

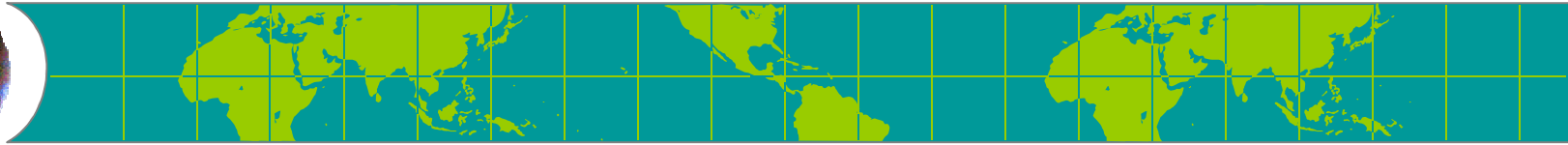
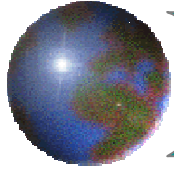
Transforming Graduate Nursing Core Curriculum: Development of A Primary Health Care, Public Health, Population-Based Course

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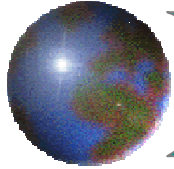


Context for Change: Stakeholder Reports

- The Millennium Development Goals (MDG)
- Healthy People 2020
- Institute of Medicine Reports:
 - *Committee on the Future of Primary Care* (1996)
 - *Primary Care and Public Health: Exploring Integration to Improve Public Health* (2012)
 - *The Future of Nursing: Leading Change, Advancing Health* (2010)

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Nursing Education: The Masters Essentials

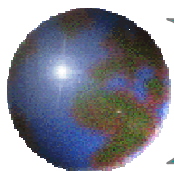


- “transformative thinking” and “evolutionary change” in graduate education are necessary to meet the complex needs of contemporary society, locally, nationally, and globally (AACN, 2011).
- Masters Essential VIII, *Clinical Prevention and Population Health for Improving Health*

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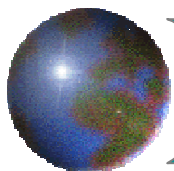
Masters Essentials (cont'd)

- Concepts that underlie population-based care, including the need for graduates to be knowledgeable and skillful in:
 - the science and humanities;
 - organizational and system leadership;
 - quality & safety;
 - evidence based-practice;
 - translational science;
 - informatics and communication technology;
 - policy & advocacy; and
 - inter-professional collaboration, inclusive of patient and family participation (AACN, 2011).

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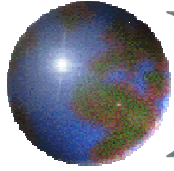
Primary Health Care

- Essential health care
- Universally accessible
 - Individual, family, community, population
- Full participation
 - self-reliance and self-determination
- Affordable cost
- Forms an integral part both of the country's health system and of the overall social and economic development of the population.

(World Health Organization [WHO], 1978, para. 6)

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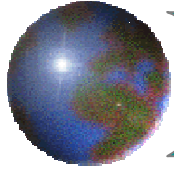
Declaration of Alma Ata (1978)

- Currently framed as:
 - Accessibility to health services;
 - Use of appropriate technology;
 - Individual and community participation;
 - Increased health promotion and disease prevention; and
 - Intersectoral co-operation and collaboration.

(Canadian Nurses Association (2003))

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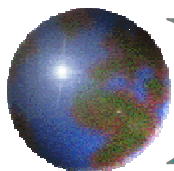


Shaping a Worldview for Nursing Education Curriculum

- In practice, PHC is a worldview- a philosophy which frames how nurses approach the care that they are delivering to individuals, families, communities, and populations in diverse settings.

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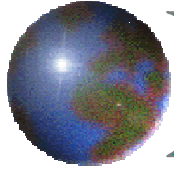




- To frame a graduate nursing program with PHC and strengthen the curriculum in the area of public health and population based care, curricular revisions must address two questions:
 - What knowledge and skills are required by nurses to have a kaleidoscopic view and that will enhance their ability to see the patient as an individual sitting before them, while taking into consideration the needs of the population of which the person is a member?
 - How do we as advanced practice registered nurses work with individuals, families, and populations within diverse communities in a way that reflects PHC?

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Advanced Nursing in Primary Health Care

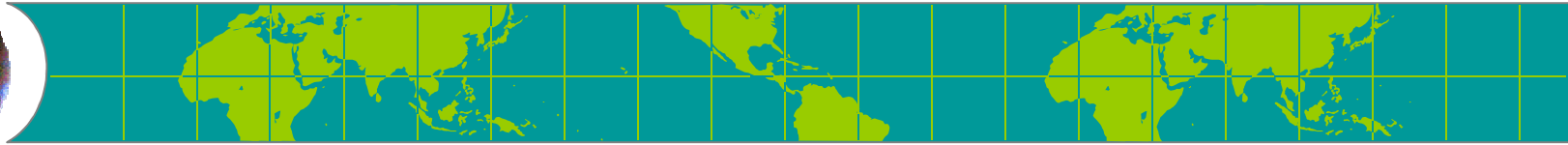
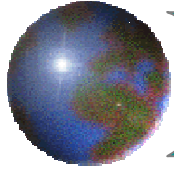


- The faculty recognized that the expectation was not that students were being educated to be public health practitioners, but being transformed to be practitioners competent to practice with a broadened view; from a sole individual sitting in front of them to a member of the greater population.

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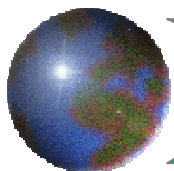


Objective of the course

- To provide a context whereby students are:
 - offered the opportunity to analyze the philosophical perspectives of PHC and be able relate theories that transform these philosophical perspectives into practice.
 - encouraged to practice with a kaleidoscope lens through which they are expected to reflect upon how their work may be delivered to the individual, family, community, and population.

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Focused perspective: Advanced nursing in primary health care.

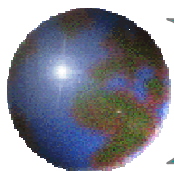
- Social Determinants of Health
- Vulnerable populations and communities
- Disparities



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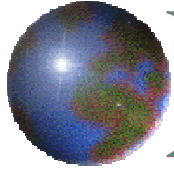


Components of the course

- Large data sets
 - Access and assess
 - Analyze
 - Identifying trends and best practice strategies
- Intra-professional, inter-professional, & inter-sectorial collaboration
 - Team work is integral
 - Team project: development of population based strategies that are culturally specific
- Use of technology
 - system assessment, planning and design, as well as the implementation of technology for information dissemination and evaluation are introduced.
- How to strategically network with political leaders for evidence-based health systems and policy reform.

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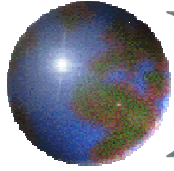


Course Delivery

- Hybrid format through the use of a course internet platform
 - Asynchronous and synchronous learning environment
 - 3 face-to-face *debriefing sessions*

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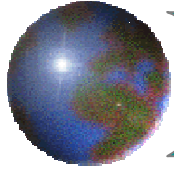


Course Delivery

- On campus session I: Introducing the course
- “Slide show....”

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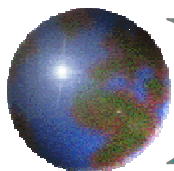


Asynchronous sessions

- 1-2 weeks for completion.
- Each team explores the session topics through the lens of its assigned focal issue:
 - Poverty,
 - Environment,
 - Water/sanitation, or
 - Safety

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Asynchronous & Synchronous Learning

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My Resource Page **Courses** Community ePortfolio Bookstore Library Help

Source NURS-610-Template | Destination NURS-610-23209.201320 is Complete. To access the detailed log, click here

NURS 610 SPRING 2013
Advanced Nursing in Primary Health Care
CRN 23209 (NURS-610-23209.201320)

- Announcements
- Course Documents
- Session Outlines
- Assignments
- My Grades
- Discussion Board
- Teams/Groups
- Resources
- Email
- Graduate

COURSE MANAGEMENT

- Control Panel
- Files
- Course Tools
- Evaluation
- Grade Center
- Users and Groups
- Customization
- Packages and Utilities
- Help

Advanced Nursing in Primary Health Care

Institution Course View All

Institution

Announcements

A Welcome from NURS 610's Lead Course Faculty

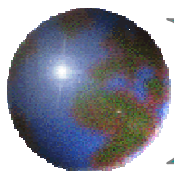
Posted on: Friday, January 18, 2013 8:00:00 AM EST

Education wasn't what he wanted to perform on the world...He was after complete transformation.
(Kidder, 2004, p. 44)

Welcome to NURS 610, Advanced Nursing in Primary Health Care! You have completed the foundational core courses Underpinnings for Advanced Nursing and Leadership for Advanced Nursing. Together, these two courses provide you with a framework with which to guide you in your exploration of the topic of Advanced Nursing in Primary Health Care. Why do I call this course an exploration? Because through this course you will make discoveries; discoveries about the world and about yourselves. Although you will gain substantive new content information, more importantly, the true objective of this course is to uncover subtle truths, develop an approach, and cultivate a world-view. I hope this will be an interesting and enlightening journey. Yes, there will be work, but the work should be engaging and transformative. All of you have experience in nursing practice, whether it is clinical, educational, or administrative. No matter what your area of practice, we all have the same ultimate goal: to improve health. The health of the patient; ultimately the individual patients together make up a family, a community...a population. What influences their health? Through gaining the world-view of primary health care, we broaden our understanding of factors impacting health. These determinants of health are much broader than a high cholesterol intake, high sugar intake, or a congenital defect. Social, political, and environmental determinants are risk factors to developing alterations in those conditions we traditionally think of in terms of health. In truth, the symptoms exhibiting as alterations in health are results, in part, of factors borne of the influences of our socio-political and natural environment. Through this course, we will develop a world-view of considering what impact we as advanced nurses can intentionally have on the myriad determinants, with the goal of promoting health and preventing illness in the population.

Please orient yourselves to the tabs and folders in the course blackboard shell. We will review it all again at our first on-campus meeting (NYC: 23rd January, 2013 and PLV: 29th January, 2013; locations TBA). Course information tab contains Syllabus and Sessions Outline folders. You will find detailed information regarding the course requirements under the Syllabus folder. The Sessions Outline tab contains the schedule, assigned readings, and required coursework for each session. The Assignments tab contains the details, instructions, and

Posted by: Andrea Sonenberg
Posted to: NURS 610
SPRING 2013 Advanced Nursing in Primary Health Care CRN 23209 NURS-610-23209.201320



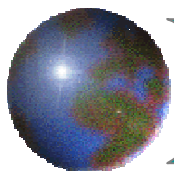
On-campus Debriefing



- A context to reflect on
 - PHC
 - SDH
 - Community partnerships & collaborations
 - Epidemiology

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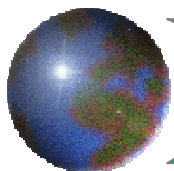


The Modules

- Primary health care;
- Determinants of health with a focus on SDH;
- Health promotion, illness prevention,
 - improving population health with a focus on vulnerable populations and disparities;
- Assessing large data base trends;
- Culturally congruent community health partnerships
- Policy, politics, and advocacy;
- Technology & informatics;
- Emergency preparedness, Final reflections.

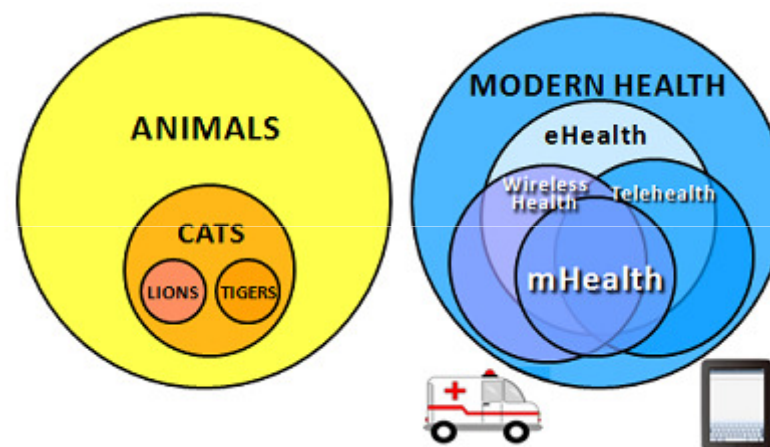
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Exemplar Module: Technology & Informatics

- Health information technology and the meaningful use of technology are essential in order to improve the quality and delivery of care, to achieve health for all.

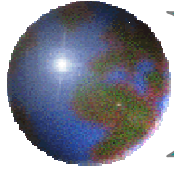


- development, implementation, and evaluation

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<http://www.mhealthtalk.com/mhealth-what-does-it-mean/>



Exemplar Module: Technology & Informatics

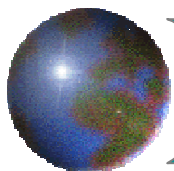
- Accomplished through the following:
 - Facilitating health information and health communication;
 - Expanding health resources;
 - Improving the delivery of health services in resource-poor settings;
 - Improving patient education and self-care management;
 - Facilitating provider and health care worker support;
 - Providing decision support tools;
 - Improving diagnostic capacity;
 - Expanding management through co-participatory business and non-profit foundation models;
 - Facilitating health data gathering and program evaluation; and
 - Maintaining public health preparedness

(NORC at the University of Chicago.

(2010).

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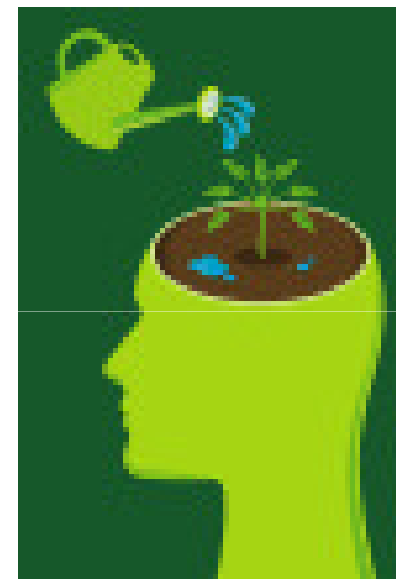




Reflections

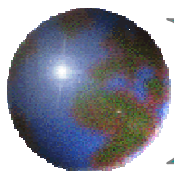
Faculty Self-reflection

- Students struggle with the notion of *population care*
 - Do not understand large databases or trends
 - Student audiences: accelerated nursing students, graduate nursing students, and mid-life career changers
 - Identifying the need for future course revisions: revised learning experiences to:
 - Enhance students' vision to move beyond the bedside; understanding population based interventions based in evidence.
 - Accessing and Mining epidemiologic data
 - Critically analyzing the implications of research findings
 - Interpreting repercussions of social determinants of health
- Strengthen global health content

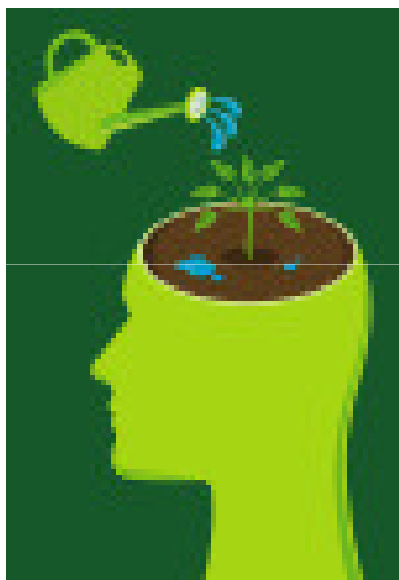


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Reflections



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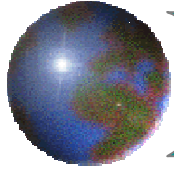


Student Self-reflection

- How might your new understanding of PHC and the SDH shape your practice?
- What do you value most about yourself and your abilities to affect change in the populations that you care for and about?

Self-reflection from student feedback

- Valuable information about students' understanding of PHC, primary care, public health, and population-based care, and more importantly their beliefs and perceptions related to how the course has affected their practice.



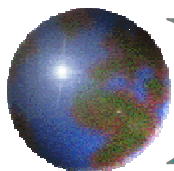
Exemplar student reflections:

- Learning about Primary Health Care and the social determinants of health has and will continue to shape my practice with my patients, but has also changed the way I interact with family, friends, and co-workers. I now view my patients, co-workers, family, and friends from a more holistic perspective. In my patients, rather than seeing a cluster of signs and symptoms, I am constantly looking for underlying issues that might be contributing to their illnesses. With my family, friends, and co-workers, I find myself seeking to understand them from a similar perspective asking questions like “what events occurred in their life to make them who they are today” or “what are the underlying issues in their life that contribute to their particular mood or behaviors?” or “what are their underlying issues that need attention?” In response to all of these questions or presenting signs and symptoms, I then find myself asking “how can I help?”

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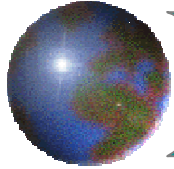


- “I am of the opinion that my life belongs to the community ,and as long as I live it is my privilege to do for it whatever I can” (George Bernard Shaw as cited in Mason, Leavitt, Chaffee, 2012, p. 651). This quote summed it up nicely what I have learned about primary health care this semester. As I nurse I feel obligated, privileged and humbled by the potential positive impact I can make in my patients’ lives hence in my community. It is obvious to me that all of the social determinants of health such as poverty, environment, safety and education are intertwined with one another on many levels. There is a great potential for nurses to create stronger communities by creating local coalitions. The events in Newtown, CT and in Boston, MA made me realize that as a nurse I feel obligated to try to fight for social changes that create safer communities for all of us. Personally, to me, health for all starts here. This course truly empowered me not to be afraid to actively represent my community, and fight for social changes I believe in.

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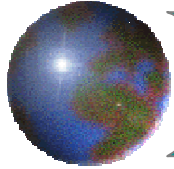
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- As healthcare professionals practicing PHC, it is our duty to consider more than just the pathophysiology of patients that we care for. This is a difficult concept to grasp at times, especially coming from an acute care critical care background, but it is one that I believe can be implemented at least in some ways through our everyday work. It is easy to think about implementing primary health care in third world countries, but not as simple to imagine integrating its philosophies into our privileged society.

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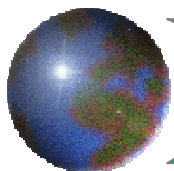
Conclusion

- Reports and recommendations of stakeholders recommend that health care education curriculum include competencies in *public health* and *population-based health*.
 - In this context, our graduate faculty
 - Reaffirmed its belief: PHC as a *fundamental pillar* of graduate nursing education
 - Developed its signature core course *Advanced Nursing in Primary Health Care*.
 - Guided students to broaden their world view of health care from one that is individually focused (based on a PC model) to one that integrates an understanding of public and population health, framed by a **PHC** view.
 - Students learn to :
 - Recognize the multiple determinants of health
 - Gain the knowledge and skills necessary to identify and address disparities
- Course reflections confirm that they appreciate the enlightened world view gained & through which they will enhance their practice
- empowering individuals, families, communities, & populations in a variety of practice settings.

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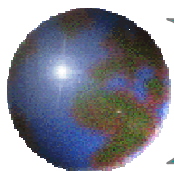


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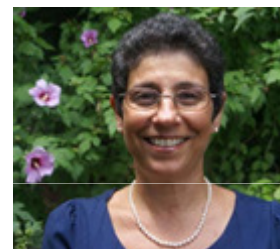
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