Operationalizing Population Health: Translating Best Practice into Curriculum
Tanya Haas, DNP, RN
COMMITTEE: Rebecca Sutter, DNP, APRN, BC-FNP, Caroline Sutter, DNP, APRN, BC-FNP

BACKGROUND

- There is a documented gap in traditional undergraduate nursing education focused on population health.
- Community/public health education is often limited.
- The need for culturally competent care is increasing.

METHODS

Participants
- Senior undergraduate nursing students at George Mason University (GMU)
- Emphasis on community/public health

Setting
- Mason and Partners (MAP) clinic
- Nurse Managed Health Clinic (NMHC) that expands health care to low-income, uninsured, and underserved populations

Tools
- Five evidence-based community/public health didactic modules
- Interactive case scenarios
- Reflective journal narratives
- NVivo 11 Plus, qualitative analysis software

The Intervention and Data Collection
- Community/public health nursing education model
- Implemented over five week community health clinical rotation
- Journal narratives that documented clinical experiences

Analysis
- Distinct themes were generated
- Narratives showed complex patient populations

PROJECT PURPOSE

To develop a community/public health nursing education model that emphasizes community/public health competencies to better prepare undergraduate nursing students for roles in community/public health.

FRAMEWORKS

Theoretical Framework: Nightingale's Environmental Theory
- Nurses must focus on the patient and environmental factors that affect the patient
- Environmental factors must be addressed "on a case-by-case basis"
- Nurses need to alter these factors to meet the needs of the individual patient
- Nurses need specialized training
- Environmental factors must be addressed "on a case-by-case basis" - Nurses need to alter these factors to meet the needs of the individual patient - Nurses need specialized training

Conceptual Framework: A Logic Model
- Systematic and visual way to present and share relationships among the resources, activities, and results to be achieved

DIDACTIC MODULES/THEMES

The U.S. Health System
- Provides an overview of the U.S. Health Care System with discussion around the Affordable Care Act, Medicare, Medicaid, and other insurance options for patients.

Care Coordination in Nursing
- Discusses the role of the care coordinator and how this is used in the community/public health setting.

Cultural Competency
- Describes the role of cultural competency and its application into community/public health.

Epidemiology/Biostatistics
- Provides an introduction into epidemiology and biostatistics. Discusses social determinants of health and shows students how to navigate community dashboards.

Health Promotion/Disease Prevention
- Explores the concepts of health promotion and disease prevention. Introduces the "Intervention Wheel" and "Triple Aim" concepts and their application into community/public health.

CONCLUSIONS

- Community/public health competencies should be core curriculum
- Data shows undergraduate students are encountering complex patient populations
- More time is needed in community/public health clinical rotations

RECOMMENDATIONS

- Community/public health competencies should be implemented as core curriculum in undergraduate nursing programs
- Community/public health competencies need introduction in the first semester of undergraduate nursing coursework
- Community/public health competencies need to be applied in all clinical rotations

KEY LITERATURE