetings to exchange opinions (“Structure of the organization” category), and (5) placing value on prevention (“Implications for activities and practical skills” category).

Conclusions and implications

OJT involves sharing of expertise between supervisors and staff through advice, awareness of the core problem to promote preventive activities, and underlying guidelines and interpersonal relationships for environmental development.