ABSTRACT:
The Loyola University Nursing Center (LUNC), a community-based, faculty-managed nursing center, opened its doors in the Fall of 1981 to meet the needs of a diverse population residing in the area surrounding the University’s Lake Shore Campus. The goal was to serve the community while providing quality educational experiences for students enrolled in the baccalaureate nursing program's senior level community health nursing course. Services offered by the LUNC fit with the missions of universities committed to experiential learning and community service. As faculty search for clinical sites offering community-based experiences and service-learning opportunities, they may consider this innovative, cost-effective model for delivering health promoting interventions to a large network of community organizations. Faculty and students from Loyola's Marcella Niehoff School of Nursing have developed countless partnerships with official and voluntary agencies over the past thirty years. In addition to health promotion activities at community sites, teaching is offered through home visits to adults unable to leave their homes. Despite illness and disability, students recognize that these individuals exhibit health promoting behaviors in their efforts to lead healthier lifestyles. Students based at the LUNC are enrolled in the senior level community health nursing theory and clinical courses. An epidemiological framework, including the levels of prevention, is used as a foundation for the undergraduate nursing program. Healthy People is a focus of the sophomore level community health course; and, in subsequent courses, students refer to Healthy People objectives relevant to specific areas of nursing practice. Evidence-based community interventions and screening recommendations are also explored.

EDUCATIONAL METHODS OR APPROACHES USED:
Students are enrolled in Loyola’s senior level community nursing theory (CMAN 380) and community health nursing clinical (CMAN 380L) courses while implementing health promoting interventions at the Loyola University Nursing Center. The three semester hour theory course includes 42 hours of classroom instruction as well as online case studies, videos, and exercises using the Blackboard course management system. Students based at the Loyola University Nursing Center (LUNC) for CMAN 380L are in clinical one day per week for a total of 84 hours over the course of the semester. During that time, they carry out needs assessments, develop and implement health promotion teaching and interventions, conduct home visits, and complete a community assessment. Community health theory is applied through clinical discussions.

PROJECT DESCRIPTION:
The Loyola University Marcella Niehoff School of Nursing has a community-focused curriculum. An epidemiological framework is used throughout the baccalaureate nursing program. The Loyola University Nursing Center (LUNC) was developed in 1981 to provide a base for community outreach activities, including health promotion teaching across the Northeast region of Chicago. Approximately fifty percent of students enrolled in CMAN 380L, the senior level community health nursing clinical course, complete their clinical experiences at the LUNC. They are concurrently enrolled in CMAN 380, a three semester hour community health nursing theory course.

The LUNC is housed on the University’s Lake Shore Campus and has received financial support from the University for the past 30 years. Loyola University has a Center for Experiential Learning (CEL) to facilitate service-learning experiences and academic internships with community partners. The
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University was selected in 2008 for the Carnegie Foundation’s Community Engagement Classification in recognition of the University’s partnerships with community organizations. The University was a 2010 Presidential Awardee recognized by the Corporation for National and Community Service’s Higher Education Community Service Honor Roll. The Nursing Center is visible within the University and valued for its longstanding partnerships with neighborhood organizations. The senior level community health nursing clinical course (CMAN 380L) is classified as both a service-learning course and an academic internship by Loyola’s CEL.

The LUNC is a cost-effective model for delivering health promotion teaching to a large network of community organizations. Approximately 100 students complete their community health nursing experience at the LUNC each year. The need for health education is identified by clients or staff members of local organizations; and students, with their faculty, visit organizations to conduct needs assessments. Models of health promotion and the teaching-learning process are covered in the community health theory courses, so students arrive prepared to apply this theoretical knowledge.

In addition to health promotion teaching at community sites (e.g., schools, after school programs, summer camps, parenting groups, senior centers, congregate living facilities, shelters), teaching to individuals is provided through home visits. Each student makes weekly home visits. Visits are to adults with chronic physical and/or mental health issues. The primary goal of visits is to provide the information and support necessary for independence and safety within the home environment. Despite illness and disability, students recognize that many individuals exhibit health promoting behaviors.

Students complete GNUR 207 (Individual/Family/Community Wellness and Health) during their sophomore year for three semester hours. According to the course description, “this course focuses on the concepts of culture, family, community, and health, exploring the complex relationships that exist among these concepts in the context of health and wellness." Healthy People is covered in GNUR 207 and applied in subsequent courses. For example, while students are enrolled in clinical courses (e.g., adult health, mental health, family health), they refer to Healthy People 2020 topic areas relevant to the specific area of practice (e.g., maternal, infant, and child health; mental health and mental disorders, cancer).

The LUNC collaborates with other University departments, including the Center for Experiential Learning (CEL) and Loyola’s Center for Urban Research and Learning (CURL). For example, students and faculty collaborated with CURL in conducting a needs assessment for a HRSA funded federally qualified health center. Loyola’s CEL has benefitted from a number of community partnerships developed by faculty at the Nursing Center. Students based at the LUNC develop health promotion activities for numerous community organizations including those receiving federal and/or state funding (e.g., Head Start, Administration on Aging, Illinois State Board of Education, Illinois Department of Public Health). Nursing Center faculty serve on the boards of a number of these community organizations.

**HEALTHY PEOPLE OBJECTIVE ADDRESSED:**

The curriculum of Loyola’s Niehoff School of Nursing and experiences offered at the LUNC meet objective ECBP-14 of Healthy People 2020 to increase the inclusion of core clinical prevention and population health content in undergraduate nursing. Counseling for health promotion and disease prevention is provided to individuals and groups (ECBP-14.1). The sophomore level GNUR 207 addresses the concept of culture, and students care for a culturally diverse population at the LUNC (ECBP-14.2). Students are introduced to the U.S. health care system in GNUR 207; and CMAN 380 describes the role of each level of government in public health, the core functions of public health, and the ten essential public health services. Students work with official and voluntary agencies during their community health nursing CMAN 380L clinical experience (ECBP-14.5). Environmental health issues (e.g., lead...
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Exposure, asthma triggers) are addressed throughout the curriculum, and students conduct environmental assessments during home visits and a community assessment assignment. Students have also completed environmental assessments for local preschools (ECBP-14.4). Students receive content on global health in CMAN 380 and work with refugee populations served by local organizations (ECBP-14.6). CDC’s Guide to Community Preventive Services is used by students to identify evidence-based community interventions for specific health problems and risk behaviors. For screening recommendations, students refer to recommendations from the U.S. Preventive Services Task Force (USPSTF). Interventions from CDC's Guide and recommendations from the USPSTF can also be found on the Healthy People 2020 website by topic area (ECBP-14.3).

PROGRAM OR COURSE GOALS:

Number of students enrolled/participating in 2010-2011 school year: 172

CMAN 380 (3 semester hours)
This course applies concepts of the curriculum to complex nursing situations outside of institutional settings. Nursing and public health concepts are integrated to provide a theoretical base for the care of families, aggregates, and communities. The role of the community health nurse in caring for specific aggregates is addressed.

CMAN 380L (3 semester hours)
This clinical course provides the student with an opportunity to apply nursing and public health concepts to the care of individuals, families, and aggregates in a community setting. Health promotion models are used as frameworks for health behavior change. A community assessment is conducted to identify needs within a selected community.

Did you conduct a needs assessment as part of your planning process? ☑ Yes ☐ No
Faculty networked with community organizations to identify community groups in need of health promotion. For example, students met with school nurses to explore health education programming for the area’s public schools. Each student met with a classroom teacher and observed the class to assess the learning needs of the children. Principals from private schools contacted the Nursing Center to request environmental assessments for their preschools and classroom health education. Other requests came from directors and nurses for Head Start programs. Students developed educational sessions for both children and parents. Students and their faculty met with older adults attending a local senior center to identify topics of interest to them. The assessment led to ongoing weekly sessions related to a variety of Healthy People 2020 topic areas including arthritis and injury prevention. Faculty and students collaborated with community organizations serving older adults to develop a network for home visit referrals. These collaborations led to opportunities for health promotion particularly in senior buildings and congregate living facilities where home visits were made. For example, students implemented a chair exercise program in one building and trained several seniors to lead the group. An annual Wellness Fair is sponsored by the University's Wellness Center, and students developed stations on various topics for the Fair (e.g., prevention of hearing loss, bone health, heart health, breast and testicular self-examinations). Each Fall semester, junior and senior level nursing students assist with influenza immunization programs across the Chicago metropolitan area.

PROFESSIONS INVOLVED:
Nursing faculty from the Marcella Niehoff School of Nursing; baccalaureate nursing students
LESSONS LEARNED/EVALUATION RESULTS:
The greatest challenge has been time both in the classroom and clinical settings. An epidemiological framework, including the levels of prevention, is used as a foundation for the undergraduate nursing program. As future nurses, students tend to focus on diseases and secondary/tertiary prevention rather than health promotion. A three semester hour community health course (GNUR 207) was added to the sophomore year of the curriculum a number of years ago. The intent was to focus students initially on health promotion and wellness. Course content includes the determinants of health, models of health behavior, epidemiology, culture, and the concept of community. Students complete a lifestyle self-assessment and epidemiology exercise as course assignments. The course is recognized by the University as a core course and is open to non-nursing majors. In subsequent courses, students review the Healthy People objectives relevant to topics covered in each course. Although some courses focus on care of the acutely or critically ill individual, the epidemiology of various conditions and prevention are addressed.

CONCLUSION:
An overall recommendation would be to use Healthy People 2020 as a framework when developing curricula and individual courses. The list of topic areas is extensive. Evidence-based interventions and screening recommendations are included for each topic area along with the supporting research. In addition to the Healthy People website, the Department of Health and Human Services has excellent population specific reports that package a great deal of information. In addition to the comprehensive "Health, United States," examples include "Child Health USA," "Women's Health USA," and "Older Americans." The DHHS Office of Minority Health is an excellent resource for information on health disparities. AHRQ's annual "National Healthcare Disparities Report" is superb. To prepare students for health teaching, required viewing should include the AMA's 2007 health literacy online video, "Health literacy and patient safety: Help patients understand." HRSA offers a five hour online course titled "Unified Health Communications." The course covers literacy, health literacy, cultural competency, and limited English proficiency. Students register online for the course and receive a certificate upon completion.

COMPANION MATERIALS: (Course syllabi, resource lists, tests, website, etc.)
CMAN 380 and CMAN 380L syllabi (see attachments)

PUBLICATIONS:


SECONDARY AUTHOR(S):

CONTACT:
Pamela A. Andresen, PhD, RN
Associate Professor of Health Promotion Nursing
Marcella Niehoff School of Nursing
Loyola University Chicago
1032 W. Sheridan Road
Chicago, IL 60660
(773)508-2902 pandres@luc.edu