Public Health Centres

Teaching/Learning Strategies for the Essentials of Baccalaureate Nursing Education for Entry-Level Community/Public Health Nursing
Learning Objectives

- Understand the definition of Public Health Centre
- Distinguish between the different units in a public health centre
- Delimit teaching/learning strategies for the essentials of education for community/public health nursing
PUBLIC HEALTH CENTRES

• Public health centres were created according to the Act 42/1986, March 21st, from Consell of Valencia Regional Government

• Public health centres depend on public health Directorate General, Regional Ministry of Health, Valencia Regional Government

• http://www.sp.san.gva.es/centros/cen_index.jsp
Public Health Centres

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PUBLIC HEALTH CENTRES

The organisation of public health centres is divided in 4 units:

• Epidemiology Unit
• Food Hygiene Unit
• Occupational Health Unit
• Health Promotion and Health Programmes Unit

It is also included the:

• Breast Cancer Population Screening Programme
Teaching/Learning Strategies for the Essentials of Baccalaureate Nursing Education for Entry-Level Community/Public Health Nursing
Essential I: Communication

Definition and relevance
Communication is soliciting and interpreting information from clients (individuals, families, communities, and populations) and sharing information related to client care with clients and relevant others such as families, communities, other providers, and health planning teams.

C/PH nurses must consider the client’s level of engagement, health literacy, and culture and communicate effectively to identify the strengths and needs of clients, deliver appropriate care, and evaluate outcomes.
Essential I: Communication

Teaching/Learning strategies

1. Read a short paragraph (supplied by faculty) in a foreign language or in a high level of computer jargon. Discuss feelings about being expected to understand this material. *(Self-knowledge)*

2. Videotape a 5-min health teaching session. Watch and critique the health teaching session and develop three questions for evaluation of client learning.

3. Prepare a few sentences explaining the concept of infant mortality for local business leaders,


Essential I: Communication

Teaching/Learning strategies

Board of Health members, and pregnant teenagers. Discuss why aspects of the three explanations differ. Use the SMOG formula to determine readability (Heiss, 2013).

4. Critique the role play interaction of a nurse and client in a family-centered home visit. (Aesthetic)

5. Interview a Standardized Patient (Anderson, Holmes, LeFlore, Nelson, & Jenkins, 2010) who has a complex family situation. Critique the communication techniques and analyze client verbal and non-verbal responses. (Aesthetic)
**Essential II: Epidemiology and Biostatistics**

**Definition and relevance**

Epidemiology is the systematic study of the distribution and determinants of health and disease. Population-based data (biostatistics) expand the boundaries of practice of community/public health nurses beyond an individual client.

C/PH nurses identify relevant health-related data, evaluate the quality of data sources, and interpret and use health-related data to plan interventions.
Essential II: Epidemiology and Biostatistics

Teaching/Learning strategies

1. Utilizing a community centered case study and worksheet that describes population size, births, deaths, and number of cases of specific diseases for two communities, calculate the following for each community: birth rate, death rate, infant mortality rate, and incidence of specific diseases.

2. Apply the concepts of agent, host, environment, natural history of disease, and primary prevention, secondary prevention and tertiary prevention to analyze a selected health problem. (Group)

3. Using relevant/realistic data of a food-borne outbreak, identify pertinent questions for understanding the chain of events and web of causality. (Group)
Essential II: Epidemiology and Biostatistics

Teaching/Learning strategies

4. Prior to participating in a health fair, investigate the local, state, and national incidence and prevalence of topics to be addressed at each of the health booths. (Group)

5. Engage in a jeopardy-type game for learning epidemiological concepts. (Group)
Essential III: Community/Population Assessment

Definition and relevance
Defining the community/population is the first step in the assessment process. One of the core public health functions, assessment is the process of identifying assets, needs, beliefs, practices, resources, and environmental factors of the community/population being studied (American Nurses Association, 2007b). A basic understanding of epidemiology and application of biostatistics is necessary for community/population assessment.

C/PH nurses assess the health status of specified populations for the purpose of planning to improve population health and decrease health disparities.
Essential III: Community/Population Assessment

Teaching/Learning strategies

1. Apply a basic framework to assess a community. A system-based framework, developmental framework, epidemiological framework and/or structural/functional framework can be used.

2. Choose a census tract of clinical practice within the community. Collect, describe, and interpret demographic data from http://www.census.gov. (Group)

3. Assess an identified census track or community by walking or driving (windshield survey) using vision, hearing, smell, taste and interaction with community members to collect data. (Group, Aesthetic, Ethical, Empirical)
Essential III: Community/Population Assessment

Teaching/Learning strategies

4. Determine the vulnerability of a specified population by collecting data from: a) web sites (e.g., www.cdc.gov, www.healthypeople.gov and state and local health department web sites); b) interviews with key informants from educational, religious, political, and health care systems; c) discussions about data with groups within a selected community or population; d) existing reports or publications within a community (local newspaper, radio, and television media that may identify health or social issues for this population); and e) participant observation. (Group, Aesthetic, Ethical, Empirical, Emancipatory)

5. Formulate and prioritize community health nursing diagnoses based on the community or population data.
Definition and relevance
Planning is a decision-making process that leads to goals, interventions, and expected outcomes. The planning process is based upon the assessment of a community and/or population.

C/PH nurses plan health care services and programs to strengthen community assets and address specific health needs that impact communities and populations.
Essential IV: Community/Population Planning

Teaching/Learning strategies

1. Collaborate and create partnerships with groups within a selected community or population (i.e., senior center, homeless clinic, schools within an urban or rural setting) to discuss accuracy of data obtained from an assessment. *(Group, Aesthetic)*

2. Plan relevant intervention activities that could be carried out to meet health needs of the community. Examples: health fair, community garden planting, health information focus groups, health education programs, screening programs, establishing services (school health or nurse managed homeless clinics), and health literacy activities. *(Group)*

3. Utilize the Minnesota Wheel Intervention Model in planning strategies for implementing programs *(Minnesota Department of Health, 2001).*
4. Consider resources and develop a budget for the planning and delivery of programs that will address the identified health goal(s). (Group)

5. Develop a plan to evaluate the process and outcomes of the program. (Group)
Definition and relevance
Policy development, a core public health function, is the process of planning and developing health-related rules and guidelines along with plans for their enactment.

C/PH nurses use policy development to improve access, equity, and care for individual, family, community, and population clients. In their advocacy efforts, C/PH nurses often share data and stories about clients with policymakers.
Essential V: Policy Development

Teaching/Learning strategies

1. Analyze the strengths and weaknesses of a current policy in a health agency or organization. (*Group*)
2. Draft a simple health-related policy for an organization (i.e., student access to vending machines during high school hours).
3. Recommend improvements in care delivery based on a client satisfaction survey (i.e., survey employees of a company to determine what services are wanted in an occupational health clinic). (*Aesthetic, Ethical*)
Teaching/Learning strategies

4. Identify organizations that support a policy perspective on a specific issue and attend a community-based meeting to network with these key stakeholders.

5. Write a letter/e-mail to a local, state, or federal legislator in support of or opposition to a proposed bill. (Self-knowledge, Ethical)
Essential VI: Assurance

Definition and relevance
Assurance, a core public health function, is the process of ensuring that needed infrastructure (i.e., trained personnel, laws, resources, and services) for supporting health and safety are present, utilized appropriately, and evaluated.

C/PH nurses’ participation in assurance includes development and implementation of legislative mandates, development and implementation of adequate plans for crises, and maintaining accountability by setting program objectives, providing care, and evaluating process and outcomes.
Essential VI: Assurance

Teaching/Learning strategies

1. Provide home visits to families with children to determine their barriers for not adhering to immunizations schedules. (*Individual or Pairs of Students, Empirical, Aesthetic*)

2. Collaborate with community organizations to identify strengths and limitations for service availability and accessibility (for instance, evening hours are needed for primary care for low
Essential VI: Assurance

Teaching/Learning strategies

income residents). (Group, Empirical, Aesthetic, Ethical)

3. Work with individuals in a “safety-net” clinic regarding screening, health promotion, adherence to medication, and finding dental care.

4. Determine assurance by evaluating compliance with a policy (i.e., compliance with a “no smoking policy” at a work site or health clinic).

5. Using ACHNE Essentials to conduct self-evaluation of nursing competencies (ACHNE, 2010). (Self-knowledge)
Essential VII: Health Promotion and Risk Reduction

Definition and relevance
Health promotion and risk reduction are actions targeted at modification of health behaviors and conditions to increase well-being and decrease risk of adverse health outcomes.

C/PH nurses focus on behavioral and environmental interventions that promote health and reduce risk of adverse health outcomes in individuals, families, communities, and populations. Interventions include screening, case-finding, health education and counseling, reduction of environmental hazards, and social marketing.
Essential VII: Health Promotion and Risk Reduction

Teaching/Learning strategies

1. Write personal short- and long-term goals related to an area of health promotion from the United States Department of Health and Human Services [USDHHS], 2011 document. Write journal entries on progress toward personal goals. At the end of the semester, complete a self-evaluation of overall progress. (Individual, Self-knowledge)

2. Plan and participate in a screening for health risks such as diabetes or hypertension in a community health fair.

3. Inform clients who have undergone health screening about their results. Explore risk factors with clients and discuss strategies to promote behavior change.
Essential VII: Health Promotion and Risk Reduction

Teaching/Learning strategies

4. Design and conduct health promotion education in a school setting in collaboration with school personnel regarding nutrition, physical exercise, or hand washing.

5. Develop a poster or a 30 s Public Service Announcement (PSA) promoting an increase in consumption of fruits and vegetables.
Essential VIII: Illness and Disease Management

Definition and relevance
Illness and disease management is the coordination of health-related activities that help individuals, families, communities, and populations effectively manage their illness responses and treatment regimens in a comprehensive and holistic way.

C/PH nurses help clients to manage their illness responses and treatment regimens through home visiting, case management, and referral to community resources.
Essential VIII: Illness and Disease Management

Teaching/Learning strategies

1. Provide case management through home visits and/or phone calls to an individual (e.g., in a homeless shelter or senior housing) by assessing; mutually planning; giving direct care, educating, referring, and/or coordinating; evaluating outcomes; and documenting care. (Individual or pair of students, Empirical, Aesthetic, Ethical)

2. Using an actual or written case study/patient scenario, participate in a simulation to develop an age-appropriate plan of care based on evidence of best practices. (Group)
Essential VIII: Illness and Disease Management

Teaching/Learning strategies

3. Develop an age-appropriate lesson plan for a group of older adults related to safe medication management of community dwelling older adults.

4. Develop a family tree to identify genetic and familial patterns of illness and disease.

5. Based on a scenario about a communicable disease outbreak in a community, develop a plan of care for case-finding and follow-up. (Group)
Essential IX: Information and Health Care Technology

Definition and relevance
Information and health care technology is the introduction and application of current and emerging methods of discovering, retrieving, and using information in C/PH nursing practice.

C/PH nurses have basic information management and computer-based skills to utilize computer programs, the internet, and resources for interventions. These skills are also important for documentation of practice.

C/PH nurses are aware of the roles of geographic information systems (GIS) and the electronic data exchange (EDI).
Essential IX: Information and Health Care Technology

Teaching/Learning strategies

1. Use the Omaha System (Martin, 2005) to document community/public health practice in clinical settings. *(Individual)*

2. Use County Health Rankings for comparison of county health ratings within a U.S. state. *(University of Wisconsin, Population Health Institute, 2011 http://www.Countyhealthrankings.org)*

Essential IX: Information and Health Care Technology

Teaching/Learning strategies

4. Create a blog describing learning that occurs during practicum experiences. (Aesthetic, Ethical, Self-knowledge)

5. Utilize current computer modules for learning selected content (Individual)


b. An immunization module through Center for Disease Control (CDC, 2011) www2a.cdc.gov/nip/isd/ycts/mod1/courses/genrec/ce.asp
Definition and relevance
Environmental health “refers to the theory and practice of assessing, correcting, controlling, and preventing those factors in the environment that can potentially affect adversely the health of present and future generations” (American Nurses Association, 2010, p. 65).

C/PH nurses monitor hazards in the home, school, worksites, and communities. Practice includes direct action to reduce environmental hazards and educating others about hazards so that they may change their behavior. C/PH nurses also provide input for organizational and public policy related to environmental health (ACHNE, 2010).
Essential X: Environmental Health

Teaching/Learning strategies
3. Review the film or book, A Civil Action, about environmental injustice (Harr, 1995; Zaillian, Wisnievitz, & Rudin, 1999). Reflect on the injustices and discuss implications for the population’s health status. (Empirical, Aesthetic, Ethical, Emancipatory)
Teaching/Learning strategies


5. Develop an educational lesson plan to reduce asthma triggers in homes by using information from *Healthy Homes II Asthma Project* (2011) http://www.kingcounty.gov/healthservices/health/chronic/asthma/past HH2.aspx
Essential XI: Global Health

Definition and relevance
Global health is the consideration of health and disease from an international and worldwide perspective. Biological, social, political, economic, environmental, and cultural issues cross national boundaries and illustrate the interconnectedness of all people worldwide.

C/PH nurses have basic knowledge about global health issues and determinants. They incorporate knowledge about transnational population migration, disease transmission, and environmental events and conditions in caring for individuals, families, communities, and populations.
Essential XI: Global Health

Teaching/Learning strategies
1. Explore and discuss a global health issue referred to in the media. (Group, Empirical, Aesthetic, Ethical, Emancipatory)
2. Based on international study abroad or in-depth discussion with people from other countries, compare and contrast health issues such as major causes of morbidity and mortality, nursing education, typical nursing roles in the community, and the health care system. (Group, Empirical, Aesthetic, Ethical, Emancipatory)
3. Discuss the geographic distribution and causes of diseases that are most prevalent in the world. (Group)
Teaching/Learning strategies

4. Review literature about a refugee population and discuss implications for community/public health nursing. (*Empirical, Aesthetic, Ethical, Emancipatory*)

5. Explore the consequences of a climactic event (such as a major freeze) on the food supply of various geographical areas.
Essential XII: Ethics and Social Justice

Definition and relevance
Ethics is the body of knowledge about societal values, codes, and principles that govern practice and decision making. Social justice is the fair and equal distribution of the benefits and burdens of society regardless of differences in economic status, class, gender, race, ethnicity citizenship, religion, age, sexual orientation, disability, and health.

C/PH nurses use ethics as a foundation for guiding professional decision making. Assuring that basic human needs are met is the foundation for both the elimination of health disparities and the promotion of health for all.
Essential XII: Ethics and Social Justice

Teaching/Learning strategies

1. Collaborate with local nonprofit organizations to support the vision and mission of the organization to serve specific target populations. *(Ethical)*

2. Partner with an existing community action coalition to advocate for solutions to meet the needs of vulnerable populations or advocate for healthier lifestyles or environments. *(Aesthetic, Ethical, Emancipatory)*

3. Discuss local examples of inequitable health care and resource allocation. *(Ethical, Emancipatory)*
Essential XII: Ethics and Social Justice

Teaching/Learning strategies

4. Address the impact of a social determinant on an identified community, based on United States Department of Health and Human Services [USDHHS], 2011, topic area, Social Determinants of Health, http://www.healthypeople.gov/2020/about/DOHAAbout.aspx (Group)

5. Discuss the tension between ethics related to care of individuals and public health ethics that focuses on the greatest good for the greatest number of persons (for example, immunization and quarantine). (Group, Ethical, Emancipatory)
Essential XIII: Human Diversity

Definition and relevance
Human diversity is differences in individuals, families, communities, and populations. Differences encompass language, culture, race, age, sexual orientation, ethnicity, religion, spiritual beliefs, health beliefs, lifestyle choices, socioeconomic status, environmental factors, genetic factors, disability, and other dimensions.

C/PH nurses are concerned with diverse populations and demonstrate respect, curiosity, and openness to ideas and ways of life. Human diversity and related health disparities are taken into account when C/PH nurses design and deliver care.
Essential XIII: Human Diversity

Teaching/Learning strategies
1. Discuss in small groups how culture affects personal health care practices. (Group, Empirical, Aesthetic)
2. Interview an invited panel of diverse community residents or diverse students about their health beliefs and practices. Discuss implications for designing and delivering nursing care. (Group, Aesthetic)
3. Use a cultural assessment tool (Andrews & Boyle, 2008; Giger & Davidhizar, 2008) to perform a cultural assessment of multiple individuals and relate findings to population-focused nursing care.
Essential XIII: Human Diversity

Teaching/Learning strategies

4. Modify a standardized plan of care for clients with diabetes to reflect cultural beliefs and practices of specific populations for example, Hispanic or Native American people. (Aesthetic)

5. Participate in a poverty simulation such as The Poverty Simulation (Missouri Association for Community Action, 1975). http://communityaction.org/Poverty%20Simulation.aspx (Group, Aesthetic, Self-knowledge, Emancipatory)
Definition and relevance
Coordinator and manager are roles that involve planning, delegating, providing, and evaluating holistic, evidence-based care of clients.

C/PH nurses coordinate and manage client care. Working with multiple disciplines, systems, and clients is a key element of the coordinator and manager role.
Essential XIV: Coordinator and Manager

Teaching/Learning strategies
1. Collaborate with classmates from other disciplines to develop a plan of care for persons with multiple needs and problems. (i.e., developmental disabilities, post traumatic stress disorder [PTSD]). (Group, Empirical, Aesthetic)
2. Manage the care for a caseload of clients over a specified time period in collaboration with agency staff. Possible populations include residents of correctional facilities, senior citizens, and homeless persons. (Empirical, Aesthetic)
Essential XIV: Coordinator and Manager

Teaching/Learning strategies

3. Use concepts of evaluation to critique the coordination and management of care to improve health care quality. *(Empirical, Ethical)*

4. Conduct a review of the literature to identify best practices for coordination of care.

5. Participate as a team member in the coordination of a community health event. *(Group, Empirical, Aesthetic, Ethical, Self-knowledge)*
Definition and relevance
Emergency preparedness is actions or measures that can prevent or reduce the severity of the effects of an emergency, or increase effectiveness of response and recovery through personal, professional, and community preparedness.

C/PH nurses collaborate with teams to develop a disaster response plan. C/PH nurses focus on population-based care, knowledge related to vulnerable populations, and specific community resources that contribute to a solid plan for disaster response and recovery.
Essential XV: Emergency Preparedness, Response, and Recovery

*Teaching/Learning strategies*

1. Work with a local health department emergency preparedness team to audit local agencies for presence of an institutional preparedness plan. *(Group)*

2. Participate with the university public safety office in a simulated mass disaster on campus. *(Group)*

Essential XV: Emergency Preparedness, Response, and Recovery

Teaching/Learning strategies

4. Develop and implement teaching programs for an assigned target population regarding emergency preparedness kits for home and/or business. (Group)

5. Facilitate planning and development of emergency preparedness plans for individuals, assigned agencies, and/or target populations.
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Case Studies: Reading List

- Foodborne norovirus outbreak: the role of an asymptomatic food handler
  Barrabeig et al. BMC Infectious Diseases 2010, 10:269
  http://www.biomedcentral.com/1471-2334/10/269

- Case–control study of risk factors for sporadic Campylobacter infections in northeastern Spain
  Marta Fajó -Pascual, Pere Godoy, Miguel Ferrero-Cáncer, Katie Wymore