

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
 - Medical-surgical nursing is emphasized while community/public health is adjunctive
- ❖ Undergraduate nursing students need education in community/public health to ensure a well-educated workforce
 - Requires a cradle-to-grave perspective
 - Broad based knowledge and skills
- ❖ More than 50% of Americans have at least one chronic illness
 - Care will go beyond the acute phase of illness
 - Social and behavioral issues may complicate medical care

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

Conceptual Framework: A Logic Model

- ❖ Systematic and visual way to present and share relationships among the resources, activities, and results to be achieved

Inputs

- George Mason Faculty
- Mason and Partners clinic
- Undergraduate nursing students

Activities

- Community/public health didactic modules
- Clinical experiences that integrate didactic learning
- Participation in interprofessional teams

Outputs

- Specialized training in community/public health competencies
- Students that are better prepared for roles in community/public health
- Embedded undergraduate education in community/public health

METHODS

Participants

- ❖ Senior undergraduate nursing students at George Mason University (GMU)
 - Community health clinical rotation

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
 - Themes generated

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
 - Multiple medical, social, and behavioral health issues identified

“Mom requested to be seen for visual problems and I did a full examination on the vision and she passed with flying colors; she had no other issues besides financial issues so the social worker was consulted to provide support”

“Our patient today was a 67-year old female, who wanted Medicaid to pay for a caretaker in her apartment. She currently has no aid and lives by herself in Loudoun County...”

Today, I learned a lot about the behind the scenes of getting approved for long term care Medicaid and the social worker's and public health nurse's role in doing the assessment of the patient to build a case for the approval of Medicaid assistance”

I had a refugee family who was from Afghanistan and spoke Farsi as their first language and some English. The nurse mentioned how the young children prefer to speak Farsi and love to meet new people who also understand and speak Farsi.

I am a fluent speaker of Farsi, but I spoke English the entire time I was with the family. I should have spoken Farsi with them during the entire visit so that the family could have been more comfortable, especially when the kids were getting their vaccinations”



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

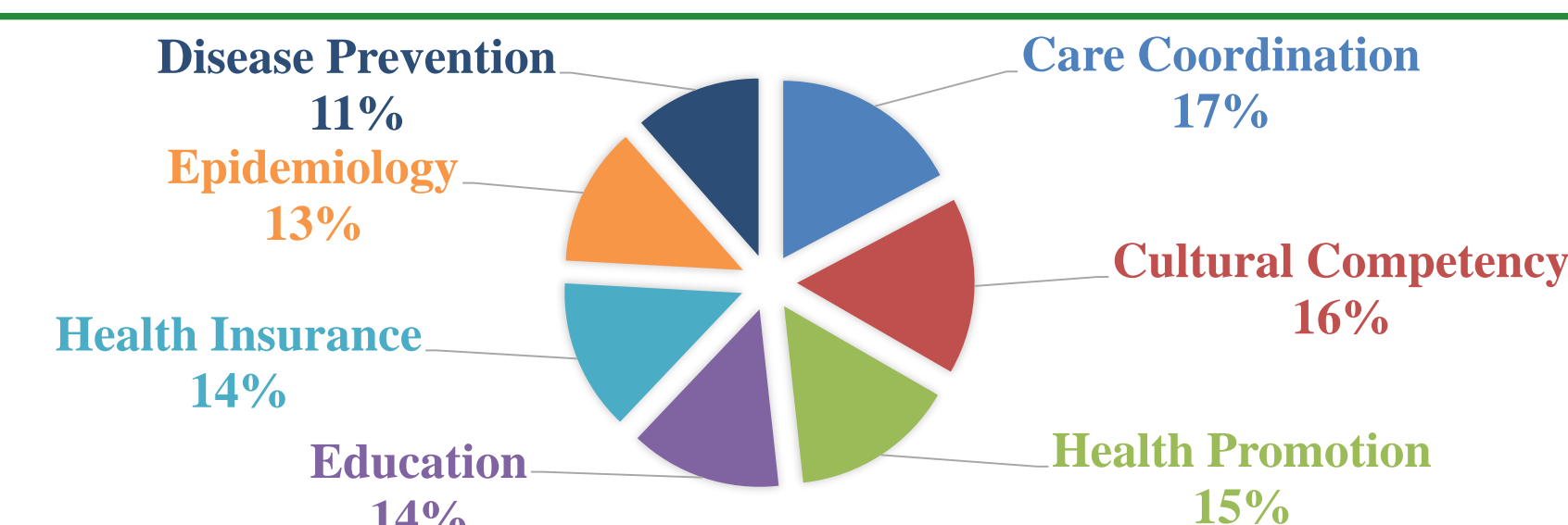
- Describes the role of cultural competency and its application into community/public health.

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

- ❖ Association of Community Health Nurse Educators. (2010). Essentials of Baccalaureate nursing education for entry-level community/public health nursing. *Public Health Nursing*, 27(40), 371-382.
- ❖ Bodenheimer, T., & Mason, D. (2017). *Registered nurses: Partners in transforming primary care*. Proceedings of a conference sponsored by the Josiah Macy Jr. Foundation, Atlanta: GA.
- ❖ National Advisory Council on Nurse Education and Practice (NACNEP). (2016, September). *Preparing nurses for new roles in population health management* (Based on the 132nd and 133rd Meetings of the NACNEP 2016). NACNEP: Author.