ABSTRACT:
Addressing the unique health promotion and population health needs of the growing older adult population is a critical component of all health professionals’ roles. And in recent years, disaster preparedness for all populations has become one key element in preparing future health professionals. Using population-focused methodology this case study specifically utilizes a guided interactive approach to incorporate concepts of evidence-based age-related changes, health literacy, teaching learning principles, and program planning initiatives for health education on disaster preparedness. The clinical prevention and population health course in the nursing curriculum attempts to positively impact the health of the total population through identifying determinants of health and applying the principles of primary prevention across all populations. Students apply concepts of public health science, epidemiology, and principles of primary prevention, disaster preparedness and mitigation related to population health with patients of all ages, in all settings. Emphasizing clinical reasoning and judgment skills, students conduct a community assessment to identify those who might benefit from a service, and use available resources to assure best overall improvement in the health of the population through their clinical experiences. As a result of a community assessment, outcome data reflected an increase in the number of local home-bound elderly, often an overlooked population in relation to disaster preparedness, and thus served as an impetus for the development of this case study.

EDUCATIONAL METHODS OR APPROACHES USED:
Methods and Approaches Used: Interactive Case Study

Teaching methodologies include: lectures, discussions, expert guest speakers, simulations, clinical experiences, accessing secondary data sources, as well as group learning activities. Through synthesis of previously learned concepts, the case study provides students with an opportunity to demonstrate clinical reasoning and judgment to make population focused care-giving decisions. Students incorporated marketing, networking, and advocacy skills to accomplish this learning activity.

Initially students conduct a windshield survey and utilize Neuman’s Community as Partner Model to complete a community assessment. In collaboration with the local senior center representatives, a program on disaster preparedness was developed based upon assessment outcomes. The assessment revealed a significant increase in the number of home-bound elderly within the last year and heightened awareness that this population is often overlooked in disaster preparedness. As a result, creative plans emerged to design, procure, construct and distribute disaster preparedness emergency kits to the local home-bound elderly in conjunction with the local Meals on Wheels program. Financial considerations presented a particular challenge for acquiring necessary supplies.

PROJECT DESCRIPTION:
Impetus for Initiating the Project: Based on review of the American Association of Colleges of Nursing 2008 Essentials of Baccalaureate Education for Professional Nursing Practice the need to reform the community health nursing course was imperative. In rethinking the course, the focus on clinical prevention and population health presented opportunities for students to apply clinical reasoning and judgment in a variety of settings. In examining opportunities for creative clinical teaching strategies,
faculty had to think out of the box. Emphasis was to be placed on health education, health promotion, and disease and injury prevention.

Clinical prevention focuses on patient-centered interventions such as personalized health counseling, immunizations, and screenings with the goal to positively impact the health of the total population and prevent the spread of disease and other health conditions. Population focused nursing involves the study of epidemiology, identifying the determinants of health and applying the principles of primary prevention. Utilizing course concepts, innovative clinical experiences were designed for students to actively collaborate with agency representatives to identify the health care needs of special populations. Using well delineated clinical guidelines based on the Essentials and Quality and Safety Education for Nurses (QSEN), students actively engage the agency representative to develop population focused nursing interventions and educational programs to address specific needs supported by that agency’s statistics.

Throughout the 15 week course, the clinical rotation involves students with special populations across the lifespan. Students design and provide health education programs for patients in the waiting room of a nurse practitioner run rural primary health care clinic based upon that clinic’s population data. At the state health department, students access epidemiological data bases for disease surveillance, as well as investigate statistics that substantiate the impact of public health nursing on the community’s health. Wellness education programs have been developed based upon the local hospital’s discharge statistics. Students provide wellness education, private health counseling and referrals in the hospital lobby and inpatient setting. Using evidence-based practice, standards of practice, clinical prevention guidelines and health literacy concepts, students work with the local hospital nurse educator and college health nurse to develop health education packets and update health policies for their respective populations. Students work with local businesses in presenting health education programs to identify local health and environmental issues and develop strategies to improve the population’s health based on their findings.

Students work in collaboration with the Student Health Services to develop campus wellness programs and AED training. Students are instrumental in planning and implementing the campus based health fair. Furthermore, faculty and students have scheduled flu clinics in collaboration with the Student Health Services, as well as worked with the local legislative representative to provide immunizations at the local Senior Health Expo. Consistent with the University mission, the required thirty hour service learning component is embedded into the course. This service opportunity provides students with new skills, a sense of civic and social responsibility, as well as exposure to cultural and socio-economic differences in addressing community needs. The case study presented here is a result of an actual community service project.

Public health/population health/ preventive health education are concepts threaded throughout the curriculum. It is the Senior level Nursing 419 Clinical Prevention and Population Health course that heavily emphasizes population health and clinical prevention. This is a 4 credit course which includes the aggregate, community or population as the unit of care. Health promotion, disease and injury prevention are applied using clinical reasoning and judgment to improve the health of groups, communities and populations and to prepare for and minimize the health consequences of emergencies and mass casualty disasters.

Interdisciplinary collaboration is an integral component of the community assessment process. Students are required to work closely with the public health nurse, as well as social workers affiliated with the local senior centers, Community Action Agencies and Area Agency on Aging. Furthermore, students utilize a collaborative approach to plan programs congruent with identified assessment outcomes.
HEALTHY PEOPLE OBJECTIVE ADDRESSED:
This case study specifically addresses Healthy People 2020: ECBP 12-16 Increase the inclusion of core clinical prevention and population health content in health professions education.

PROGRAM OR COURSE GOALS:
Number of students enrolled/participating in 2010-2011 school year: 24
Nursing 419 Clinical Prevention and Population Health, 4 credits, usual enrollment 24 baccalaureate nursing students. This case study was developed from a community service project.

Project Objectives This embedded course activity is an ongoing course requirement with the following objectives:

Analyze data specific to disaster preparedness for the elderly.

Synthesize evidence based age-related changes, health literacy skills and teaching learning principles in the educational preparation for the elderly population.

Did you conduct a needs assessment as part of your planning process? ☑ Yes ☐ No
All students conduct a community assessment on the local community utilizing a windshield survey and Neuman’s community as partner model (Anderson, E. & McFarlane, J. 2010). Students work in teams assessing the eight subsystems, then working as a class they analyze the data and identify the community’s normal lines of defense, stressors, flexible lines of defense and lines of resistance. Based upon the outcome data students then identify ways in which they can plan community programs during clinical experiences to strengthen lines of defense and resistance and mitigate response to stressors.

This case study is one example of the outcomes of one needs assessment related to disaster preparedness that identified a significant increase in the number of home-bound elderly in the local community.

PROFESSIONS INVOLVED:
Nursing faculty and senior-level baccalaureate nursing students, as well as community based social workers and public health nurse.

LESSONS LEARNED/EVALUATION RESULTS:
Successes: Through participation in this activity/project, students develop an acknowledgement and appreciation for health promotion and disease prevention education. Students are more aware of the need to embrace educational opportunities with a variety of populations. They recognize the value of clinical in the clinical prevention and population health course. Students have said this is an opportunity to provide more health education in the community than they have ever done and have recognized the need to "sell" the concept of health as a part of their professional role.

Challenges: Thinking out of the box: creating cutting edge clinical experiences to operationalize the Essentials of Baccalaureate Education. A lack of recognition of health education with targeted population groups in the community as being "real clinical" experiences by peers and students presented a unique challenge.)

CONCLUSION:
This case study evolved from a clinical experience in clinical prevention and population health course. This and other similar initiatives can easily be identified and replicated. Recommendations: In consideration of time, faculty must provide student guidance for initiating proactive approaches for
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contacting local community agencies and accessing data for community assessments. Furthermore, financial issues pose a particular challenge and students need to be encouraged to think outside the box for problem solving, as well as the utilization of community resources. Utilizing a plethora of clinical reasoning and judgment skills it is hoped that this learning activity fosters preparation of baccalaureate nursing graduates to address clinical prevention and population health needs across the life span and more specifically the older adult population. Finally, this activity fosters a commitment to the professional graduate’s role of advocacy for clinical prevention and population health.

COMPANION MATERIALS: (Course syllabi, resource lists, tests, website, etc.)
Course Syllabus: NUR 419 Clinical Prevention and Population Health
Case Study: Disaster Preparedness for Senior Citizens

PUBLICATIONS:

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