

Transforming learning: Using a poster project as an active-learning strategy in undergraduate public health curriculum

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1. Date of Submission: 1-6-2020
2. Topical Area: 18. Interventions for Public Health Nursing; 20. Public Health Nursing; 21. Public Health Foundations; 23. Vulnerable Populations
3. Public Health Nursing competencies and standards:

ACHNE:

- Community/population assessment
- Community/population planning
- Health promotion and risk reduction

ANA PHN Scope and Standards of Practice:

- Evidence-based Practice and Research
- Collaboration

QUAD Council Competencies for Public Health Nurses #'s 43-50:

- Analytic and Assessment Skills

- Policy Development/ Program Planning Skills
 - Communication Skills
 - Cultural Competency Skills
 - Community Dimensions of Practice Skills
 - Public Health Sciences Skills
 - Financial Planning and Management Skills
 - Leadership and Systems Thinking Skills
4. Learner Level(s): RN to BSN and Undergraduate
 5. Learner Setting(s): Online or web-based modules, Classroom
 6. Strategy Type: Evaluation/assessment strategy and/or transforming teaching-learning activity through a poster project
 7. Learning Goals/Objectives:

At the completion of this course capstone assignment, students will be able to:

- a. Review current evidence-based literature related to a societal health construct.
 - b. Synthesize literature related to a societal health construct/public health nursing practices about a public health problem or concern.
 - c. Identify evidence-based nursing interventions and nursing actions to address societal health outcomes.
 - d. Integrate societal health constructs in the development of culturally relevant and linguistically appropriate health education, communication strategies, and nursing interventions pertinent to social determinants of health to care for diverse populations.
 - e. Develop confidence regarding professional nursing practice knowledge dissemination pertinent to societal and population health constructs.
 - f. Demonstrate core knowledge of health promotion, risk-reduction, and disease prevention in clients, families, and communities in collaboration with other interprofessionals.
8. Estimated time for the activity: 12 hours: 10 hours to research and develop the poster and 2 hours for a poster presentation.
 9. Strategy Overview: To design and implement a societal health construct poster to promote and evaluate public health nursing QUAD competencies. The purpose of this activity is to identify community and system level interventions that address health disparities and social determinants of health (SDOH) to impact health outcomes within populations or communities.
 10. Detailed Strategy Directions: Refer to Appendix A – Societal Health Construct Poster Assignment Instructions.

- a. Strategy Materials/Resources: Materials needed to implement the strategy include PowerPoint, access to library resources/computer and research articles/literature.
- b. Website Links:
 - Review Healthy People 2020 objectives that focus on addressing SDOH's can be found at the following link:
<https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health>.
 - Review the Minnesota Department of Health Public Health Intervention Wheel:
<https://www.health.state.mn.us/communities/practice/research/phnconcil/docs/PHInterventions.pdf>
- c. Methods for evaluating student learning: Refer to Appendix B – Societal Health Construct Poster Grading Rubric

11. Comment on overall success of this teaching strategy:

The QCC competencies provided a framework for faculty to evaluate students' ability to plan and implement community and public health focused actions and to delineate appropriate concepts and competencies. Twenty posters were analyzed for knowledge transfer to ensure continuity and consistency with not only the public health nursing standards, *Essentials of Baccalaureate Education for Professional Nursing Practice*, but for students to understand and gain knowledge acquisition regarding the basis for public health nursing's efforts to meet the needs of the populations they serve, and to protect and promote the health of communities locally and globally.

The innovative teaching strategy was deemed a success by faculty and those who attended the poster presentation sessions. This strategy has been used with two cohorts with revisions made from one cohort to the next. Students clearly met many of the QCC's competencies, and the bar was raised in identifying interventions that were at the community-and-system levels. The process used for the poster assignment proved to be well-received by students. As faculty having open dialogue with student teams during the poster presentations, it was concluded that students acknowledged a shift in their thinking. The poster assignment really prompted students to delve into the research and then learn the information that had to be presented. This ownership translated into students demonstrating creative approaches and expertise in identifying nursing actions to address societal health outcomes within public health nursing practice.

When reflecting on the poster assignment, faculty identified areas for improvement. One such area was discussing professional dress and behavior during the poster presentations. Students needed to be reminded of what professional behavior is during a poster presentation session. Faculty also identified the need to increase student engagement in the poster session, so a change was made with the second cohort to develop test questions from each poster presentation, and the questions were included on the final examination.

For future poster assignments, faculty may want to consider referring students to various free Webinars on their poster topics. Faculty could also consider having peer-to-peer group feedback requirement for draft posters. This would allow for greater feedback and creativity within the student teams.

12. Additional References: Used in the development of the strategy.

American Association of Colleges of Nursing. (2013). *Public health: Recommended competencies and curricular guidelines for public health nursing. A supplement to the essentials of baccalaureate education for professional nursing practice*. Retrieved from <https://www.aacnnursing.org/Portals/42/Population%20Health/BSN-Curriculum-Guide.pdf>

Minnesota Department of Health. (2019). *Public health interventions: Applications for public health nursing practice*. Retrieved from <https://www.health.state.mn.us/communities/practice/research/phncouncil/docs/PHInterventions.pdf>

Quad Council Coalition Competency Review Task Force (2018). *Community/public health nursing [C/PHN] competencies*. Retrieved from: <http://www.quadcouncilphn.org/documents-3/2018-qcc-competencies/>

Young, P., & Krumwiede, N. (2016, January 20). *Family construct poster presentation assignment*. Retrieved from <https://ahn.mnsu.edu/departments/school-of-nursing/glen-taylor-nursing-institute/education/>

Appendix A

Societal Health Construct Poster Assignment Instructions

Introduction: Public health nursing practice is population-focused with a goal of improving health outcomes. Nurses often work with an interdisciplinary team to address societal health concerns, promote health, and protect the health of populations. The role of a public health nurse has expanded beyond providing health education to include advocacy, social marketing, policy development & enforcement, surveillance, disease & health event investigation, outreach, screening, referral & follow-up, case management, delegated functions, counseling, consultation, collaboration, coalition building, and community organizing (Minnesota Department of Health, 2019). Nursing students will work in a team to develop a Societal Health Construct Poster that addresses a topic of concern for a population. The purpose of this activity is to identify community and systems level interventions that address health disparities and social determinants of health (SDOH) to impact health outcomes within populations or communities.

Directions:

Student teams can choose a societal health construct topic of choice, or pick from list below, related to recent initiatives focused on SDOH and public health intervention wheel that might include: The World Health Organization Commission on SDOH and the Robert Wood Johnson Foundation Commission (RWJF) to Build a Healthier America. In addition, Healthy People 2020 objectives that focus on addressing SDOHs can be found at the following link:

<https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health>

1. Search the literature for related information
 - a. Gather epidemiological data on the topic and root causes of the issue.
 - b. Identify evidence-based population-focused interdisciplinary interventions, actions, or strategies to address the societal health concern.
 - c. Link to a societal health construct such as community crisis, community empowerment, community resiliency, community vulnerability, community uncertainty, community engagement, community cultural influence, community coping, community burden, community protection, community fear, community struggling, community balancing, etc.
 - d. Link the topic to a Healthy People 2020 objective:

<https://www.healthypeople.gov/2020/topics-objectives>

2. Define the problem and the societal health construct.
3. Summarize research findings related to the topic and societal health construct.
4. Draw conclusions based on synthesis of evidence.
5. Make recommendations for public health nursing practice on how to address the concern including potential partnerships and resources that may be needed. Be sure to include community and systems level interventions. Use the Minnesota Department of Health Public Health Intervention Wheel

<https://www.health.state.mn.us/communities/practice/research/phncouncil/docs/PHInterventions.pdf>

6. Provide a reference list.

7. Use the assigned poster template to develop a poster composed of the information from your literature search.

Teams will present the poster to peers and faculty during a 2-hour poster presentation session. Please note, your poster may be shared within a particular community (i.e., school setting, worksite, community collaborative, or community outreach setting) or an abstract on your poster may be submitted to present at a conference.

Suggested Topics: Select a societal health topic that shows evidence of commitment to social justice, the greater good, and public health principles. You may choose a topic of choice or from the following list:

- a. Food Insecurity
- b. Homelessness
- c. School Bullying
- d. Workplace Bullying
- e. Emergency Preparedness
- f. Suicide
- g. Veterans and Post-traumatic Stress Disorder
- h. Vulnerability in Lesbian, Gay, Bisexual, & Transgender Community
- i. Sexually Transmitted Diseases
- j. Community Exposure to Environmental Threats (Air Pollution, Lead, Mercury, etc.)
- k. Human Trafficking
- l. Substance Misuse and/or Abuse
- m. Fight Against Tobacco

Appendix B

Societal Health Construct Poster Grading Rubric

Criteria	Adequate- 1 Point	Fair -2 Points	Good- 3 points	Excellent- 4 points
Organization	Not very visually appealing; cluttered and hinders readability; organization of the research is inconsistent/dist racting; no sequence of information.	Visual appeal is adequate but detracts from readability; organization of the research is somewhat inconsistent/dist racting.	Visually appealing and supports readability; organization of the research is enhanced.	Visually appealing and enhances readability; organization of the research is clearly understood.
Construct Knowledge & Content	Content arrangement is confusing and does not assist the viewer in understanding order without narration. Content was not analyzed or synthesized.	Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration. Content was inconsistently analyzed and synthesized.	Content is arranged so that the viewer can understand order without narration. Content was adequately analyzed and synthesized.	Content is clearly arranged so that the viewer can understand order without narration. Content was thoroughly analyzed and synthesized.
Visual Presentation	Graphics (e.g., tables, figures, etc.) do not enhance the text; Use of font sizes/variati ons to facilitate presentation of the research is	Graphics (e.g., tables, figures, etc.) do not adequately enhance the text; Use of font sizes/variati ons to facilitate the presentation of the research is	Graphics (e.g. tables, figures, etc.) enhance the text; Adequate use of font sizes/variati ons to facilitate the presentation of the research.	Graphics (e.g., tables, figures, etc.) are engaging and enhance the text; Uses font sizes/variati ons which facilitate the presentation of the research.

	inconsistent/dist racting.	somewhat inconsistent/dist racting.		
Quality Resources	Does not use or cite any research and journal articles and other resources such as government, education, or other professional organizations.	Cites some data obtained from research and journal articles and other resources such as government, education, or other professional organizations.	Cites most data obtained from research and journal articles and other resources such as government, education, or other professional organizations.	Cites all data obtained from research and journal articles and other resources such as government, education, or other professional organizations.
APA Format & Mechanics	Presentation has >5 spelling or grammatical errors. Has excessive errors related to APA formatting.	Presentation has >3 spelling or grammatical errors. Has noticeable errors related to APA formatting.	Presentation has <2 spelling or grammatical errors. Has minimal errors related to APA formatting.	Presentation has no misspellings or grammatical errors. Followed APA formatting guidelines.
Total Points/ Comments				

Modified from Swygart-Hobaugh, A. J. (2019). Example 8 - Poster presentation rubric. Retrieved from <https://www.cornellcollege.edu/LIBRARY/faculty/focusing-on-assignments/tools-for-assessment/poster-presentation-rubric.shtml>