

## MODULE 1

### PUBLIC HEALTH NURSING: ROLES & FUNCTIONS

**Overview:** This module highlights key documents to define public health nursing, the public health nurse's role in promoting health and preventing illness, and issues impacting public health nursing practice.

**Prerequisite Knowledge and Skills:** Knowledge and application of the nursing process, synthesis knowledge of public health and public health nursing practice.

**Outcomes:** Upon successful completion of this module, participants will be able to:

1. Identify contributions of key historical leaders of public health nursing.
2. Discuss the ANA Scope and Standards of Public Health Nursing.
3. Identify nursing roles related to assessment, assurance and policy development and the essential services.
4. Describe examples from public health nursing of public health interventions.
5. Discuss public health nurses' responsibilities to their patients, the employing agency, and other health care providers.
6. Discuss the impact of the Nursing Practice Act, ANA Code of Ethics, and APHA's Public Health Code of Ethics on public health nursing practice.

#### Key Terms:

Advocacy

Aggregate

Assessment

Assurance

Confidentiality

Dependent practice

Essential services

Ethics

Independent practice

Policy development

Public health interventions

Public health nursing

**Reading Assignment:** Please refer to the "Reading Assignment Checklist" found in Sakai under the "Readings" tab.

## MODULE 2A

### SKILLS FOR MANAGING CARE

**Overview:** This module will present information about the following skills: record keeping, caseload management, time management, and safety.

**Prerequisite Knowledge and Skills:** Knowledge of charting methods, the referral process, and knowledge of community resources are essential.

**Objectives:** Upon successful completion of this module, the participant will be able to:

1. Identify the need for documentation in public health.
2. Describe basic record keeping (data management) systems used in local health departments.
3. Identify strategies for caseload and time management.
4. Describe strategies for setting up a public health nurse community resource file.
5. Apply the referral process to selected clinical examples utilizing multiple community resources.
6. Identify components of case management/care coordination.
7. Describe the public health nursing roles and skills essential for care management.
8. Describe the benefits of home visiting.
9. Develop a plan for an effective home visit.
10. Discuss key issues in planning for safety while home visiting.

#### Key Terms:

Case management/manager

Core components of case management

Nursing process

Phases of a home visit

Referral

**Reading Assignment:** Please refer to the “Reading Assignment Checklist” found in Sakai under the “Readings” tab.

#### Learning Activities:

- Given a sample caseload, determine appropriate referral, record keeping and management strategies. This exercise will help participants to apply principles of time management, epidemiology, and risk management.
- Facilitated dialogue related to safe practices in home visiting.

## MODULE 2B

### Core Competencies in Public Health Nursing

**Overview:** This module will introduce the learner to the core PHN competencies relevant to all PHNs roles in health department settings. These competencies are the foundation of accountable PHN practice and provide the knowledge and skills to perform the core functions and essential services of public health. Core competencies provide the basis for public health nursing's efforts to meet the needs of the populations we serve, and to protect and promote the health of our communities.

**Prerequisite Knowledge and Skills:** Employed as a Public Health Nurse in North Carolina; Understanding of the 3 Core Public Health Functions and 10 Essential Public Health Services.

**Learner Outcomes:** Upon successful completion of this module, the participant will be able to: describe the PHN Core Competencies as they relate to PHN practice and PHN professional development.

#### Objectives

1. Identify the difference between individual skill competencies and Quad Council Core Competencies for PHNs
2. Understand the importance of core competencies in job descriptions and work plans (professional development)
3. Identify the 8 domains and 3 tiers of the Quad Council Competencies for PHNs

#### Key Terms:

Public Health Nurse  
Core Competencies

Professional development  
Tier 1: Generalist PHN

**Reading Assignment:** Please refer to the "Reading Assignment Checklist" found in Sakai under the "Readings" tab.

#### Learning Activities:

- Identify Quad Council Core Competencies relevant to current PHN role
- Compare/integrate Quad Council Core Competencies into PHN job descriptions

## MODULE 3A

# APPLICATIONS OF EPIDEMIOLOGY: COMMUNITY HEALTH ASSESSMENT, DIAGNOSIS & PLANNING

**Overview:** This module builds upon basic epidemiologic principles, illustrating their application through the processes of community diagnosis and planning.

**Prerequisite Knowledge and Skills:** “E is for Epidemiology” on-line modules.

**Objectives:** Upon successful completion of this module, participants will be able to:

1. Describe the components of a community assessment.
2. Identify actual and potential sources of data for conducting a community assessment.
3. Analyze a community data base using appropriate quantitative measures (rates, proportions).
4. In a simulated case, apply the principles of program planning to determine a community action plan.

### Key Terms:

Community diagnosis	Community competence	Incidence
Morbidity	Formative evaluation	Prevalence
Mortality	Summative evaluation	Levels of prevention

**Reading Assignment:** Please refer to the “Reading Assignment Checklist” found in Sakai under the “Readings” tab.

### Homework:

Review your most recent health department community assessment prior to class. Note in particular the sources of data, conclusions and actions planned. Bring a print or electronic copy to class.

### Learning Activities:

Working in small groups, analyze the health status of a North Carolina county population using the current NC Health Statistics Pocket Guide. With assistance from on-site facilitators, develop a problem-focused health status profile: prioritize health needs, develop an intervention and evaluation plan, and identify possible sources of funding. Be prepared to share your work with the larger group.

## MODULE 3B

# HEALTH TEACHING FOR HEALTH PROMOTION AND DISEASE PREVENTION

**Overview:** This module focuses on core concepts for designing, planning, and evaluating health teaching interventions relating to health promotion/disease prevention for individuals, families, and groups.

**Prerequisites:** Reflect on health teaching conducted at your agency

- What topics are addressed? Which teaching-learning strategies are employed? How would you evaluate client outcomes?
- Reflect on own health teaching successes. What are your goals and next steps?
- Consider health promotion/disease prevention content that you would like to address through health teaching.

**Objectives:** Upon successful completion of this module, participants will be able to:

1. Identify target population, target/s of intervention, and priority content to address an identified health promotion/disease prevention need.
2. Develop a teaching plan that includes learning objectives, educational content, teaching and learning strategies, and evaluation measures.
3. Reflect on successful criteria for presenting teaching interventions to adults.
4. Tailor teaching interventions for specific client groups based on culture, language, locale, and literacy level.
5. Apply the Social Ecological Theory, Transtheoretical Model/Stages of Change, Lewin's Stages of Change, and the Self-Efficacy concept to teaching/learning situations.

### Key Terms:

Action stage	Literacy level	Tailoring
Affective domain	Maintenance stage	Target of intervention
Andragogy	Precontemplation stage	Target population
Cognitive domain	Preparation stage	Translation
Contemplation stage	Psychomotor domain	Transtheoretical
Learning channel	Readiness	model/Stages of change
Learning objective	Self-efficacy	Unfreezing/Refreezing
Lewin's stages of change	Social ecological model	

**Reading Assignment:** Please refer to the "Reading Assignment Checklist" found in Sakai under the "Readings" tab.

## MODULE 4

### DISASTER PLANNING AND MANAGEMENT: A PUBLIC HEALTH PERSPECTIVE

**Overview:** This module introduces basic principles of disaster planning and management.

**Prerequisite Knowledge and Skills:** Principles of public health and public health nursing.

**Objectives:** Upon successful completion of this module, participants will be able to:

1. Discuss various types of disasters, including natural, manmade and epidemics.
2. Discuss and evaluate the impact of a disaster on communities.
3. Discuss disaster management, preparedness, response and recovery.
4. Identify state, federal and community agencies involved in managing disasters.
5. Outline the PHN roles and activities related to personal, professional, and organizational preparedness.
6. Describe how the nursing competencies apply to disaster/emergency preparedness.

#### Key Terms:

Bioterrorism	Federal Response Plan
Community preparedness	Level I, II, III disaster
Delayed stress reaction	Man-made disasters
Disaster	Personal/professional preparedness
Disaster medical assistance teams	State and local emergency management
Environmental assessment	
Federal Emergency Management Agency	

**Reading Assignment:** Please refer to the “Reading Assignment Checklist” found in Sakai under the “Readings” tab.

#### Learning Activities:

1. Identify roles of the public health nurse in the preparedness, response, and recovery stages of a disaster.
2. Identify what roles in a disaster the public health nurse is best suited for, and why.
3. Identify a disaster that has occurred in your community:
  - ▶ What was the emergency/disaster?
  - ▶ Who was on the intervention team?
  - ▶ What was the intervention?
4. Identify roles of the public health nurse related to different types of disasters.

## MODULE 5

### SYNTHESIS: PUBLIC HEALTH NURSING PRACTICE

**Overview:** This module will reinforce previous knowledge and add new knowledge about vulnerable populations, social determinates of health, and the appropriate Public Health Nursing interventions that can be employed for each level of intervention: primary, secondary, and tertiary.

Key principles of public health and PHN practice presented in this course will be summarized and applied through the use of case scenarios and real-world simulation.

**Prerequisite Knowledge and Skills:** Knowledge of public health and PHN practice as presented in course prerequisites and previous modules. Employed as a public health nurse in NC.

#### Learner Outcomes:

- The learner will be able to address social determinates of health by identifying appropriate health interventions in all levels of prevention.
- The learner will be able to implement appropriate principles of PHN practice in real-world settings.

#### Objectives

- Define what is meant by vulnerable population groups
- Define Social Determinates of Health
- Identify three Levels of Prevention
- Discuss appropriate PHN roles & interventions when working with these groups
- Through discussion of real world scenarios, construct appropriate nursing care interventions to address complex public health nursing practice issues.

#### Key Terms:

Vulnerable Populations

Levels of Prevention

Social Determinates of Health

Public Health Nursing Interventions

**Reading Assignment:** Please refer to the “Reading Assignment Checklist” found in Sakai under the “Readings” tab.

#### Learning Activities:

- Identify vulnerable populations
- Identify social determinates of health
- Identify primary, secondary, and tertiary level of preventions
- Develop and implement PHN interventions at all levels of interventions using real-world scenarios