Putting it all Together: Integrating Multiple Competencies to Redevelop an Online Community Health RN to BSN Course

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Disclosure

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Session Objectives

1. Describe how the American Association of Colleges of Nurses (AACN), *Recommended Baccalaureate Competencies and Curricular Guidelines for Public Health Nursing* (2013) can be integrated into an online Community Health (CH) course for RN to BSN students.
Session Objectives (continued)

2. Examine the process of incorporating Best Teaching Practices, Quality Matters and the Nurse of the Future into an online RN to BSN CH course.

3. Demonstrate the use of concept mapping of the CH course outcomes with Bachelor of Science in Nursing (BSN) Essentials and core competencies.
Welcome & Introductions

Melissa Myers

- Earned Master of Science in Nursing (MSN) degree, University of Detroit Mercy, 2009
- Enrolled in Doctor of Nursing Practice (DNP) degree program at Chamberlain College of Nursing
- Full-time online faculty since 2010
- Subject Matter Expert for Community Health Nursing course
Welcome & Introductions

Leslie Schoenberg

- Earned Master of Science in Nursing (MSN) degree, University of California, Los Angeles, 1992
- Enrolled in Doctor of Nursing Practice (DNP) degree program at Chamberlain College of Nursing
- Full-time online faculty since 2013
- Subject Matter Expert for Community Health Nursing course
Overview of Competencies & Concepts

• AACN BSN Essentials (2008)
• AACN BSN Competencies and Curricular Guidelines for Public Health Nursing (2013)
• Massachusetts Nurse of the Future Core Competencies (2010)
• Best Teaching Practices (Bain, 2004)
• Quality Matters Program (2014)
AACN BSN Essentials (2008)
AACN BSN Essentials (2008)

I. Liberal Education for Baccalaureate Generalist Nursing Practice

II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety

III. Scholarship for Evidence-Based Practice

IV. Information Management and Application of Patient Care Technology

V. Healthcare Policy, Finance and Regulatory Environments
AACN BSN Essentials (2008) (continued)

VI. Inter-professional Communication and Collaboration for Improving Patient Health Outcomes

VII. Clinical Prevention and Population Health

VIII. Professionalism and Professional Values

IX. Baccalaureate Generalist Nursing Practice
Community Health Course Outcomes

• Apply principles of nursing theory to the public health system by analyzing determinants of health and the public health intervention wheel (Essential I)

• Assess the health needs of individuals, families, aggregates, and communities using demographic and epidemiological data to identify population health risks (Essentials III & IV)

• Plan prevention and population-focused interventions for vulnerable populations using professional clinical judgment and evidence-based practice (Essentials III, VII & VIII)
Community Health Course Outcomes (continued)

- Evaluate the delivery of care for individuals, families, aggregates and communities based on theories and principles of nursing and related disciplines (Essential II)

- Analyze the nursing roles in providing comprehensive care in a variety of community health settings (Essential II)

- Utilize a systems-based and collaborative approach to address factors that influence the health of a community and population health problems (Essentials V & VI)
Community Health Course Outcomes (continued)

- Apply professional nursing standards and ethical principles to provide spiritually and culturally appropriate care (Essential VIII & IX)

- Demonstrate effective communication strategies and teamwork in managing the healthcare of individuals, families, aggregates and communities (Essential VI)

- Examine future trends in community health nursing including the impact of information systems and evidence-based practice (Essential III)
AACN BSN Competencies for Public Health Nurses

AACN BSN Essentials (2008)
|----------------------------|----------------------------------------------------------------------------------|
| I. Liberal education for baccalaureate generalist nursing practice | • Utilize social and ecological determinants of health to work effectively with diverse individuals, families and groups  
• Explain factors contributing to cultural diversity that affect individuals and the family in society to diverse stakeholders including policymakers, regulators, practitioners and community members |
| II. Basic organizational and systems leadership for quality care and patient safety | • Apply systems theory to PHN practice with individuals, families and groups  
• Participate with stakeholders to identify vision, values and principles for community action  
• Maintain knowledge of current laws and policies relevant to public health |
Nurse of the Future Nursing Core Competencies (NOFNCC)

AACN BSN Competencies for Public Health Nurses

AACN BSN Essentials (2008)
Nurse of the Future Nursing Core Competencies (NOFNCC)

- Massachusetts Action Coalition:
  - The Nurse of the Future Nursing Core Competencies (2008) were developed by the Massachusetts Department of Higher Education Nurse of the Future Competency Committee, co-chaired by Maureen Sroczynski and Gayle L. Gravlin.
Massachusetts Nurse of the Future Core Competencies

(Massachusetts Department of Higher Education, 2015)
Principles Underlying Best Teaching Practices

Nurse of the Future

Best Teaching Practices

AACN BSN Competencies for Public Health Nurses

AACN BSN Essentials (2008)
Principles Underlying Best Teaching Practices

Best practice was guided in the online teaching environment using the following principles:

1. Creating a natural critical learning environment
2. Grabbing students’ attention and keeping it
3. Focusing on the student rather than the discipline
4. Securing commitment from students
Principles Underlying Best Teaching Practices (continued)

5. Helping students learn outside of class
6. Engaging students in disciplinary thinking
7. Creating diverse learning experiences

(Bain, 2004)
Quality Matters (QM) Program

AACN BSN Competencies for Public Health Nurses

AACN BSN Essentials (2008)
Quality Matters (QM) Program (2014)

Three primary components

1. Peer review process
   - Faculty-centered peer review process

2. QM Rubric
   - Course design rubric

3. Professional development
   - Provides on-site and web-based learning opportunities

Certifies schools have met quality standards in online courses through a formal review process.
Putting it all together

Nurse of the Future

Best Teaching Practices

Quality Matters

AACN BSN Competencies for Public Health Nurses

AACN BSN Essentials (2008)
Environmental Health & Assessment Plan

• Two-part assignment
  – Paper and letter
• Paper
  – Identify an environmental health problem seen in clinical experience
  – Describe current community resources and interventions
  – Propose an intervention

• Letter
  – To a community leader
  – Problem summary
    • Cite bill, measure, policy, environmental justice if applicable
  – Share intervention proposal
Environmental Health & Assessment Plan

AACN BSN Competencies and Curricular Guidelines for Public Health Nursing (Essential VII):

• Participate effectively in activities that facilitate community involvement in creating a healthy environment for individuals, families and groups

• Collaborate with community partners to promote the health of individuals and families within the population
Environmental Health & Assessment Plan

AACN BSN Competencies and Curricular Guidelines for Public Health Nursing (Essential VII):

- Practice **evidence-based public health nursing** to promote the health of individuals, families and groups
- Partner effectively with key stakeholders and groups in care delivery to individuals, families and groups

(AACN, 2013)
Environmental Health & Assessment Plan

Massachusetts NOFNCC

• Teamwork & collaboration
• Evidence-based practice
  (Massachusetts Department of Higher Education, 2010)
Environmental Health & Assessment Plan

Best Teaching Practices

• Help students learn outside of class (integration)
• Engage students in disciplinary thinking (relevance)
• Create diverse learning experiences (relevance) (Bain, 2014)

Quality Matters

• Standard 3.1: The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources (Quality Matters, 2014)
Cultural Competency Discussion Thread

• Ongoing case study of nurse working in a health department

• This segment focuses on the need to improve cultural competency among the staff

• A “Think Cultural Health” initiative is being adopted in the department

• Students review the 15 National Cultural and Linguistically Appropriate Services (CLAS) Standards and discuss how the standards could be implemented for a cultural group in their community (Office of Minority Health, 2013)
Cultural Competency Discussion Thread

AACN BSN Competencies and Curricular Guidelines for Public Health Nursing (Essential I)

• Utilize social and ecological determinants of health to work effectively with diverse individuals, families and groups

• Explain factors contributing to cultural diversity that affect individuals and the family in society to diverse stakeholders including policymakers, regulators, practitioners and community members

(AACN, 2008; AACN 2013)
Cultural Competency Discussion Thread

Massachusetts NOFNCC

• Professionalism
  (Massachusetts Department of Higher Education, 2010)
Cultural Competency Discussion Thread

Best Teaching Practices

• Creating a natural critical learning environment
• Grabbing students’ attention and keeping it (Bain, 2014)

Quality Matters

• Standard 5 course activities and learner interaction
• 5.2 Learning activities provide opportunities for interaction that support active learning (Quality Matters, 2014)
Putting it all together

Nurse of the Future

Best Teaching Practices

Quality Matters

AACN BSN Competencies for Public Health Nurses

AACN BSN Essentials (2008)
Questions?
References


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