ESSENTIALS OF BACCALAUREATE NURSING EDUCATION FOR ENTRY LEVEL COMMUNITY/PUBLIC HEALTH NURSING: A CRITICAL ANALYSIS

ACHNE Education Committee
2010
Conflict of Interest Disclosure

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The Authors have No Conflict of Interest relationships to disclose
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The Process of Revision

- AACN Essentials (2008)
- Scope and Standards of Public Health
- Quad Council PHN Competencies
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<tr>
<td><strong>Epidemiology and Biostatistics</strong></td>
<td><em>Mentioned in:</em> Standard I, bullet 2-</td>
<td><em>Included in:</em> Domain # 1.3: Selects &amp; defines variables relevant to public health problems Domain #2.1: Collects &amp; interprets information Domain # 6.4: Basic research methods in public health Domain# 6, 5. “Applies basic public health sciences including behavioral and social sciences, biostatistics, epidemiology….”</td>
<td><em>Included in:</em> Essential VII, Rationale- epidemiological studies informing about determinants of health. •Use of measures to modify risk •Sample Content •“Fundamentals of epidemiology and biostatistics.” •Evidenced based care within •Changing environments . •Use of research &amp; other evidence ) •Population based health care</td>
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<td></td>
<td>•Uses models and principles of epidemiology &amp; biostatistics to structure data collection Standard 6, bullet 2 •Applies epidemiology and biostatistics in evaluation</td>
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<td><em>Alluded to in Standard 7--performance improvement activities Standard 14--in the evaluation of effectiveness, cost and benefits</em></td>
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Concept Analysis

Is it there?

Is it used in a different way?

Differentiate between:
- Values
- Core Knowledge
- Basic Competencies
Results of Analysis

- Confirmation and/or clarification of concept definition
- Reaffirmation of the essentials to community health practice
- Identification of new essential concepts
- Review of the literature
- Updating and rewrite of the document
Core Professional Values

- Community/Population as Client
- Prevention
- Partnership
- Healthy Environment
- Diversity
The Essentials

- Communication
- Epidemiology
- Community/population
- Community/populations Planning
- Policy Development
- Assurance
- Health Promotion & Risk Reduction
- Illness and Disease Management
The Essentials

- Information and Heath Care Technology
- Environmental Health
- Global Health
- Ethics and Social Justice
- Human Diversity
- Coordinator and Manager of Care
- Emergency Preparedness, Response and Recovery
Example of a Basic Competency: Epidemiology

- Identifies health related data, including aggregate level data, relevant to client situations
- Evaluates the quality of data sources
- Interprets basic health related data
- Uses health related data to plan interventions
What was Changed and Why?

Assumptions Expanded

Broader knowledge base is necessary to include:

- Health Care systems
- Cultural theories
- Leadership theories

Nursing care for individuals, families, communities, and populations reflects evidence based practice
What was Changed and Why?

Communication: Added as a Core Knowledge in the 2009 Essentials

“Fundamental to public health practice” (Council of Linkages, 2008)

The C/PHN roles and responsibilities require effective communication

Basic competencies for baccalaureate generalist
What was Changed and Why?

Emergency Preparedness, Response and Recovery: Added as Core Knowledge for 2009 Essentials

Addresses how emergency affects personal, professional and community preparedness

Basic foundation that affect response, plan and recovery related to:

- Community
- Vulnerable population
- Environment within community health
- Resources
Information and Health Care Technology Expanded in the 2009 Essentials

- Should be a link with communication
- Expanded in 2009 essentials by including:
  - Geographic Information System (GIS)
  - Electronic data Exchange (EDI)
- Added competency: “evaluates websites for accuracy, authority and currency”
What was Changed and Why?

Global Health Expanded in the 2009 Essentials

- Expanded to describe health of populations beyond national borders while integrating multiple systems (based upon economic, political and cultural systems)
- Included challenges related to
  - Population growth issues
  - Equality for health status and health care
  - Health threats
What was Changed and Why?

Ethics and Social Justice Expanded in 2009 Essentials

- Expanded Ethics to include Social Justice in 2009 essentials

- Acknowledges tensions of benefits/burdens leading to ethical dilemmas for C/PHN practice

- Cited Consumer Bill of Rights and Responsibilities of Health Care (President’s Advisory Commission, 1997)
What was Changed and Why?

Core Public Health Functions:
(All mentioned in 2000 Essentials
Expanded in 2009 under Core Knowledge and Basic Competencies)

- Assessment
  - Community/Population Assessment
- Policy Development
- Assurance
How is ACHNE 2009 Broader than AACN 2008?
Competencies:
The ACHNE 2009 Essentials are the same as the ACHNE 2000 Essentials and broader than the AACN 2008 Essentials.

**Epidemiology and Biostatistics (ACHNE 2009)**
- Fundamental to community/public health nursing practice and public health
- Contribute to understanding of distribution of disease
- Contribute to understanding of variation of health status of populations

**Epidemiology and Biostatistics (AACN, 2008)**
- “Epidemiologic studies show major determinants of population health, illness, disease, disability, and mortality. Thus, acute care and disease based interventions alone are inadequate for improving health” (Allan et al., 2004 cited in AACN, 2008).
- Assess health care needs of a defined population
- Advocate for social justice and elimination of health disparities

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Competencies:
The ACHNE 2009 Essentials are more specific than ACHNE 2000 and broader than the AACN 2008 Essentials

- Community/Population Assessment
- Policy Development
- Assurance
- Environmental Health
- Global Health
Competencies:
The ACHNE 2009 Essentials are more specific than ACHNE 2000 and broader than the AACN 2008 Essentials

**Community/Population Assessment** (ACHNE, 2009)
- Gaining entry to the community is important
- Involves identifying multiple aspects of community
  - Assets
  - Needs
  - Beliefs
  - Practices
  - Resources
  - Environmental factors

**Community/Population Assessment** (AACN, 2008)
- Assess health, health care and emergency preparedness needs of a defined population
Competencies: The ACHNE 2009 Essentials are more specific than ACHNE 2000 and broader than the AACN 2008 Essentials

Policy Development (ACHNE, 2009)

- Involves policy development within agencies
- Involves using political processes and grassroots activities to advocate for service access and equity.

Policy Development (AACN, 2008)

- Uses evaluation to influence care delivery, deployment of resources
- Uses evaluation to provide input into policy development to promote health and prevent disease.
Competencies:
The ACHNE 2009 Essentials are more specific than ACHNE 2000 and broader than the AACN 2008 Essentials

Assurance (ACHNE, 2009)

- Involves assuring that essential services are acceptable, accessible, affordable and available
- Activities include:
  - Outreach
  - Referral & follow up
  - Surveillance
  - Policy Implementation
  - Enforcement
  - Social Marketing
  - Evaluation
- Includes direct delivery of care

Clinical Prevention (AACN, 2008)

- Lifespan oriented with individuals
- Activities include:
  - Health teaching
  - Health counseling
  - Screening
  - Outreach
  - Referral
  - Outbreak investigation
- Advocate for social justice including commitment to the health of vulnerable populations.
- Advocate for the elimination of health disparities.
**Competencies:**
The ACHNE 2009 Essentials are more **specific** than ACHNE 2009 and **broader** than the AACN 2008 Essentials

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**Environmental Health** *(ACHNE, 2009)*

- Includes advocating for the precautionary principle in decision making

Activities include:

- Monitoring & taking direct action to reduce environmental risks
- Education regarding risks and exposures
- Facilitation behavior change
- Giving input for organizational and public policy

- Involves interdisciplinary teamwork.

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**Environmental Health** *(AACN, 2008)*

- Conduct a health history including environmental exposure to identify current and future health problems

- Conduct a family history to recognize genetic risks
**Competencies:**
The ACHNE 2009 Essentials are more *specific* than ACHNE 2000 and *broader* than the AACN 2008 Essentials

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**Global Health** (ACHNE, 2009)

- is defined as “the health of populations beyond national boundaries and involves the interconnectedness of biological, social and environmental factors and health and disease in populations” (Jacobsen, 2008).

- challenges addressed:
  - populations growth
  - equality in health status and health care
  - emerging health threats
  - disease transmission
  - environmental conditions
  - health economics
  - global health indicators
Important Uses for ACHNE Baccalaureate Essentials

- Curriculum
  - Inclusion of Essential Concepts
  - Sequencing
  - Leveling
  - Building on Prior Knowledge
  - Teaching Methods
- Appropriate Faculty
- Service Collaboration and Mentoring
- Interdisciplinary
Curriculum: Essential Concepts

Does the curricular design foster mastery of the core knowledge and competencies in C/PHN practice?
Curriculum: Building and Sequencing

Are the placement, sequence, and leveling of core C/PHN concepts and learning experiences appropriate for understanding the core knowledge, competencies, and scope of practice of C/PHN?
Curriculum: Overall Leveling

Is curricular content appropriate for baccalaureate generalist level rather than advanced public health nursing practice?
Curriculum: Building on Prior Knowledge in RN to BSN Education

Are didactic and clinical learning experiences of RN to BSN students designed to build on previous nursing skills while providing the public health and population focus necessary for entry level C/PHN practice?
Curriculum: Teaching Methods

Are the teaching/learning methods and technologies appropriate for student learning?
Faculty

Do the faculty who teach the C/PHN didactic and clinical practice components have sufficient educational and experiential preparation in C/PHN?
Service Collaboration & Mentoring

Are there opportunities for education-service collaboration and mentoring in C/PHN?
Are there opportunities for interdisciplinary learning and collaborating in C/PHN preparation?
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