Public Health:

Recommended Baccalaureate Competencies and Curricular Guidelines for Public Health Nursing

A Supplement to The Essentials of Baccalaureate Education for Professional Nursing Practice

American Association *of* **Colleges** *of* **Nursing**

ADVANCING HIGHER EDUCATION IN NURSING

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Acknowledgements

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Background

The United States healthcare system must meet the challenges of the 21st century with innovative, cost-effective strategies that continue to deliver high-quality health care to all who need it while increasing efforts to promote a healthier population.   The recent Institute of Medicine Report, *For the Public's Health*, notes that poor U.S. health status and costly medical care consumption reflect a failure of the nation's health system as a whole—medical care, governmental, public health, and other actors—to support strategies that advance population health**.** (Institute of Medicine, For the Public's Health, Washington, D.C., 2012)

Professional nursing has supported health and health-promoting activities since the days of Florence Nightingale who observed in 1894 that "Money would be better spent in maintaining health in infancy and childhood than in building hospitals to cure diseases" (Monteiro, L.A. 1985. Florence Nightingale on public health nursing. *American Journal of Public Health, 75*:2, 181-186). However, professional nurses were needed to provide expert care to patients in hospitals. This need escalated over time as hospitals continued to invest more heavily in healing technologies that increased the intensity of care as well as the expertise needed to support the patient during the hospital stay. Professional nurses supported patients in technology intensive-care units, trauma-units, and surgical suites and became essential to the highly specialized and costly acute care hospital industry in the United States.

As acute care became more costly, questions arose about the relationship between health and illness, and the resources needed to decrease acute care utilization. Healthcare policy experts focused on the social determinants of health and the best ways to support healthy lifestyles in the population. This emphasis on health became even more pressing when the Patient Protection and Affordable Care Act was passed in 2010 assuring health insurance coverage to the majority of the U.S. population. The realization of the potential public cost of illness-focused care increased the emphasis on population health and preventive healthcare services. As a result, the need for professional nurses to engage in community and population assessment, health promotion, and interdisciplinary efforts to improve health has never been greater. In addition, the acute care industry has new incentives to decrease hospital readmissions and hospital-induced patient injuries. Prevention of hospital acquired complications is a high priority. Discharge planning has shifted to care coordination and health system navigation for patients because providers realize the importance of caring for clients across all levels of prevention and over the entire healthcare continuum. Professional nurses are central to these efforts and need the skills that can help the patient return safely to the community at the highest possible level of health. The knowledge and skills needed to empower professional nurses to achieve these goals are many, and nursing education is challenged to provide them.   This guide is intended to support undergraduate nursing educators in their efforts to empower nursing for health – not healthcare.

Promoting health requires an educational focus that differs significantly from the illness-focused acute care skills traditionally taught in baccalaureate nursing programs. The AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) in delineating the outcomes expected of graduates of all baccalaureate nursing programs clearly recognizes the need for a

strong curricular focus on population health. This supplement, *Recommended Baccalaureate Competencies and Curricular Guidelines for Public Health Nursing,* is intended to help nurse educators incorporate population-focused content and learning opportunities into the baccalaureate nursing curriculum, including both the didactic and clinical experiences and to support the introduction of population health into all aspects of undergraduate nursing education.

Supplement Overview

This supplement is intended to provide nursing undergraduate faculty with resources and curriculum suggestions for introducing population health into the baccalaureate nursing curriculum. Many options are presented in Table 1 that are intended as recommendations only; the final choice depends on the needs of the individual curriculum and program. A guide to some of the most helpful websites is provided in Table 2.

Initiatives in public health education are shaped by many organizations and stakeholders. The Council on Linkages (COL), a coalition of twenty national organizations interested in improving public health education and practice, has developed eight domains of knowledge and skill needed in public health. The Quad Council of Public Health Nursing Organizations, representing both public health nursing education and practice across all settings, has developed public health competencies for each COL domain in three levels of nursing practice: the basic or generalist level, the specialist or mid-level, and the executive and/or multi-systems level. The intent of the Quad Council competencies is to reflect the unique competencies required in public health nursing across the three levels of practice. Selected Quad Council competencies are referenced in Table 1 to highlight important knowledge and skills needed for the practice of public health nursing.

In the Appendix we provide a content map to the public health nursing (PHN) knowledge domains as defined by the Council on Linkages and utilized by the Quad Council of Public Health Nursing Organizations. (Cravetz, M., Krothe, J., Reyes, D., and Swider, S., (2011). Quad council competencies for public health nurses. Retrieved from http://www.resourcenter.net/images/ACHNE/Files/QuadCouncilCompetenciesForPublicHealthNurses_Summer2011.pdf.) . The Quad Council competency guide organizes the basic public health nursing competencies according to the eight domains of public health practice defined by the Council on Linkages between Academia and Public Health Practice (COL). With the increasing need to prepare all nurses with an enhanced focus on population health, the competencies suggested in the Quad council level 1 or basic level of practice should be considered for all baccalaureate nursing graduates regardless of their intended career specialization. As shown in the Appendix, the AACN Essentials of Education for Baccalaureate Nursing Practice provides a solid basis for curriculum design that is consistent with both the Quad Council and Council on Linkages guidance for the preparation of public health professional practice.

Table 1: Population Health and the Essentials of Baccalaureate Education for Professional Nursing Practice

Essential I: Liberal Education for the Baccalaureate Generalist Nursing Practice
In addition to the generic competency statements listed in the *Essentials* document, it is recommended that the baccalaureate nursing program prepare the graduate to: • Utilize the social and ecological determinants of health to work effectively with diverse individuals, families, and groups. • Explain factors contributing to cultural diversity that affect individuals and the family in society to diverse stakeholders including policymakers, regulators, practitioners, and community members.
Rationale: Liberal education provides essential basic skills that baccalaureate nurses will need to understand and promote population health. The essential learning outcomes proposed in support of public health education in the liberal arts suggest that knowledge of human cultures and the physical and natural worlds, intellectual and practical skills, personal and social responsibility, integrative learning, and complex problem solving develop a citizenry capable of meeting the challenges of the future in ways that preserve human health and well-being (Albertine, Persily, and Riegelman, 2007). Nursing in a changing health system requires a nuanced understanding of the relationship of the individual to family, community, and society in order to promote health and maximize well-being.

Suggested Content:
    • Concepts of cultural competence relevant to health of population groups and communities.
    • Sociology of family, community, and professional networks and populations.
    • Group dynamics and the social psychology of families and communities.
    • Philosophy of man and community.
    • Principles of distributional ethics, justice, and culture.
    • Theories related to economic development and resource allocation in groups/society.
    • Concepts related to global health in society and the determinants of health in human populations.
    • Political influences and policy development.

Suggested Teaching Strategies:
    • Participate in debates and discussions comparing the resource allocation possibilities in support of healthy communities.
    • Examine the philosophical and social approaches to community decision-making.
    • Discuss the impact of cultural diversity on shared community decisions in the areas of health and social welfare.
    • Participate in community meetings that are focused on resource allocation issues in health and social welfare.
    • Discuss the ethical issues inherent in resource allocation strategies for community health and well-being.

Essential I: Liberal Education for the Baccalaureate Generalist Nursing Practice
• Examine the economic, social, and scientific basis for society's interest in health and healthcare. • Compare and contrast various approaches to providing healthcare services to communities. • Create clinical experiences that provide students with an understanding of the impact of cultural diversity, differing social compacts, and differing philosophies of the role of government in promoting health for communities and population groups. • Analyze scenarios of social change based upon political influences, laws, and regulation.

Resources/References:

Albertine, S., Persily, N., and Riegelman, D. (2007). Back to the pump handle, public health and the future. *Liberal Education, 93*:4, 32-39.

DeBrew, J.K. (2010). Perceptions of liberal education of two types of nursing graduates: The essentials of baccalaureate education for professional nursing practice. *Journal of General Education, 59*:1 42-62.

Hermann, M. (2004, Fall). Linking liberal and professional learning in nursing education. *Liberal Education*. Retrieved from http://www.aacu.org/liberaleducation/le-fa04/le-fa04perspective.cfm.

Liberal education and public health. (1960, October) Editorial. *American Journal of Public Health*, 1589-1590.

Valiga, T., and Bruderle, E. (1997). *Using the arts and humanities to teach nursing.* New York, NY: Springer.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
In addition to the generic competency statements listed in the *Essentials* document, it is recommended that the baccalaureate nursing program prepare the graduate to: • Apply systems theory to PHN practice with individuals, families, and groups. • Participate with stakeholders to identify vision, values, and principles for community action. • Maintain knowledge of current laws and policies relevant to public health.
Rationale: Baccalaureate-prepared nurses need to understand the basic systems that support population health. These systems include family and community stakeholder groups that impact the social determinants of health as well as the delivery of essential healthcare services. Knowledge of the political systems, social organization, and legal and regulatory structures within the community is essential to quality in professional nursing. Population health services that are supported by the network of social and political stakeholders in the community are more likely to succeed.
Suggested Content: • Organizational and nursing theories including ecological theories and systems theory • Stakeholder engagement and consensus building strategies and techniques • Quality assurance methods and measurement tools • Population data utilization and reporting strategies and tools • Introduction to community assessment techniques including SWOT analysis and presentation • Introduction to the social determinants of health and resource allocation strategies
Suggested Teaching Strategies: • Introduce community assessment using experiential strategies such as windshield surveys, situational games, or health profiling. • Provide a theoretical basis such as community ecological or systems models to guide community assessment and intervention. • Introduce quality principles using a logic model approach that defines outputs, outcomes, and impact together with evaluation parameters. Illustrate these concepts using examples from completed community assessments. • Provide an example of population data analysis using the CDC Wonder system that enables students to design their own population data analysis. • Introduce stakeholder network engagement using examples based on practical applications such as the European Scientific Working Group on Influenza (ESWI) network (http://www.eswi.org) or the stakeholders' collaboration to improve school health in Chicago (http://www.stakeholderschicago.org). • Provide some experiential exposure to the linkages between poverty and health such as review of food deserts in poor urban areas or environmental dangers in deprived industrial zones. Class discussion can develop concepts of the social determinants of health and the effects of poverty on access to health-producing environments and lifestyle for families and communities.
Resources/References:

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
Masters, K. (2005). Teaching tools: Development and use of an educator-developed community assessment board game. *Nurse Educator, 30*:5 189-190. Retrieved from http://www.nursingcenter.com/lnc/journalarticle?Article_ID=602703.

Stokols, D. (1996). Translating social ecology theory into guidelines for community health promotion. *American Journal of Health Promotion, 10*:4, 282-298. http://www.yale.edu/bioethics/contribute_documents/Translating.pdf.

United Nations. World Health Organization. (2001). *Community Health Needs Assessment. World Health Organization.* Retrieved from http://www.euro.who.int/__data/assets/pdf_file/0018/102249/E73494.pdf .

United States Department of Health and Human Services, Centers for Disease Control. Community Involvement Resources Website. http://www.cdc.gov/nceh/ehs/ceha/resources.htm.

United States. Department of Health and Human Services. Centers for Disease Control. CDC Wonder Web Portal. http://wonder.cdc.gov. |

Essential III: Scholarship for Evidence-based Practice
In addition to the generic competency statements listed in the *Essentials* document, it is recommended that the baccalaureate nursing program prepare the graduate to: • Identify the determinants of health and illness of individuals and families using multiple sources of data. • Use epidemiologic data and the ecological perspective to identify health risks for a population. • Participate in research activities such as data collection at the community level to build the scientific base of public health nursing.
Rationale: The application of rigorous data collection, management, and analysis to the practice of nursing is the cornerstone of evidence-based practice. Baccalaureate nurses need a foundational understanding of epidemiology and biostatistics to evaluate and appropriately use the evidence from population-based general and topic-focused health surveys. Evaluation of the quality of evidence, the ethical use of information collected from population-based surveys, and the ethical collection and use of population-based data forms the scholarly core of entry-level public health nursing practice.
Suggested Content: • Assessment and planning of population health services using vital statistics and other population data for assessment and planning of health services. • Applied research in community wellness, production of health, and impact of health programs. • Critical components and competencies relevant to public health nursing. • Public health nursing program evaluation protocols based on the analysis of population-based health outcomes. • Use of evidence to focus immunization programs, disaster preparedness strategies, and communicable disease prevention and education programs.
Suggested Teaching Strategies: • Introduce students to the CHANGE tool and action guide to understand how to use the change approach to use data to support community action. • Illustrate the use of interactive mapping software, like the software available from the CDC Division for Heart Disease and Stroke Prevention (http://apps.nccd.cdc.gov/DHDSPAtlas/#), to create community profiles. • Use case studies, scenarios, and discussions to introduce students to the ethical issues surrounding the use of public health data. • Provide an introduction to the National Center for Health Statistics datasets and reports and illustrate their use in working with communities and populations. • Provide an opportunity for student-teams to develop a proposal or other small project based on a defined community problem or need. Arrange a group poster presentation to showcase student projects. • Assign student groups to conduct a systematic review of the literature regarding an aspect of a public health issue to devise evidence-based strategies for public health nursing. • Introduce students to available county and state population health evidence that may be available from the health department website or state website.

Essential III: Scholarship for Evidence-based Practice

Resources/References:

Jacobs, J.A., Jones, E., Gabella, B.A., Spring, B., and Brownson, R.C.(2012). Tools for implementing an evidence-based approach in public health practice. *Preventing Chronic Disease 2012, 9*:110324. DOI: http://dx.doi.org/10.5888/pcd9.110324.

National Association for Public Health Statistics and Information (NAPHSIS) website. http://www.naphsis.org/Pages/home.aspx

Public Health Leadership Society. (2002). Principles of the ethical practice of public health. Retrieved from http://phls.org/CMSuploads/Principles-of-the-Ethical-Practice-of-PH-Version-2.2-68496.pdf.

Public Health Service and Systems Research website. http://www.publichealthsystems.org

United States Department of Health and Human Services, Centers for Disease Control and Prevention. CDC Healthy Communities Program. CHANGE Tools. Retrieved from http://www.cdc.gov/healthycommunitiesprogram/tools/change.htm.

United States Department of Health and Human Services, Centers for Disease Control and Prevention. Mortality and Morbidity Weekly Reports. http://www.cdc.gov/mmwr

Essential IV: Information Management and Application of Patient Care Technology
In addition to the generic competency statements listed in the *Essentials* document, it is recommended that the baccalaureate nursing program prepare the graduate to: • Access public health and other sources of information using informatics and other information technologies. Assess data collected as part of the community assessment process to make inferences about individuals, families, and groups. • Identify gaps and redundancies in data sources in a community assessment through work with individuals, families, and communities. • Apply ethical, legal, and policy guidelines and principles in the collection, maintenance, use, and dissemination of data and information. • Understand methods and practices used to identify and access public health information for individuals, families, and groups.
Rationale: The use of data to understand the distribution and determinants of disease in human populations is part of the core knowledge that informs the delivery of population health services. Data driven approaches to understanding the social determinants of health require a broader understanding of the social and biological environment. This understanding is developed by using existing data in ways that support analysis of the health of individuals within communities. Promoting health in communities
Suggested Content: • Use of information at the individual and community level on the distribution and determents of disease. • Community activities that use data to address community health challenges or to evaluate community health interventions. • Evaluation of data for validity, reliability, and utility in analyzing the determinants of health in communities and populations. • Interdisciplinary and transdisciplinary team strategies to improve health in communities and evaluate community interventions.
Suggested Teaching Strategies: • Introduce students to the role and function of vital statistics data in population health services and analysis using guest speakers from state vital statistics departments or webquests to identify vital statistics issues and applications. • Provide community health profiles or spatial maps showing health or environmental resources to help students understand the use of data to address community health and the social determinants of health in communities. • Invite an interdisciplinary panel that represents health providers, environmental workers, librarians or other information workers, and local governments to provide insights into using community health information to impact family and individual health. • Promote classroom discussion on the collection, use, and protection of public health data in local and state health departments. • Identify local data sources specific to a health issue and compare this data with regional and national data. • Introduce students to the laws regarding reportable diseases and the mortality and morbidity reporting systems. The CDC Mortality and Morbidity Report should be introduced as an illustration of the use of reportable data (http://www.cdc.gov/mmwr).

Essential IV: Information Management and Application of Patient Care Technology

Resources/References:

Social Sciences Research Council. Measure of America. Retrieved from
http://www.measureofamerica.org/maps

Sadana, R., & Harper, S. (2011, September). Data systems linking social determinants of health with health outcomes: advancing public goods to support research and evidence-based policy and programs. *Public Health Reports 2011*, 126(Suppl 3):6–13..

Russell, C. K., Burchum, J. R., Likes, W. M., Jacob, S., Graff, J.C., Driscoll, C., Britt T., Adymy, C., & Cowan, P. (2008). WebQuests: creating engaging, student-centered, constructivist learning activities. *Computers, Informatics, Nursing: 26*(2), 78-87.

Monsen, K.A**.,** Fitzsimmons, L.L., Lescenski, B.A., Lytton, A.B., Schwichtenberg, L.D., & Martin, K.S. (2006). A public health nursing informatics data-and-practice quality project. *Computer, Informatics, Nursing, 24,* 152-158.

Public Health Informatics Institute. http://www.phii.org/what-we-do

CDC Learning Connection Resources: http://www.cdc.gov/learning/archive/informatics.html

Essential V: Healthcare Policy, Finance, and Regulatory Environments
In addition to the generic competency statements listed in the *Essentials* document, it is recommended that the baccalaureate nursing program prepare the graduate to: • Describe the structure of the public health system. Identify public health policiens, laws and regulations relevant to PHN practice. Identify the impact of the system on individuals, families, and groups. • Describe various approaches used to implement and improve public health processes and systems.
Rationale: Federal, state and local regulation of healthcare shapes the environment for professional nursing. Public and private funding provides the resource base enabling service delivery and regulation. Policies that define the conditions and strategies for health services are shaped by all levels of government as well as organizations interested in population health. An understanding of the complex relationship between levels of government and the shared financing arrangements that support population health services is essential for baccalaureate nurses as well as for those with particular interest in public health careers.
Suggested Content: • Major public health laws and regulations at the federal and state level • Major financing strategies that support health service delivery • The uses and sources of funds for public health services at local, state, and federal levels • How public health laws and regulations are made at local, state, and federal levels • The role and power of the state during national and local emergencies and communicable disease outbreaks • Overview of economic models and theories including the functioning of the free market and market failure in healthcare • Health and healthcare focused policy and regulatory environments
Suggested Teaching Strategies: • Hold case study discussions on the various financing strategies used for public health and the effects on households, governments, and the economy. • Invite participation from local government officials or local members of health boards, county, or city government to discuss public health regulation, program planning, disaster preparedness, or other safety topics. • Arrange observational experiences for students at public hearings, legislative committee meetings, or other public regulatory events relevant to public health. • Plan site visits to water treatment, food safety, or communicable disease government programs. • Select a population health problem such as obesity, teen pregnancy, STDs, tuberculosis, or childhood immunization and ask students to view a presentation and organize a discussion panel on the issue. • Invite an interdisciplinary team focused on a public health issue to have a panel discussion. Provide students with a discussion guide that asks them to research distribution and determinants of the issue and suggest 3-5 questions for the panel to discuss. • Arrange student interviews with local businesses, business groups, or Chambers of

Essential V: Healthcare Policy, Finance, and Regulatory Environments
Commerce to gain an understanding of their perspective on public health issues facing the business community.

Basic Resources/References:

Dickson, G.L. and Flynn, L. (eds). (2009). Nursing policy research. Turning Evidence-Based research into health policy. New York: Springer Publishing.

Milstead, J.A. (2008). *Health policy and politics: A nurses' guide.* Sudbury, MA: Jones and Bartlett.

Nickitas, D.M, Middaugh, D.J., and Aries, N. (Eds.). (2011) *Policy and politics for nurses and other health professionals.* Sudbury, MA: Jones and Bartlett.

Policy websites that have current health and nursing policy information:
American Association of Colleges of Nursing: http://www.aacn.nche.edu/government-affairs
AARP Center to Champion Nursing in America http://championnursing.org
American Nurses' Association: http://www.nursingworld.org
CDC Public Law Program: http://www.cdc.gov/phlp/index.html
Kaiser Family Foundation: http://www.kff.org
NACCHO: http://www.naccho.org/topics/infrastructure/PHLaw/index.cfm
Robert Wood Johnson Foundation: http://www.rwjf.org

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
• Participate as a team member in developing organizational plans to implement programs and policies; participates as a team member in evaluating programs for their effectiveness and quality.   • Communicates effectively in writing, orally, and electronically as a member of interprofessional teams.   • Apply basic human relations and conflict management skills in interactions with peers and other healthcare team members.
Rationale: Work in interdisciplinary teams was identified as a competency central to the education of all health professionals at the second summit on health professions education in 2003 (IOM, 2003). Communication within the team is essential to achieve optimal patient outcomes and is a one of the four competencies identified in the Interprofessional Educational Collaborative's *Core Competencies for Interprofessional Collaborative Practice* (2011). The increasing complexity of patient care has increased the need for close collaboration across the entire care team. Interprofessional communication requires availability, respect, general and health literacy, and an effort to reach beyond professional barriers and jargon to achieve a shared understanding within the team. Effective interprofessional communication is an essential precursor to improving the process and outcomes of patient care. For this reason effective communication is identified as a priority in medical, nursing, and allied health professions. Effective interprofessional communication begins with effective interprofessional education where students from all health disciplines learn to work together for the good of the patient and family.
Suggested/Essential Content: Advocated for interdisciplinary education and practice has been an important piece of AACN's agenda for almost 20 years (http://www.aacn.nche.edu/publications/position/interdisciplinary-education-and-practice). The AACN position statement suggests that schools of nursing should focus educational activity in these five essential areas: • Develop programs and curricula that incorporate opportunities for undergraduate and graduate nursing students to interact in a collaborative manner with a range of disciplines in the provision of health care.   • Seek to establish mechanisms with other disciplines for joint planning and decision making in order to identify shared content and clinical experiences.   • Collaborate with other healthcare disciplines to develop, implement, and evaluate models of interdisciplinary education.   • Seek opportunities to provide clinical experiences that foster an interdisciplinary approach.   • Conduct research to evaluate outcomes (particularly patient outcomes) of interdisciplinary models of education and practice.
Teaching Strategies: • Develop collaborative case studies that engage students in medicine, nursing, pharmacy, social work, public health, and other allied health disciplines as available. Have students jointly present the case.   • Introduce the TeamSTEPPS model to students early in the curriculum and thread the TeamSTEPPS approach through all courses (http://teamstepps.ahrq.gov).

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Articulate how the principles of TeamSTEPPS can be applied in a population health context as well as in clinical settings.   - Engage students in learning about the use of briefs and huddles (http://www.health.mil/dodpatientsafety/ProductsandServices/Toolkits/BriefsHuddles.aspx) to improve both understanding and communication in the team.   - Use case studies and simulations to engage nursing students in problem-solving for patients with severe communication impairments such as sensory impairment, language challenges, dementia, mental illness, or severe anxiety or depression. Provide opportunities for team debriefing after the simulation or case solution.   - Introduce students to strategies for clear team communication in challenging high-stress situations such as accidents, mass casualty, or disease outbreaks. Use media, situational simulation, and expert interviews to provide insight and discussion on how to manage these situations.   - Establish communication as a main topic in the student's clinical reporting requirement to motivate reflective analysis of real-life communication challenges in the care setting.   - Introduce students to the literature and practice of engineering high-performance teams. Encourage communication mapping as a diagnostic strategy to support better team performance.   - Provide opportunities for students to attend interdisciplinary community forums, task forces or coalition meetings, and discuss the communication patterns and the consensus building process.
Resources/References: Chapman, K. B. (2009, November). Improving communication among nurses, patients, and physicians. *American Journal of Nursing, 109*(11), 21-25. Finke, H., Light, J. and Kitko, L. (2008, August). A systematic review of the effectiveness of nurse communication with patients with complex communication needs, with a focus on the use of augmentative and alternative communication. *Journal of Clinical Nursing, 17*(16), 2102-2115. Interprofessional Education Collaborative. (2011). Core competencies for interprofessional collaborative practice. Report of an expert panel. Washington, D.C., AACN. Retrieved from http://www.aacn.nche.edu/education-resources/ipecreport.pdf Kruijver, I., Kerkstra, P.M., Francke, A., Anneke, L., Bensing, J.M., & van de Wiel, H. B.M. (2000). Evaluation of communication training programs in nursing care: a review of the literature. *Patient Education and Counseling, 39*, 129-145. Pentland, A. (2012, April). The new science of building great teams. *Harvard Business Review, 90*(4), 61-70.

Essential VII: Clinical Prevention and Population Health for Optimizing Health
In addition to the generic competency statements listed in the *Essentials* document, it is recommended that the baccalaureate nursing program prepare the graduate to: - Participate effectively in activities that facilitate community involvement in creating a healthy environment for individuals, families, and groups.   - Collaborate with community partners to promote the health of individuals and families within the population.   - Practice evidence-based public health nursing to promote the health of individuals, families, and groups.   - Partner effectively with key stakeholders and groups in care delivery to individuals, families, groups.
Rationale: Nursing practice has historically focused on providing care for individual patients but since the earliest days of nursing, the environment has been recognized as an important factor in healing and health. Nursing practice in the community incorporates strategies to help individuals, families and communities achieve the highest level of health possible. For over three decades the Healthy People initiative has provided evidence-based national objectives focused on improving the health of all Americans. These objectives and the strategies adopted by communities to achieve them are a foundational part of the nurses' practice to optimize health. Preparing professional nurses to engage in health promotion, community education, and outcomes analysis is an essential component of the basic preparation of the professional nurse. This preparation will become even more important as the Patient Protection and Affordable Care Act is implemented over the next few years.
Suggested/Essential Content: - Compare and contrast the practice of illness-based nursing care with population-based nursing care.   - Describe the principles of measuring health indicators, disease incidence and prevalence, and health outcomes in populations.   - Understand the meaning and applications of terms used in describing population risk such as risk ratios, level of exposure, and community risk assessment.   - Review the Healthy People objectives, indicators, and frameworks to guide community health nursing programs and interventions.   - Introduce the process of community engagement and collaboration in planning, implementing, and evaluating health programs and initiatives.   - Illustrate the use of data to target community interventions, define strategies, and assess the determinants and distribution of health.   - Motivate the use of strategic planning frameworks to design health promotion and education programs and define program outcomes.
Teaching Strategies: - Form students into groups and ask them to discuss a common chronic condition from two points-of-view: acute care and population-based preventive care. Provide a discussion guide that focuses the groups on the interventions common in each care focus, the cost of the interventions, and the likely outcomes.   - Introduce students to Data 2020 (http://www.healthypeople.gov/2020/Data/default.aspx) and design a classroom exercise using the data to understand the progress toward program objectives. Have

Essential VII: Clinical Prevention and Population Health for Optimizing Health
student group present their findings and provide opportunities for discussion about using data to guide implementation and evaluation. • Create opportunities for student groups or individuals to research state or community level health improvement plans based on the Healthy People framework. Ask students to design community nursing interventions consistent with strategic plan objectives. • Create a community case study that engages students in discussion of the role of the community nurse in health promotion and disease prevention. Introduce concepts such as disease hotspots and the interventions to address them. See, for an example, the Camden, New Jersey's case (http://www.pbs.org/wgbh/pages/frontline/doctor-hotspot/). • Provide opportunities for interprofessional team discussions of disease prevention strategies. These can be part of a clinical experience or through invited speakers from other disciplines to the classroom. • Discuss the clinical prevention guidelines and the evidence that supports these guidelines. • Discuss case studies that describe the ethical conflicts that arise when promoting preventive care and health promotion within communities.
Resources/References: Community Guide and the Community Preventive Services Task Force: http://www.thecommunityguide.org/index.html Joynt, K.E., Gawande, A.A., Orav, E.J., Jha, A.K.(2013, June 24) Contribution of preventable acute care spending to total spending for high-cost medicare patien<u>s</u>. *Journal of the American Medical Association, 309*(24), 2572-2578. . Gawande, A. (2011, January 24). Medical report: the hotspotters. *The New Yorker, 40*(4), 41-51. Philis-Tsimikas, A. (2004). Improvement in diabetes care of underinsured patients enrolled in Project Dulce: a community-based, culturally appropriate, nurse case management and peer education diabetes care model. *Diabetes Care,* 27(1), 110-115. Stanhope, M., & Lancaster, J. (2013). *Public health nursing: Population-centered care in the community*. Maryland Heights, MO: Mosby. United States Department of Health and Human Services. Healthcare Communities: http://www.healthcarecommunities.org.

Essential VIII: Professionalism and Professional Values
In addition to the generic competency statements listed in the *Essentials* document, it is recommended that the baccalaureate nursing program prepare the graduate to: • Articulate the benefits of a diverse public health workforce. • Demonstrate presentation of targeted health information to multiple audiences at a local level, including to groups, peer professionals, and agency peers. • Articulate the role of public health nursing to internal and external audiences • Identifies opportunities for population-focused advocacy for individuals, families, and groups.
Rationale: The practice of nursing requires an understanding of the professional values of nursing and of public health. These two related health professions share a common concern with the welfare of individuals, families, and communities and define ethical codes that encompass the four core ethical principles of justice, beneficence, non-malfeasance, and autonomy. Professional nurses have a tradition of collaborative interprofessional practice that involves not only other health professionals, but also professionals who support community services such as education, public safety, and environmental health. Promotion and protection of the health of the community requires that all professionals share a careful attention to individual privacy, protection of vulnerable communities and individuals, and a sense of mission.   Professional nurses need to be prepared to assume these responsibilities upon entry into practice.
Suggested/Essential Content: • Review and discuss the nursing code of ethics and the public health code of ethics. • Define the stages of advocacy and discuss skills and information needed in each stage. • Review the historical foundations of professional and public health nursing. • Define and discuss the role and functions of a professional mentor and the mentorship relationship. • Introduce the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health. • Explain the process of professional development and lifelong professional learning. • Explain the applications of patient confidentiality protections in community health including applicable federal and state confidentiality laws and regulations, data-integrity and confidentiality procedures and safeguards, and the role of the professional nurse in safeguarding confidential patient and family information. • Examine the issues and challenges inherent in building a diverse public health nursing workforce and the strategies that support workforce development. • Examine the issues of values clarification and values conflict and their impact on the nurse-patient relationship.
Teaching Strategies: • Include a public health nursing module in the professional development course that addresses public health workforce issues and challenges, the role of the public health nurse and the unique challenges of public health nursing. • Present case studies that provide an opportunity to apply the nursing and public health

Essential VIII: Professionalism and Professional Values
ethical codes. Arrange a discussant panel to represent the public health and nursing viewpoints of the case. • Provide case studies or media that motivates discussion of the principles of equity and social justice in the areas of health disparity and the social determinants of health in communities and groups. • Provide opportunities to review the application of advocacy principles in practice as for example offering written testimony to local or state government committees or agencies, testifying at public meetings, or observing formal legislative deliberations involving expert witnesses. • Ask students to develop a portfolio that includes professional development objectives and strategies and an annual professional development plan. • Ask students to develop a professional mentoring request that includes a mentoring proposal and objectives for the mentoring relationship; depending on the situation students could be asked to establish the relationship with a professional mentor of their choice. • Provide opportunities for review of landmark historical documents in professional and public health nursing; for example, Nightingale's Notes on Nursing; Wald's The House on Henry Street; Breckinridge's The Frontier Nursing Service and Rural Health in Appalachia; Milio's 9226 Kercheval Street. Assign readings and discussion of these seminal works.

Essential IX: Baccalaureate Generalist Nursing Practice
In addition to the generic competency statements listed in the *Essentials* document, it is recommended that the baccalaureate nursing program prepare the graduate to: • Assess the health literacy of individuals, families, and groups served. • Utilize an ecological perspective in health assessment, planning, and interventions with individuals, families, and groups. • Use basic descriptive epidemiological methods when conducting a health assessment for individuals, families, and groups.
Rationale: Modern practice in professional nursing requires basic clinical nursing skills that provide for competent care of individuals and families as well as skills in managing new challenges inherent in the care of an increasingly diverse population. Nursing is also challenged by recent developments in healthcare policy and financing, a focus on government performance and accountability at all levels of government, and continued competition for scarce public resources to support public sector activities. Professional nurses need organizational skills, analytical skills, and clinical skills in order to meet the expectations of the populations they serve. Nursing educators need to provide experiences that enhance basic nursing preparation and provide students with experiences that broaden and deepen their skills in the new nursing environments focused on population health.
Suggested/Essential Content: • Examine the impact of health literacy on the household and community production of health. • Develop an understanding of the factors that constitute diversity as it applies to both nursing and PHN practice. • Review the relevance and application of social ecological theory to public health nursing applications. • Include descriptive epidemiologic profiles in public health nursing assessment frameworks. • Illustrate the application of public health nursing frameworks and research to care planning for individuals, families and groups in the community. • Review the basic quality improvement models and metrics used in public health programs and applications. • Provide clinical skills relevant to public health nursing practice including: screening, immunizations, home assessments and home visiting, individual and family health assessment, motivational interviewing, coaching and chronic disease self-management, and care coordination. • Examine how public health principles are applied across the continuum of healthcare environments. • Discuss how healthcare resources are allocated and utilized within the current healthcare systems and how this affects quality and outcomes for individuals, families and populations.
Teaching Strategies: • Present simulations and case studies focused on health literacy challenges in public health nursing. Focus on populations known to have low health literacy such as the

Essential IX: Baccalaureate Generalist Nursing Practice
geriatric population, immigrant populations, and vulnerable groups.

- Assign student groups to develop community assessments according to the principles of social ecology theory. Focus on the social determinants of disease and their effects on the health of individuals, families and communities.
- Expand student community assessments using epidemiologic data. Assign specific communities to student groups and ask them to develop an epidemiologic profile of the community and present it.
- Ask students to apply the concepts of social determinants of health to a community diagnosis and support their diagnostic findings with evidence.
- Present a literature review on the quality indicators useful for public health nursing. Highlight those that are most sensitive to public health nursing interventions.
- Assure that students gain experience delivering appropriate clinical services in the public health setting. This can include immunizations, individual and family assessments and home visits, out-patient follow-up care, and health screening services.
- Assign a group of students a scenario where they identify public health practices and issues across healthcare settings.
- Ask students to identify healthcare resources within a specific community and to compare the amount dedicate to primary, secondary, and tertiary levels of care.

Resources/References:

Cutilli, C., & Schaefer, C., (2011). Case studies in geriatric health literacy. *Orthopaedic Nursing, 30(*4), 281-285.

Issel, L., Bekemeier, B., & Baldwin, K. (2011). Three population-patient outcome indicators for public health nursing: results of a consensus project. *Public Health Nursing, 28*(1), 24-34. doi: 10.1111/j.1525-1446.2010.00885.x.

Joffe, M., & Mindell, J., (2002). A framework for the evidence-base to support health impact assessment. *Journal of Epidemiology in Community Health, 56*, 132-138.

Stokols, D. (1996). Translating social ecological theory into guidelines for community health promotion. *American Journal of Health Promotion, 10*(4), 282-298.

Including Competencies, Content, and Teaching Strategies in the Curriculum

The competencies, content, and teaching strategies focused on population health should not be confined to courses in public health nursing. Rather these competencies, content, and strategies should be distributed through the entire undergraduate nursing curriculum when the concept of population health included in a course discussion.

Free-Standing Required Courses in Public Health

The undergraduate nursing curriculum typically requires a didactic and clinical course in community/public health nursing. This course or series of courses should include content in the social determinants of health, the U.S. healthcare system, cultural sensitivity and diversity, and communication within interdisciplinary/transdisciplinary healthcare teams. It is also important to introduce the baccalaureate nursing student to the process of community assessment including the tools of epidemiology and biostatistics. Baccalaureate students can observe and participate in projects that use these tools to build evidence-based professional nursing practice. In this way they can gain an appreciation for the scope and focus of population health in personal and public health settings. Students should also be introduced to the need for skills in disaster planning and population support during disasters and other mass casualty situations.

Fundamental Skills

Nursing fundamentals in health assessment, pathophysiology, and patient care should include material focused on assisting the individual or family to achieve the highest level of functioning possible. Maximizing functional status and providing support for achieving the highest possible level of well-being should be topics included in all professional nursing courses. Professional nurses need to understand how to assess resources the individual or family needs to produce health, and how to advocate for these resources. Fundamental clinical nursing skills are also essential in public health. Students need to learn the basic clinical skills that support primary and secondary prevention in the community as well as clinical skills needed to deliver health promotion programs to all target population groups. Nursing fundamentals include basic skills in communication with individuals, families and groups as well an introduction to the skills needed to provide care to diverse families and groups within the community. Additionally, the clinical skills and critical thinking expectations inherent in all nursing education are also fundamental skills in public health nursing.

Table 2   Websites Related to Public Health Nursing

National Associations Related to Professional Nursing	
www.aacn.nche.edu/public-health-nursing	American Association of Colleges of Nursing
www.apha.org/membergroups/sections/aphasections/phn/	American Public Health Association
www.phnurse.org	Association of Public Health Nurses
www.achne.org	Association of Community Health Nursing Educators
http://quadcouncilphn.org/	Quad Council of Public Health Nursing Organizations

Military/Government Professional Nursing	
phc.amedd.army.mil/organization/institute/dhpw/Pages/HealthEducation.aspx	United States Army Public Health Command
http://www.usphs.gov/profession/nurse/	US Public Health Service Commissioned Corps
http://www.cdc.gov/	Centers for Disease Control and Prevention
http://www.cdc.gov/learning/	CDC Learning Connection
http://www.hrsa.gov/index.html	Health Resources and Services Administration
http://bhpr.hrsa.gov/grants/publichealth/trainingcenters/	Public Health Training Centers Network-HRSA
http://www.naccho.org/	National Association of County and City Health Officials
http://www.astho.org/	Association of State and Territorial Health Officials

Faith Community Nursing	
http://www.parishnurses.org/	Faith Community Nursing
http://alaska.providence.org/choose/mission/Pages/faith.aspx	Faith Community Nursing Providence Health & Services Alaska
http://www.hmassoc.org/index.asp?mid=1	Health Ministries Association Inc.

Examples of State & County Public Health Nursing	
www.yolocounty.org/Index.aspx?page=131	Yolo County, CA Public Health Nursing
www.pimahealth.org/pubhealthnursing/index.asp	Pima County, AZ Health Department
www.acphd.org/about-acphd/our-organization/phn.aspx	Alameda County, CA Public Health Department
www.maine.gov/dhhs/mecdc/local-public-health/phn/index.htm	Maine Center for Disease Control and Prevention
www.maphn.org	Massachusetts Public Health Nursing

Organization & Community (Public Health) Nursing Centers	
http://www.icchnr.org/	International Collaboration for Community Health Nursing Research
http://www.nursingsociety.org/communities/communities/Pages/community_health.aspx	Sigma Theta Tau International
http://www.jhsph.edu/offices-and-services/source/volunteer-agencies/community-clinics/east-baltimore-community-nursing-centers.html	East Baltimore Community Nursing Centers
http://www.communitycarenursing.net/ser-co.htm	Community Care Nursing Services
http://www.communitynursingnetwork.org/	Community Nursing Network
http://www4.uwm.edu/nursing/community/nursing_centers.cfm	House of Peace Community Nursing Center & Silver Spring Community Nursing Center
http://www.co.burlington.nj.us/pages/pages.aspx?cid=420	Burlington County, NJ Virtua Community Nursing Services
http://www.siue.edu/nursing/siue-community-nursing-services.shtml	SIUE School of Nursing-Community Nursing Services Center
http://www.communitynurse.org/	Community Nurse Health Center, LaGrange, IL
http://www.moh.gov.sg/content/moh_web/home.html	Ministry of Health, Singapore

Reports Related to Public Health Nursing	
www.dhs.wisconsin.gov/publications/p0/p00450.pdf	Wisconsin Public and Community Health Registered Nurse Workforce Report
www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol-17-2012/No2-May-2012/Evolving-Public-Health-Nursing-Roles.html	American Nursing Association
www.rwjf.org/en/about-rwjf/newsroom/newsroom-content/2013/03/the-future-of-public-health-nursing.html	Robert Wood Johnson Foundation

Appendix 1

Introduction:

Public health nurses are the largest professional component of the public health workforce in the United States. These nurses are part of a highly diversified professional group that provides public health services at the individual, family, community, and systems level. Interdisciplinary practice is essential if the mission and goals of public health are to be achieved. While each professional group working on the public health team has a unique educational approach to the preparation for public health practice, the Council on Linkages domains of knowledge provides an organizing framework for each professional program. This cross-walk table defines linkages from the AACN Essentials of Baccalaureate Nursing Practice to the topical areas of knowledge and skill (domains) necessary for public health practice as defined by the Council on Linkages (http://www.phf.org/resourcestools/Documents/Core_Competencies_for_Public_Health_Professionals_2010May.pdf). These COL domains are also used to organize the three tiers of competencies defined by the Quad Council of Public Health Nursing organizations (http://www.achne.org/files/Quad%20Council/QuadCouncilCompetenciesforPublicHealthNurses.pdf) . The table also links the ANA Scope and Standards of Practice for Public Health Nursing 2d ed to the Essentials and the COL domains.   The cross walk table provides evidence that nursing undergraduate curricula that meet the Essentials of Baccalaureate Nursing Practice will also provide basic skills for the entry-level public health nurse.

Council on Linkages Domain	Summary of Domain
Council on Linkages Domain 1: *Analytic assessment* ANA Standard 1. Assessment	Summary 1 Uses appropriate quantitative and qualitative data in an ethical manner to define public health issues and problems.
Corresponding to AACN Baccalaureate Nursing Essentials III & IV	
Council on Linkages Domain 2 *Policy development/program planning* ANA Standard 4. Planning; Standard 5E. Regulatory Activities; and, Standard 6. Evaluation	Summary 2 Defines, summarizes, and interprets public health laws, regulations, and policies. Analyzes policy options, develops organizational plans and programs, and evaluates them for effectiveness and quality.
Corresponding to AACN Baccalaureate Nursing Essentials II & V	
Council on Linkages Domain 3 *Communication* ANA Standard 11. Communication	Summary 3 Uses appropriate communication channels in a manner that respects diverse points-of-view to effectively communicate information regarding public health programs and resources.
Corresponding to AACN Baccalaureate Nursing Essentials VI & VII	
Council on Linkages Domain 4 **Cultural competency** ANA Standard 1. Assessment; Standard 4. Planning; Standard 6. Evaluation; and Standard 14. Professional Practice Evaluation	Summary 4 Understands the importance of cultural diversity in the design, implementation, and evaluation of public health services and in the deployment of the public health workforce.
Corresponding to AACN Baccalaureate Nursing Essentials I & IX	
Council on Linkages Domain 5 **Community dimensions of practice** ANA Standard. 4 Planning; Standard 12. Leadership; and Standard 13. Collaboration	Summary 5 Applies the principles of stakeholder engagement, leadership, team-building, and program development to facilitate community participation in public health programs.
Corresponding to AACN Baccalaureate Nursing Essentials II & VII	

Council on Linkages Domain	Summary of Domain
Council on Linkages Domain 6 ***Basic public health sciences*** ANA Standard 9. Evidence-Based Practice and Research	Summary 6 Understands the development, structure and interaction of public health and health. Is introduced to an overview of the basic public health sciences and relevant evidence to support population health.
Corresponding to AACN Baccalaureate Nursing Essentials VII & VIII	
Council on Linkages Domain 7 ***Financial planning and management*** ANA Standard 15. Resource Utilization	Summary 7 Uses basic financial management tools, including strategic budgeting and cost analysis, to identify the cost of public health nursing care and practice within a budget.
Corresponding to AACN Baccalaureate Nursing Essential II	
Council on Linkages Domain 8 **Leadership and systems thinking** ANA Standard 10. Quality of Practice; and Standard 12. Leadership	Summary 8 Understands the principles of team-based learning to work within organizational structures that support effective performance. Participates as a team member in internal and external groups to achieve program goals. Applies systems thinking toward improving individual and team efficiency and effectiveness in order to improve quality of public health care and services. Demonstrates the ability to identify areas for improving individual level and collaborative team performance to improve quality of care, service, and health outcomes.
Corresponding to AACN Baccalaureate Nursing Essentials II & IX	

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