

Sigma's 29th International Nursing Research Congress

RN-to-BSN Education, Global and Population Health Project: Think Global, Act Local

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Purpose:

Nursing is seen as an exemplar of how healthcare can be delivered in relation to global, national and community focused needs. Registered nurses (RNs) are well positioned to assume direct care and leadership roles based on their understanding of patient, family, and system priorities. Within the United States there are four main academic routes to achieve RN licensure they are an Associate Degree in Nursing (ADN), Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), or Master of Nursing (MN)[4]. For those who have achieved their RN Associate Degree there is a push for conversion of this degree to BSN as it is considered to allow them to function at a level practice that provides high quality care outcomes for their patients. RN to BSN programs are required achieve AACN The Essentials of Baccalaureate Education for Professional Nursing Practice. Essential VII: Clinical Prevention and Population Health helps the student develop knowledge and skills around health promotion and disease prevention at the individual and population level. There are various ways to meet these requirement in a RN to BSN program one way is to implement a Community Health and Population-Focused Health Promotion Activity.

Methods:

The Community Health and Population-Focused Health Promotion Activity which the RN to BSN students undertook required them to choose a topic that addresses the National Health Initiatives, Strategies & Action Plans. From these broad health topics groups of students (3-4) developed a health promotion activity on campus which included a poster on a designated day. The poster presented the health topic and addressed why it was important globally, nationally locally and to the university community using a varied of resources specific to the question. Prior to development, students were required to do an abbreviated community assessment (the university community) how the health promotion activity task would be presented to interact and engages fellow university students and evaluation of the health promotion exercise was undertaken through a simple online survey using Qualitrics © accessed either by computers or tablets provided or by the target audience own smart phones through a QR code generated by the online survey.

Results:

After the health promotion day, the planning for the project, the poster and syntheses of the data which was collected on the day was presented to their peers in class with. Further analysis of the project was done on an individual basis requiring the students to submit an individual assignment on their health promotion topic, the activity and their individual analysis of the health promotion day.

Conclusion:

This activity aligns with the Community Health and Population-Focused Health Promotion Activity for RN to BSN which is a requirement for the AACN The Essentials of Baccalaureate Education for Professional Nursing Practice and is a model for alternative practice for RN to BSN curriculum.

Title:

RN-to-BSN Education, Global and Population Health Project: Think Global, Act Local

Keywords:

Education, Health Promotion and Undergraduate nursing

References:

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Abstract Summary:

US RN to BSN programs are required achieve AACN The Essentials of Baccalaureate Education for Professional Nursing Practice, to achieve Essential VII: Clinical Prevention and Population Health a Community Health and Population-Focused Health Promotion Activity based at the university was conducted.

Content Outline:**I. Introduction:**

Professional nursing practice includes both direct and indirect care activities that impact health outcomes. This is true for RN to BSN requirement of AACN The Essentials of Baccalaureate Education for Professional Nursing Practice's Clinical Prevention and Population Health. Innovative ways of meeting

this essential requirement is required to student develop knowledge and skills around health promotion and disease prevention at the individual and population level

Supporting points

- American Association of Colleges of Nursing, *The Baccalaureate Degree in Nursing as Minimal Preparation for Professional Practice*, in *Position Statement*. 2017, American Association of Colleges of Nursing: Washington.
- Wojnar, D.M. and E.M. Whelan, *Preparing nursing students for enhanced roles in primary care: The current state of prelicensure and RN-to-BSN education*. *Nursing outlook*, 2017. **65**(2): p. 222-232.

II. Body

Main Point #1 Baccalaureate level nursing curriculum should reflect the needs of national health priorities in which they operate but also should have an understanding of wider issues which effect potential future roles of the students

Supporting point

- World Health Organization. *Global strategic directions for strengthening nursing and midwifery 2016–2020*. Geneva: WHO; 2016.
- Centers for Disease Control and Prevention. *National Health Initiatives, Strategies & Action Plans*. State, Tribal, Local & Territorial Public Health Professionals Gateway 2017 [cited 2017 November 14]; Available from: <https://www.cdc.gov/stltpublichealth/strategy/index.html>.
- World Health Organization, *Health workforce requirements for universal health coverage and the Sustainable Development Goals.*, in *Human Resources for Health Observer*, 17. 2016, World Health Organization: Geneva.

Main Point #2 Essential for RN to BSN practice program is public health training

Supporting point

- American Association of Colleges of Nursing, *Expectations for Practice Experiences in the RN to Baccalaureate Curriculum* in *WHITE PAPER* 2017, American Association of Colleges of Nursing: Washington.
- American Association of Colleges of Nursing. *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008). Washington: American Association of Colleges of Nursing; 2008.
- American Association of Colleges of Nursing, *Public health: recommended baccalaureate competencies and curricular guidelines for public health nursing, a supplement to the essentials of baccalaureate education for professional nursing practice*. 2013.

III. Conclusion

This activity aligns with the Community Health and Population-Focused Health Promotion Activity for RN to BSN which is a requirement for the AACN *The Essentials of Baccalaureate Education for Professional Nursing Practice*

Supporting points

- American Association of Colleges of Nursing, *Expectations for Practice Experiences in the RN to Baccalaureate Curriculum* in *WHITE PAPER* 2017, American Association of Colleges of Nursing; Washington.
- American Association of Colleges of Nursing. *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008). Washington: American Association of Colleges of Nursing; 2008.

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Professional Experience: Dr Scanlon is a highly qualified, experienced and skilled registered nurse and nurse practitioner with over 24 years' experience in a variety of clinical and teaching roles. Dr Scanlon has over 14 years' experience in teaching at a university level in both Australian and the United States universities he has been involved in all aspects of undergraduate and postgraduate subject delivery. This includes but is not limited to course and subject development, staff mentoring and supervision, classroom teaching, delivery of lectures and online content as well as coordination of individual subjects and entire courses. Dr Scanlon has published and presented both nationally and internationally in areas related to nursing education as well as nursing and nurse practitioner practice. His ongoing international contribution to nursing has been recognised and is a Fellow of the Australian College of Nursing and a Fellow of the Australian College of Nurse Practitioners.

Author Summary: Dr Andrew is a highly qualified, experienced and skilled registered nurse and nurse practitioner with over 24 years' experience in a variety of clinical and teaching roles. His teaching experience is at a university level in both Australian and the United States universities he has been involved in all aspects of undergraduate and postgraduate subject delivery

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Professional Experience: Courtney Reinisch serves as the director of undergraduate nursing and associate professor for the School of Nursing. Previously, she served as director of the doctor of nursing practice degree program and associate professor at Rutgers University School of Nursing. Prior to that role, she was the family nurse practitioner program director and assistant professor. Dr. Reinisch was also an assistant professor of clinical nursing at Columbia University. She has been certified as a family nurse practitioner since 1999 and maintains a clinical practice in an urban setting providing direct patient care to underserved populations. Dr. Reinisch has presented and published on the DNP role and implications for practice both nationally and internationally

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Professional Experience: Dr. Kelly is an Associate Professor in the School of Nursing at Montclair State University NJ. Dr. Kelly focuses on vulnerable youth and the issues that influence their healthcare needs. Specifically, her program of research addresses youth exposure to community and gang violence and the impact exposure to violence has on their health. Since completion of her PhD (2008), she has also expanded her research trajectory to exploring how violence affects vulnerable youths' health related quality of life.

Author Summary: Associate Professor in the School of Nursing at Montclair State University NJ. The Specifically, her program of research addresses youth exposure to community and gang violence and the impact exposure to violence has on their health. Since completion of her PhD (2008), she has also expanded her research trajectory to exploring how violence affects vulnerable youths' health related quality of life.

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Professional Experience: Janice Smolowitz holds extensive experience in nursing education, practice and administration. She has served as the senior director of education, professional practice and research at Mount Sinai Hospital in New York City. She previously held positions at Columbia University's School of Nursing as a professor of nursing, co-director of the school's Doctor of Nursing Practice degree program, senior associate dean, and faculty nurse practitioner with admitting and clinical privileges at New York-Presbyterian Hospital, Columbia University Medical Center. Dr. Smolowitz has been an invited member to several national organizations and has served as a member of the workgroup to revise the American Nurses Association's Nursing: Scope and Standards for Practice, 3rd Edition, 2015. She serves as the Chair of the professional conduct committee of the New York State Board of Nursing. Dr. Smolowitz is a Robert Wood Johnson Foundation Executive Nurse Fellow Alumni (2012).

Author Summary: Janice Smolowitz holds extensive experience in nursing education, practice and administration. She has served as the senior director of education, professional practice and research at Mount Sinai Hospital in New York City.