

2023



# ACHNE APHN Joint Conference Abstract Compendium

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5/15/2023

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## Plenary Presentations (60 minutes)

### Building Collective Moral Resilience

Hannah Hayes MPH BSN, Julianna Manske MSN BSN OCN

University of Wisconsin-Madison School of Nursing, Madison, WI, USA

#### *Purpose*

This presentation will discuss public health challenges and explore mitigation strategies to support wellbeing and resiliency at the individual and organizational level.

#### *Implications/Relevance for Public Health*

Strategies to support resiliency at the individual and organizational level should be developed and implemented to support the workforce to meet the needs of the public now and in the future.

### How to promote Public Health and Public Health Nursing in the Media

Dr. Lisabeth Searing PhD<sup>1</sup>, Dr. Robin Dawson PhD<sup>2</sup>, Shirley Orr MHS<sup>3</sup>

<sup>1</sup>Gannon University, Erie, PA, USA. <sup>2</sup>University of South Carolina, College of Nursing, Columbia, SC, USA. <sup>3</sup>Association of Public Health Nurses, Wichita, Kansas, USA

#### *Purpose*

This session will build capacity among attendees to effectively communicate about public health topics with multiple audiences, including the public, policymakers, and the media.

#### *Implications/Relevance for Public Health*

The pandemic illuminated communication as a gap within the public health system. Many lives were lost because of disinformation, spread worldwide, without clear and consistent public health communication to counter it. Effective communication dispels fears and equips people with knowledge necessary to protect their health as well as the health of

the public. It is critical that public health nurses gain these skills to assure effective public health communications to attain improved health outcomes for all.

## "I'm Tired:" Understanding Compassion Fatigue, Secondary Traumatic Stress, and Burnout

Dr. Tashima Ricks DNP, RN, PHCNS-BC

National Institute of Corrections, Washington, DC, USA

### *Purpose*

Identification of interventions that cultivate a sense of self-awareness and teach skills in building resilience and positive coping mechanisms provide means for addressing compassion fatigue, secondary traumatic stress, and preventing burnout in the workplace.

### *Implications/Relevance for Public Health*

Compassion fatigue, secondary traumatic stress, and burnout have the potential to impact a nurse's ability to provide care. Public health nurses providing and coordinating care, leading systems, and involved in the development the public health nursing workforce must understand the organizational and operational impact that these concepts have on employee wellness, retention, and recruitment.

## Improving Nursing Students' Clinical Placement Experience to Strengthen the Public Health Workforce

Assistant Professor, Alverno College Kirsten Lezema MPH, BSN, RN, CHES<sup>1</sup>, Public Health Nurse Erin Cronn BSN, RN<sup>2</sup>

<sup>1</sup>Alverno College, Milwaukee, WI, USA. <sup>2</sup>Cudahy Health Department, Cudahy, WI, USA

### *Purpose*

A quality public health rotation for nursing students is essential for building the future public health workforce as the exposure challenges and broadens the students' ideas of the nursing profession. The Alverno nursing students started their rotation without an understanding the role of public health nursing in the community, however, by the end of the rotation, three out of the eight students expressed an interest in public health after graduation. In addition, the quality public health rotation strengthens the existing workforce by supporting and broadening public health initiatives while protecting their time.

### *Implications/Relevance for Public Health*

Nursing students have the capacity to enhance and support the role of the public health nurses through challenging public health rotations. In addition, quality public health rotations can spark interest in nursing students to public health nursing as a future profession.

## Lessons Learned Developing a National Public Health Workforce Development Program: The New to Public Health Residency Program

Julianna Manske MSN, RN, OCN, Hannah Hayes MPH, RN

University of Wisconsin-Madison School of Nursing, Madison, WI, USA

### *Purpose*

By participating in the N2PH Residency Program, residents build competency for evidence-based public health and confidence for addressing the challenges of public health work.

### *Implications/Relevance for Public Health*

This presentation is relevant for developing and continual improvement of public health workforce development programs, particularly those addressing transition to public health practice.

## Meaningful Integration of Policy into Nursing Curriculum

Dr. Sue Harrington PhD

Grand Valley State University, Grand Rapids, Michigan, USA

### *Purpose*

Secular context looks different today and we must understand and embrace the role of advocacy through the comprehension of policy and astute communication. As nurse educators, we see this concept highlighted in the newest AACN Essentials, the latest edition of the Standards of Public Health, and the latest edition of ANA Nurses Making Policy. The policy concept and competencies, however, have not been consistently mapped in our curriculums or frequented our syllabi. Yet the complexities of health care and the dynamics of policy development require our students be prepared in the area of policy advocacy.



The purpose of this plenary is to give a start to mapping the concept of policy in nursing curriculum. We will form groups and take a step-by-step approach to framing an identified problem and begin a drawing/mapping of a policy model. The end goal is to prepare our students, to advance to critical thinking and decision making, as leaders in healthcare.

#### *Implications/Relevance for Public Health*

As health care delivery shifts from acute care to population health care/community health care, nurses are challenged as change agents to integrate concepts and competencies that link knowledge of SDOH with policy interventions. Our role or leadership now impacts policy development. Cultivating this concept and adding it to our professional roles will prepare the nursing workforce of the future with these added skill sets and education.

The process of policy development and implementation is necessary for patient-focused nursing. Implementation of policy development into nursing practice is still evolving as part of the role of nurse. The need for policy development is more than that of an academic enterprise, it is vital if effective care is to be delivered and resources used effectively and efficiently. Few nurses are engaged in policy development and yet our students need to be policy competent. It is our responsibility to be involved in adding clarity to the guidance of policy development for our nurses and student nurses.

### **Preparing the future public health workforce: lessons from a rural teaching health department**

Amanda Mehl RN, MPH

Boone County Health Department, Belvidere, IL, USA

#### *Purpose*

Nationwide, health departments are experiencing reductions in funding, personnel, and essential services while at the same time seeing their responsibilities shift from that of care provider to chief health strategist. Two and a half years of pandemic response has further contributed to burnout, turnover, and threatened the very infrastructure of the field of public health and the future prospects of workforce development. Gaining a true understanding of this change goes beyond academic studies, it requires front line preparation.

#### *Implications/Relevance for Public Health*

Students gain hands-on experience while developing new skills that will serve as a foundation for their public health careers and grow their professional network. Having the opportunity to create or contribute to projects, work with local government, attend trainings and shadow staff in a wide range of public health disciplines allow them to gain competencies beyond those found in the classroom. The student will also learn firsthand that the greatest resources any health department can have are its partnering agencies and organizations.

### **Using Storytelling as an Advocacy Tool: Implications for Nursing Practice and Education**

Devon Noonan PhD<sup>1</sup>, Susan Harrington PhD<sup>2</sup>, Policy Committee ACHNE<sup>3</sup>, Policy Committee APHN<sup>4</sup>

<sup>1</sup>Duke University, Durham, NC, USA. <sup>2</sup>Grand Valley State, Grand Valley, MI, USA. <sup>3</sup>ACHNE, Dayton, OH, USA. <sup>4</sup>APHN, Columbus, OH, USA

#### *Purpose*

The purpose of this joint plenary session between APHN and ACHNE is to provide participants with the tools to craft compelling stories and teaching strategies for the advancement of public health nursing in both academic and practice settings.

*Implications/Relevance for Public Health*

Telling the stories of public health nursing and their work with and for communities remains one of the most powerful advocacy tools available. This plenary session will provide participants with the tools to use storytelling as an advocacy tool to advance public health education and practice.

## Podium Presentations (15 minutes)

### Academic-practice partnership between University of Iowa and Nurses in Eswatini Africa

Kimberly Nuxoll MSN, Anita Nicholson PhD

University of Iowa, Iowa City, Iowa, USA

#### *Purpose*

This presentation will describe the importance of UI nursing academic and Eswatini nursing practice partnership to help with global population health challenges. The combined networking of UI faculty/students with Eswatini nurses has created valuable culturally appropriate interventions/programming related to HIV/AIDS and cervical cancer, which benefits the Eswatini people and learning of nursing students.

#### *Implications/Relevance for Public Health*

UI's international academic-practice partnership with Eswatini serves as an innovative model for faculty at other universities. It meets the clinical components of the AACN (2021) competencies focused on population health nursing.

Nursing students' knowledge grows tremendously related to global health and Eswatini nurses appreciate the collaboration to implement important health initiatives.

### An academic-practice partnership provides an emerging opportunity for simulation in nursing education

Kristy Emerson MPH, RN<sup>1</sup>, Dr. Lucy Graham PhD, MPH, RN<sup>1</sup>, Meghan Munoz CHPN, RN<sup>2</sup>

<sup>1</sup>Colorado Mesa University, Grand Junction, CO, USA. <sup>2</sup>HopeWest, Grand Junction, CO, USA

#### *Purpose*

The purpose of this session is to share a unique academic-practice partnership opportunity created for a traditional BSN program in a Community and Population Health course that has broad applicability. Particularly in more rural areas, finding necessary expertise within one's agency can be taxing. Partnering with a network of community agencies on needed public health content strengthens each entity's ability to develop comprehensive and important skills, knowledge, and attitudes. These partnerships can be challenging to identify and foster but can be mutually beneficial. In this session, we plan to address our experience and use it as a platform from which to help participants formulate strategies for academic-practice partner engagement in their own communities.

#### *Implications/Relevance for Public Health*

EoL care and conversations are relevant to public health clinicians across a broad expanse of care delivery. EoL care is an identified necessary component of all BSN curricula and part of accreditation standards. While the content is scaffolded throughout most curricula, it is heavily emphasized in the public health or community and population health courses and clinicals. All public and community health nurses should have self-efficacy in this content as they work with populations of all ages, from all backgrounds, with varying social determinants of health and health literacy, and chronic disease conditions. Fluency in EoL skills and resources adds to a public/community health nurses' toolkit and is critical to enhancing community conversations around advanced directives and EoL care planning.

## Academic-Practice Partnerships: A Fusion of Community Assessment and Community Engagement to Meet Population Health Needs

Dr. Patricia Schoon DNP, MPH, PHN, RN

Metropolitan State University, St. Paul, Minnesota, USA

### *Purpose*

The purpose of this presentation is to discuss a model for population-specific holistic community assessment that engages students and community partners in a mutually beneficial activity. The community assessment process is adapted to focus on a specific at-risk population served by a specific community partner using either a risk-based or asset-based approach. A holistic health determinants framework is used so assessment occurs from the micro-level of the individual, family, and small group to the macro level of the community. Students teams collaborate with community partners to accomplish common goals. The instructor guides the student teams using a consultative approach that facilitates student initiative, creativity, independence, and leadership. At the completion of the project students analyze the effectiveness and efficiency of their actions and the positive impact they have had on community health. This fusion of community assessment and community engagement which is both student-centered and community centered prepares students for entry-level population health practice.

### *Implications/Relevance for Public Health*

Nursing educators and their practice partners in the community have the opportunity to prepare nurses to take on the expected leadership roles of professional nurses in the 21st century. No matter where nurses practice, they need to deal with the social determinants of health and the life experiences of their patients over the lifespan. Public health may be practiced anywhere and needs to be practiced everywhere if nurses are to make a difference in reducing health disparities in their communities. More high impact learning experiences in the community where students work collaboratively with community partners will better prepare nurses to make a difference. Nurse educators need to explore ways to increase their abilities to create and maintain these experiences. These experiences also increase the interest of student nurses in entering public health nursing as a career.

## ACHNE Disaster White Paper Updates

Dr. Jody Spiess PhD<sup>1</sup>, Dr. Pamela Frable ND<sup>2</sup>

<sup>1</sup>Webster University, Saint Louis, MO, USA. <sup>2</sup>Texas Christian University, Forth Worth, TX, USA

### *Purpose*

To revise and update the existing (2008) ACHNE Disaster White Paper using two background PICO questions:

1. What are the best practices for the leadership role of C/PHN Educators in disaster preparedness education?
2. What are the essential undergraduate and graduate curricular elements for disaster preparedness in the U.S. (this would include the Essentials and other disaster nursing competencies)?

### *Implications/Relevance for Public Health*

More research is needed. Literature has been published on the role of healthcare leaders but lack specifics on the C/PHN educators' role in disaster preparedness education. There are many competencies and curricular elements available from multiple organizations. Coming to a consensus and collaborating to educate future and practicing nurses on this critical content are essential.

## Advancing Health Equity: Integrating Sustainability and Planetary Health Concepts into an Environmental Health Course

Dr. Shawna Hebert DNP, RNC-MNN, PHNA-BC, Dr. Mallory Bejster DNP, RN

Rush University College of Nursing, Chicago, IL, USA

### *Purpose*

To revise an environmental health course to prepare DNP-APHN students to integrate sustainability and environmental justice in their future practice.

### *Implications/Relevance for Public Health*

The Future of Nursing 2020-2030 Report emphasizes the importance of advancing health equity in all aspects of nursing education. This includes addressing planetary health and sustainability issues in environmental health nursing. Environmental health curriculum updates are necessary to assure that students meet the CPHNO competencies, and the new updated essentials set forth by the American Association of Colleges of Nurses (AACN). It is imperative that DNP-APHN students have the knowledge and ability to identify and address environmental health issues and inequities in their future practice.

## Advancing Population Health: Impacting knowledge, skills, and attitudes of future nurses through clinical immersion experiences in rural Guatemala.

Pamela Prag CNM, MS, MPH

University of Colorado College of Nursing, Aurora, Co, USA

### *Purpose*

As a public institution, the University of Colorado is proud to have the opportunity to educate a diverse spectrum of students. Development of a clinical immersion experience in Guatemala opened doors for students who may not otherwise have exposure to global health learning opportunities to have direct experience with caring for patients in a low resource country. The vision of the College of Nursing is to “Shape the Future of Health”. Placing this program within a required undergraduate Community/Population Health course meets a pertinent and clearly identified need for nursing students at the University of Colorado to develop the skills necessary to care for a rapidly globalizing world.

## Analysis of Faculty Confidence in BSN Graduates’ Preparedness of AACN Essential Core Competencies and QCC-C/PHN Competencies at the Texas A&M University School of Nursing

Suzanne Van M.S.N., R.N., CPHQ<sup>1</sup>, Doctor Elizabeth Wells-Beede PhD, RN, C-EFM, CHSE-A, CNE, ACUE, FAAN<sup>2</sup>, Doctor Angela Mulcahy PhD, RN, MSN, CMSRN, CHSE<sup>1</sup>, Lauren Thai M.Ed.<sup>2</sup>, Colleen LaRue Undergraduate Honors Student<sup>1</sup>, Chandler Garrett Undergraduate Honors Student<sup>1</sup>

<sup>1</sup>Texas A&M University, College Station, TX, USA. <sup>2</sup>Texas A&M University, Round Rock, TX, USA

### *Purpose*

The American Association of Colleges of Nursing (AACN) core competencies for professional nursing education provide guidance for the development, implementation, and evaluation of nursing curricula (American Association of Colleges of Nursing, 2021). In addition, the Quad Council Coalition of Public Health Nursing (QCC-PHN) competencies determine priorities for public health nursing education and research (Quad Council Coalition Competency Review Task Force, 2018). It is important for nurse educators to be confident in their implementation of these competencies to bridge the

connection between education and practice. Nurse educators should regularly reflect on their implementation of public health competencies to ensure that nursing graduates have the knowledge and skills to perform the essential components of public health nursing in the role of the newly graduated registered nurse.

#### *Implications/Relevance for Public Health*

According to the Health Resources and Services Administration (2022) 215 out of 254, or 84.6%, of Texas counties are designated as healthcare provider shortage areas. Individuals living in these areas lack access to health promotion and chronic disease prevention services which makes preventing, detecting, and managing chronic conditions more difficult. By restructuring the current pre-licensure BSN curriculum to include public health competencies, graduated nurses can meet the call to improve access to health promotion and disease prevention services, thus improving health outcomes for individuals living in these medically underserved areas.

## Assessment of AACN 2021 Essentials - Domain 3 Population Health Competencies among Undergraduate Nursing Students

Dr. Mark Siemon PhD, RN

Southern Utah University, Cedar City, UT, USA

#### *Purpose*

The purpose of this research is to assess the effectiveness of baccalaureate nursing education to prepare entry-level nurses for population nursing care. The research question is - Do baccalaureate nursing students feel they meet the population health competency requirements established by AACN for entry level nurses?

#### *Implications/Relevance for Public Health*

The AACN (2021) Essentials: Core Competencies for Professional Nursing Education provide a framework for the integration of population health competencies for undergraduate and graduate nursing education. Pre-post surveys using the AACN (2021) Domain 3 - Population Health entry level competencies and subcompetencies to assess undergraduate nursing students self-reported competence can help nurse educators and programs evaluate the effectiveness of population health education and identify gaps in learning.

## Assessment of Climate Change and Sustainability among Undergraduate Nursing Students and Faculty using the Sustainability in Nursing Attitudes Survey (SANS\_2)

Dr. Mark Siemon PhD, RN

Southern Utah University, Cedar City, UT, USA

#### *Purpose*

The purpose of this study was to assess the attitudes of undergraduate nursing students and faculty who teach undergraduate nursing on the importance of climate change and sustainability for nursing and whether climate change and sustainability should be included in undergraduate nursing curriculum.

#### *Implications/Relevance for Public Health*

The impact of climate change on health can be seen throughout the United States and globally. Increases in severe weather events and wildfires are directly related to changes in global temperatures. Nurses need to have the knowledge and skills to work with communities and policy makers to mitigate the impact of climate change and advocate for

changes in policies and systems to reduce carbon emissions and health disparities related to climate change and unsustainable environmental practices. Nursing educators have a role in increasing the knowledge and skills of future nurses to address the impact of climate change at all levels of the socio-ecological framework. The moderate support (i.e., mean < 6) among nursing educators for including climate change and sustainability as part of nursing education show that there is a need to increase awareness of these issues among nursing educators and provide resources to integrate these topics into undergraduate curricula. In addition, evaluation of student learning and skills to address climate change and sustainability at community, organizational, and systems levels need to be developed and disseminated.

## Assessment Technologies Institute Test Results and Blended Experiences for Senior Community Health Nursing Students

Dr Linda LaComb-Williams EdD

University of Tampa, Tampa, FL, USA

### *Purpose*

Nursing students enrolled in a baccalaureate degree program in community/public health nursing at the researcher's site have two options for field experience in community health nursing. One option is to participate in an out-of-country community health clinical experience. The second option is to participate in a local clinical experience in a community in Florida. The purpose of this study was to examine the relationship between the students' ATI test results representing an indication of cultural competency and their clinical experiences. For more current students who had not taken the ATI exams, the second part was to identify what similarities and differences in their sense of confidence or transcultural self-efficacy and conceptual knowledge and their clinical experiences that the two groups reported.

### *Implications/Relevance for Public Health*

Thought-provoking data from the focus group discussions could lead to further research. Topics for future research include:

- Enlarging community health nursing experiences locally for both in-country and out-of-country students.
- Exploring whether the additional experiences can affect students' recall on the ATI Comprehensive Exam.
- Identifying additional problem-solving skills that the in-country students need to acquire
- Expanding the TSET survey to future classes, helping to increase the sample size.
- Investigating the effects of specific cultural indoctrination/training in advance of out-of-country placement.
- Investigating additional inclusion of emotional intelligence methods utilizing coaching mentors for ATI practice exams and ATI preparation.
- Researching further cultural competency training for both groups.

## Bridging Safe Relationships: Intimate Partner Violence Interventions in a US Middle School

Dr. Maryellen Brisbois PhD<sup>1</sup>, Professor Alberto Duarte MS<sup>2</sup>, Dr. Luis Gomes PhD<sup>3</sup>, Student Andrew Peterson N/A<sup>1</sup>, Student Mia Slater N/A<sup>1</sup>, Student Catarina Perry N/A<sup>2</sup>

<sup>1</sup>UMass Dartmouth, Dartmouth, MA, USA. <sup>2</sup>University of the Azores, Ponta Delgada, Portugal. <sup>3</sup>University of the Azores, Terceira, Portugal

### *Purpose*

The purpose of this educational intervention (Bridging Safe Relationships) was for nursing students from the US and Portugal to provide middle school students and their families with information related to IPV, risky behaviors, consequences, and prevention strategies. The students school setting was utilized for the intervention to coincide with Parent Night at the school, and prior educational interventions had previously been implemented and evaluated with robust turnout and positive feedback from students, families and the school administration.

### *Implications/Relevance for Public Health*

Nursing students are well-equipped to positively impact the health of a target group of students identified by a local middle school who are underserved and may be at risk for violence due to familial factors. Implementing primary/secondary prevention interventions of prominent global health concerns i.e., IPV may be beneficial using a collaborative approach (school, adolescent, nursing student, family) to provide information, skills and resources.

## **Bridging Safe Relationships: Intimate Partner Violence Interventions in High School in Azores, Portugal**

Prof Luis Gomes PhD<sup>1</sup>, Prof. Maryellen Brisbois PhD<sup>2</sup>, Anabela Pereira<sup>1</sup>, Prof. Helia Soares PhD<sup>1</sup>, Prof. Luis Furtado MSc<sup>1</sup>

<sup>1</sup>Azores University - School of Health, Angra do Heroísmo, Portugal. <sup>2</sup>UMass Dartmouth, Dartmouth, Massachusetts, USA

### *Purpose*

In response to data collected, an intervention regarding IPV in 2020, Sexual Violence was accepted by 15% of participants, Psychological Violence was accepted by 13% of participants and Physical Violence was accepted by 9% of participants. Therefore, the main goals of the “Bridging Safe Relationships” project were to contribute to primary prevention of IPV in adolescents, through the reinforcement of attitudes that promote healthy relationships and increase health literacy about dating violence.

### *Implications/Relevance for Public Health*

This project reinforced the importance of intersectoral work in the community to promote health, since it is our responsibility, as future health professionals, to respond to the social mandate. Furthermore, contributed to improving and acquiring transversal skills, such as develop communication, empathy and team work.

This project was completed as part of the Bridging the Atlantic International Student Exchange, an international alliance in community health among American and Azorean nursing students and faculty working to develop collaborative research to improve health outcomes in both countries.

## **Broadcast Health: Leveraging YouTube for Community Health Education**

Sara Neely MSN, Dr. Heide Cygan DNP, RN, PHNA-BC

Rush University, Chicago, IL, USA

### *Purpose*

The purpose of this presentation is to describe the development, implementation and evaluation of a YouTube channel designed to disseminate health education to a wide audience of public health workers and patient populations.



### *Implications/Relevance for Public Health*

Educators should consider this as a technique to teach future public health nurses as a way to harness the expertise of and interest in technology to encourage a new generation of nurses and nurse educators. Public health nurses should consider using this method as a means of educating colleagues, peers, partners, and patient populations.

## **Building an Academic-Practice Partnership: RN-Led Care at Community Correctional Centers**

Dr. Amy Johnson PhD, RN<sup>1</sup>, Dr. Virginia Reising DNP, RN<sup>2</sup>, Cindy Cruz BSN, RN<sup>1</sup>

<sup>1</sup>University of Illinois, Chicago, Chicago, IL, USA. <sup>2</sup>Rush University, Chicago, IL, USA

### *Purpose*

Given the intersection of the correctional system and health care, CCCs provide a setting in which access to healthcare can be provided to PWAI as they begin to transition back to the community. This presentation will describe the development of an RN-led wellness clinic at two CCCs to minimize barriers and increase access to healthcare.

### *Implications/Relevance for Public Health*

In addition to the impact on individuals and communities, the partnership provides an innovative way to address health needs for PWAI and provide clinical learning opportunities for all levels of nursing students. Student nurses often have limited to no experience working with PWAI and this experience helps to minimize stigma and increase competencies in managing the multitude of physical and mental health needs of this population. This partnership also provides a care model that can be replicated across settings to address health needs in the most vulnerable and hard to reach populations and thus supports positive health outcomes in these populations.

## **Challenge Accepted: Developing Nurses as Planetary Health Leaders**

Heide Cygan<sup>1</sup>, Gina Alexander<sup>2</sup>, Vicki Brooks<sup>2</sup>, Tammie Williams<sup>2</sup>

<sup>1</sup>Rush University College of Nursing, Chicago, IL, USA. <sup>2</sup>Texas Christian University, Fort Worth, USA

### *Purpose*

The purpose of this presentation is to highlight the planetary health education initiatives of two nursing schools, each located in a major urban metroplex experiencing the health effects of climate change and extreme weather events.

### *Implications/Relevance for Public Health*

Practicing nurses, nursing students, and nursing educators can join the Nurses Climate Challenge, Nurses Drawdown, and the Action Collaborative on Climate Change to learn more about the scientific evidence of climate change, the connections between planetary health and human health, and advocacy messages for nursing leadership and community members.

## **Colorado Professional Scopes of Practice in Public Health: A Toolkit for Understanding Public Health Roles**

Ann Scarpita MSN, MPH, BSN<sup>1</sup>, Angie Fellers LeMire MSN, BSN<sup>2,1</sup>

<sup>1</sup>Colorado Public Health Association-Nurse Section, Denver, CO, USA. <sup>2</sup>JSI, Denver, CO, USA

### *Purpose*

The Colorado Professional Scopes of Practice in Public Health Toolkit serves as a guide to assist public health staff and directors in understanding the responsibilities and limitations of their licenses. It was designed to protect and improve service quality while preserving the professional license of those serving the public.

### *Implications/Relevance for Public Health*

Role clarity and defined competencies imply that there will be improved patient safety and outcomes, efficiency, interprofessional collaboration, and decision-making in policy, training, and workforce design. It will improve consistency in practice by aligning and defining standardized competencies with legal scopes of practice language for various public health roles. Ultimately, it has provided substantial language and guidance to consider moving forward with a legislative proposal to include language that defines the scope of practice, competencies, education, and training required to work as unlicensed assistive personnel in Colorado.

## **The Community and Public Health Environmental Initiative: An academic-community partnership highlights public health nursing education and practice**

Dr. Katie McElroy PhD, Dr. Robyn Gilden PhD, Laura Allen MA, MS, Martine Kirwin MS, Amy Nahley MS

University of Maryland School of Nursing, Baltimore, MD, USA

### *Purpose*

The Community and Public Health Environmental Initiative (the “Initiative”) was initially established at the University of Maryland School of Nursing to provide nursing services and support to Head Start and Early Head Start centers in Baltimore City as they applied for the Children’s Environmental Health Network’s Eco-Healthy Childcare® endorsement. Over time, the Initiative staff in conjunction with our primary community partner, Maryland Family Network, identified a tremendous need for general health oversight and education. Services were added and capacity grew to include multiple counties in Maryland, in addition to Baltimore City. Today, the vision of the program is to integrate health and wellness into high-quality early childcare and education programs throughout Maryland.

### *Implications/Relevance for Public Health*

Organizations that serve vulnerable families can benefit from innovative partnerships with academic institutions to leverage the knowledge from expert nurses along with the availability and energy of nursing faculty and students. What began as one clinical rotation at our school has evolved into a public health nursing program that impacts families across Maryland.

## **Community Cafes: A place where everyone is treated with dignity.**

Dr. Lori Borchers PhD

Texas Christian University, Fort Worth, Texas, USA

### *Purpose*

The purpose of this presentation is to describe findings from a recent descriptive study on the effects of a community café on food security and sense of community of college students.

### *Implications/Relevance for Public Health*

The pay-what-you-can café model is not well known throughout the country. This presentation will inform Public Health Nurses (PHN) and Educators on the pay-what-you-can café concept which will empower them to advocate for this model in their own communities.

Mobilizing community partnerships between a university and a pay-what-you-can café can address student and community food security needs collectively. PHNs in practice and education are ideally suited to inform both community and college/university leaders of the campus-community reciprocal benefits of pay-what-you can cafes.

## Current Landscape and Proposed Global Health Leadership Tracks for Advanced Practice Population Health Nursing Programs

Dr. Marik Moen PhD, MPH, RN, Dr. Lori Edwards DrPH, MPH, BSN, Elias Snyder MS, FNP-C

University of Maryland School of Nursing, Baltimore, MD, USA

### *Purpose*

To understand the existing landscape of global health nursing specialty tracks or global health courses, we present our review of this content in U.S. APRN programs in community/public/population health.

### *Implications/Relevance for Public Health*

By developing global health academic programs with bi-directional local and international didactic and practical learning opportunities, we align ourselves with the recommendations of our professional organizations and create more equitable and accessible opportunities for our global nursing community.

## Educating Nurses about Health Risks Related to Military Service

Dr Cheryl Schmidt PhD, RN

Arizona State University Edson College of Nursing and Health Innovation, Phoenix, AZ, USA

### *Purpose*

The purpose of this presentation or poster is to educate colleagues about the health risks related to exposures during military service.

### *Implications/Relevance for Public Health*

Not all military veterans are seen in acute care settings. Public health nurses may see veterans in community settings such as homeless resources, so need to learn about health risks related to military exposures.

## Educational Efforts to Increase the Forensic Nursing Workforce

Kelly Krumwiede PhD, MA, BS, Amy Haycraft DNP, APRN, CNP, RN-BC, Renee Kumpula EdD, MA, BA

Minnesota State University Mankato, Mankato, MN, USA

### *Purpose*

The purpose of this educational innovation is to describe the impact of forensic nursing content in curricula to increase the future forensic nursing workforce. The content was added to academic courses to increase student awareness of the growing need for services for victims and survivors.

### *Implications/Relevance for Public Health*

This implementation benefits program and student learning outcomes, institutional goals, and statewide initiatives to improve care for individuals, communities, and society.

## Efficacy of a Pilot Program to Train and Certify Men’s Health Educators in the Community

Mr. Armin Brott MBA, Dr. Salvatore J. Giorgianni, Jr. PharmD

### *Purpose*

To address some of these issues, Health Men, Inc. (HMI, a 501(c)(3) non-profit) created the Certified Men’s Health Educator (CMHE©) training program, a self-paced, online course appropriate for healthcare professionals and non-medically trained individuals who want to help boys, men, and their families achieve true health and wellness. Learning objectives are to teach participants to:

- Communicate with men and boys in culturally appropriate ways that will motivate them to actively engage with the healthcare system and play a strong role in their own and their loved ones’ wellness and healthcare;
- Reimagine healthcare practices and other wellness-and-health-related touch points in ways that will make men and boys feel comfortable and welcome;
- Recognize and address sociocultural considerations that are unique to the many subpopulations of boys and men;
- Help women and other trusted loved ones support and encourage the boys and men in their lives.

### *Implications/Relevance for Public Health*

Public Health Nurses (PHN) play a central role in developing, delivering, and assessing population-based educational programs and activities. Increasing their understanding of male perceptions about specific health challenges, and developing male-friendly communications skills not only broadens PHN’s professional competencies, but also enables them to better engage with and powerfully impact the health of the boys and men in their practices and their communities.

## Evaluation of a Single Challenge Dose of Hepatitis B for Meeting Immunity Requirements in Health Science Students

Dr. Courtney Catledge DNP, MSN/MPH<sup>1</sup>, Dr. Leigh Pate DNP<sup>2</sup>, Dr. Ann Scott DNP<sup>2</sup>, Gail Vereen M.Ed.<sup>2</sup>, Dr. Alicia Ribar PhD<sup>2</sup>, Dr. Robin Dawson PhD<sup>2</sup>

<sup>1</sup>University of South Carolina Lancaster, Lancaster, SC, USA. <sup>2</sup>University of South Carolina, Columbia, SC, USA

### *Purpose*

The three-fold purpose of this study was to evaluate: 1) Hepatitis B immunity patterns among nursing students; 2) titer responses among students with initial negative or equivocal hepatitis tiers after a challenge dose of Hepatitis B vaccine; and 3) immunization costs and documentation burden.

### *Implications/Relevance for Public Health*

Results of this study should inform examination of current community/public health nursing organizational hepatitis B immunity policies and procedures.

## Foundational Public Health Services Framed in Equity: An Essential Lens for Public Health Leadership

Clinical Assistant Professor Monica Hughes MSN (DNP will be conferred Dec. '22.)

Texas State University, Round Rock, TX, USA

### *Purpose*

For public health transformation to take place, leaders must establish equity as the central tenet of all programs and services. Health department (HD) employees who are solely focused on their own roles and responsibilities fail to see the greater picture of the work of the HD or the public health system and may not recognize its equity implications and potential impact. This impacts the ability to provide FPHS, which are bound by equity. This lack of vision can also impact workforce retention and satisfaction, inhibiting the HD's reach toward improved health equity.

### *Implications/Relevance for Public Health*

Leaders in public health must use methods to consistently elevate and integrate an equity focus in HD conversations, strategic planning, workforce development, and performance management to drive improvement in employee motivation, work, and the quality of health equity outcomes. Bringing this lens to the forefront of the work will improve the ability of the HD to provide the FPHS. It may also allow public health employees to feel a greater sense of purpose and meaning in their work, potentially leading to greater retention and satisfaction.

## Global Health as an Elective for APHN DNP Students

Susan Swider PhD, PHNA-BC, Mallory Bejster DNP, Heide Cygan DNP, PHNA-BC, Shawna Hebert DNP, PHNA-BC

Rush University, Chicago, IL, USA

### *Purpose*

Rush University's BSN-DNP program admits 15-20 students yearly and requires the students to take 3 elective/cognate courses to strengthen their knowledge and skills in a particular area of public health. These courses are often challenging to find, as many nursing programs do not have electives. In 2022, the Rush University College of Nursing APHN DNP program had 5 students who expressed an interest in Global Health. The purpose of this presentation is to describe the development and implementation of an Independent Study in Global Health for DNP students in APHN.

### *Implications/Relevance for Public Health*

DNP programs in small APHN programs need to be creative at meeting students' learning needs. Carefully constructed Independent Studies can be efficient and effective ways to promote learning and skill development in specific areas of public health interest.

## “Help Us Become Nurses”: Making a Difference in the Lives of People in Poverty

Dr. Jacqueline DeBrew PhD, MSN, RN, CNE

Elon University, Elon, NC, USA

### *Purpose*

A faculty member from a new nursing program in need of clinical opportunities formed a partnership with a community agency that provides transitional housing to those experiencing homelessness to provide basic health screenings and teaching as part of the clinical requirements for a mental health nursing course. The community agency had never had

students of any kind, therefore, this cohort of students was responsible for building relationships with the residents, assessing their needs, and implementing interventions.

The purpose of this presentation is to discuss the process of establishing a new academic-practice partnership, and the outcomes that demonstrated student learning, as well as to describe the findings of a small study conducted to understand what learning activities and experiences nursing students found meaningful and led to a change in prior perceptions of people in poverty.

#### *Implications/Relevance for Public Health*

The findings of this study support the work of Mezirow and demonstrate that this learning experience led to transformative learning for nursing students. At the initiation of this clinical opportunity, there were doubts that it would be successful, mainly due to the question about how nursing students would fill their time in a meaningful way. However, the findings of this qualitative study demonstrate that this community opportunity was a meaningful learning experience, and furthermore, one that could be replicated by other educators in higher education, not just in nursing. The community partner was grateful for the new relationship, particularly since resources available to the residents had diminished during the Covid pandemic.

### **Impact of a clinical experience with the homeless on nursing students' attitudes**

Dr Lisabeth Searing PhD, Dr Lisa Quinn PhD

Gannon University, Erie, PA, USA

#### *Purpose*

To examine the impact of a clinical experience serving a city's homeless population on nursing students' attitudes toward individuals experiencing homelessness.

#### *Implications/Relevance for Public Health*

Nurses must care for everyone in a community, including those experiencing homelessness, with empathy and compassion.

### **Implementing a nurse residency pilot program in Pignon, Haiti**

Dr, Marie Lourdes Charles EdD, RN-BC, Ms Gretha Fievre MA, MSA, RN, Dr. Joy Henderson PhD, RN

Pace University, New York, NY, USA

#### *Purpose*

This project established an NRP at the Hospital Bienfaisance de Pignon, in Haiti, to provide clinical and professional education to pre-licensed and graduate Haitian nurses. The purpose was to improve communication, technical skills, confidence, and ultimately patient care. Additionally, the NRP was designed to prepare participants for the State licensure examination.

#### *Implications/Relevance for Public Health*

NRPs support transitioning to practice and expand leadership opportunities for nurses in the global environment. Partnerships between international academic institutions, volunteer and healthcare organizations can advance public health initiatives to expand access to healthcare. The HEAL-Pignon pilot serves as a model for implementing NRP to reinforce workforce capacity.

## Improving transition to practice using a PHN residency program

Dr. Rachelle Larsen PhD, Mary Zelenak MSN, RN

College of Saint Benedict and Saint John's University, Saint Joseph, MN, USA

### *Purpose*

The objective of the study is to describe a novel approach to enhance new graduate transition to practice and provide initial evidence for the effectiveness of this program.

### *Implications/Relevance for Public Health*

Transition to practice programs have proven to significantly benefit new graduates in the inpatient health care setting. There continues to be a lack of transition to practice programming for nurses new to the public health setting. New graduate residencies in public health will improve job satisfaction, intention to stay on the job and improve the knowledge and skill of new graduate nurses. It is imperative that new graduate nurses are well prepared to meet population health needs. The New Graduate PHN Residency Program is an essential step in meeting the professional development needs of this group.

## Innovative approaches to teaching systems thinking regarding public and environmental health

Dr. Barbara Sattler RN, DrPH

University of San Francisco, San Francisco, CA, USA. Alliance of Nurses for Healthy Environments, Mt Ranier, MD, USA. California Nurses for Environmental Health and Justice, Bolinas, CA, USA

### *Purpose*

This presentation will review in-class activities developed to help students think in terms of societal, public and environmental health systems and regulatory authorities in order to both address current risks to individuals and communities, as well as promote primary prevention.

### *Implications/Relevance for Public Health*

Even public and community health are no longer robust components of basic nursing programs, leaving students inadequately prepared to address everyday, basic population-based challenges. Exercises like the ones described in this presentation can provide opportunities for students to relate to events and conditions that are becoming more and more apparent in light of continued environmental degradation, climate change and climate-related emergencies.

## Innovative strategies to teach communication skills to community health nursing students and faculty

Doctor Barbara Hekel PhD, MPH, MSN, RN<sup>1</sup>, Dr. Bridgette Pullis PhD, RN, CHPN<sup>2</sup>, Instructor Jennifer Dugger MSN, RN, CHSE<sup>1</sup>

<sup>1</sup>Cizik School of Nursing UTHSC at Houston, Houston, Tx, USA. <sup>2</sup>Cizik School of Nursing UTHSC at Houston, Houston, TX, USA



### *Purpose*

The purpose is to describe the innovative teaching strategies used to promote communication and use of motivational interviewing by BSN students and also describe the steps to prepare faculty to educate students regarding communication skills in didactic and clinical settings.

### *Implications/Relevance for Public Health*

While students like to focus on hands on skills and bedside nursing care, soft skills such as communication is also essential. Motivational interviewing is a collaborative style of communication that is designed to empower patients as the nurse works in partnership with the patients. Effective communication skills such as motivational interviewing, prepare nursing students for future practice. Effective communication with patients can lead to safer and high-quality care.

## **An Innovative Undergraduate Training Program to Increase the Public Health Workforce**

Dr. Sarah Kershner PhD, Dr. Tracy George DNP, Mrs. Julia Marty Hucks MN

Francis Marion University, Florence, SC, USA

### *Purpose*

The goal of this project was to enhance health science students' knowledge of public health and increase the numbers of students available to volunteer for emergency and public health response within local, state, and global communities.

### *Implications/Relevance for Public Health*

This undergraduate public health training program addresses the ongoing need for an expanded public health workforce to fill health service gaps. The medical reserve corps engages volunteers to strengthen public health, improve emergency response capabilities, and build community resiliency.

## **Innovative use of unfolding simulation and escape room game to prepare nursing students for disaster preparedness and outbreak investigation**

Dr. Quyen Phan DNP, APRN, FNP-BC, Dr. Morgan Clark-Youngblood DNP, MPH, CNM, Dr. Rebekah Chance-Revels DNP, WHNP-BC

Emory University, Atlanta, GA, USA

### *Purpose*

The purpose of this project was to design and evaluate an interactive simulation that included an epidemiology escape room and a disaster scenario.

### *Implications/Relevance for Public Health*

Nurses are the largest healthcare workforce in the world and are essential component in public health emergency response. However, nursing curricula often does not train students to collect or analyze epidemiological data, practice appropriate infection control during disease outbreaks, or provide support during disasters. Teaching these skills during a real-world situation would be unsafe and delay care. Simulation allows replication of real-world scenarios while offering a safe environment to make mistakes. Public health agencies can use escape rooms and simulations to teach

epidemiological concepts and disaster preparedness to practicing public health nurses, maintaining readiness to respond.

## The International Student Exchange Partnership (IN-STEP) framework: a step-by-step approach on developing international partnerships.

Dr. Helder Pereira PhD<sup>1</sup>, Dr. Maryellen Brisbois PhD<sup>2</sup>

<sup>1</sup>University of the Azores, Ponta Delgada, Portugal. <sup>2</sup>University of Massachusetts, Dartmouth, MA, USA

### *Purpose*

To discuss the IN-STEP Model as a pragmatic tool for the design and implementation of transnational educational projects in Community Nursing Education.

### *Implications/Relevance for Public Health*

The development of competence in global health care among nursing students can be stimulated by learning experiences in an international context with exposure to diversity and care of persons who are from underserved communities.

## An Interprofessional Simulation to Promote Awareness of the Social Determinants of Health and Discharge Challenges

Dr. Sara Brown DNP, RNC-MNN, CNE, LCSW<sup>1,2</sup>, Dr. Cynthia Morrow MD,<sup>2,3</sup>

<sup>1</sup>Radford University, Radford, Virginia, USA. <sup>2</sup>Virginia Tech School Of Medicine, Roanoke, Virginia, USA. <sup>3</sup>Roanoke City and Allegheny Health District, Roanoke, Virginia, USA

### *Purpose*

This presentation will describe how nursing students can gain competency in advocacy by participating in an interprofessional course that includes a simulated discharge teaming experience.

### *Implications/Relevance for Public Health*

The nursing workforce must be competent in advocacy and population health. This presentation described a course that aims to produce nurses that are capable of advocating and negotiating in the interprofessional healthcare team.

## Leadership in Public Health Nursing: DNP in APHN

Susan Swider PhD, PHNA-BC, Heide Cygan DNP, PHNA-BC

Rush University, Chicago, IL, USA

### *Purpose*

Rush University developed a clinical doctorate (DNP) for APHN in 2012 and is one of only 17 programs in the country to do so (AACN, 2019). As part of ongoing educational program evaluation, the Rush faculty conducted a survey of the program's alumni to determine: roles and work settings post-graduation; CPHNO (2018) competencies used in their role; professional presentations of DNP work; leadership positions held post-graduation; and advice for future students.

### *Implications/Relevance for Public Health*

Nurses have long been integral to the public health workforce, but such positions are dwindling due to budget cutbacks. Data on APHN practice can be used to further refine the practice role, market it to other nurses and highlight the APHN contribution in Local Health Departments and other community settings.

## **Life on the streets: Appraising the plight of persons facing homelessness in the US and Portugal.**

Dr. Maryellen Brisbois PhD<sup>1</sup>, Dr. Helder Pereira PhD<sup>2</sup>, RN Kripa Thapa BSN<sup>1</sup>, RN Debora Cordeiro BSN<sup>2</sup>

<sup>1</sup>University of Massachusetts, Dartmouth, MA, USA. <sup>2</sup>University of the Azores, Ponta Delgada, Portugal

### *Purpose*

To provide undergraduate students from the US and Portugal an opportunity to appraise community and public health implications for persons experiencing homelessness or accessing homeless services, compare and contrast available services in each country, and discuss the role of the nurse in caring for this population.

### *Implications/Relevance for Public Health*

Opportunities for nursing students to work together to better understand the needs of persons who are disproportionately affected by unstable housing is needed.

Understanding the many roles of the community health nurse broadens student insight into opportunities to improve public health through actively volunteering or providing care in the community.

Students working together from different education and health systems are able to identify and understand like global health trends can have positive implications in being change agents.

## **Mobile Health Training Program: An Innovative Model for Non-Academic Health Centers**

Dr Stephanie Duea Ph.D., RN, Dr Lorie Sigmon PhD, DNP, APRN, RN, Dr Barbara Lutz PhD, RN, CRRN, PHNA-BC, FAHA, FAAN, Dr Kelly Laham DNP, ANP-BC, CNE, Dr Amanda Culp-Roche PhD, APRN, FNP-BC

University of North Carolina Wilmington, Wilmington, North Carolina, USA

### *Purpose*

The nurse-led mobile health training program was designed to complement the work of existing health services and programs in rural and underserved counties. The program increases the nursing workforce and care delivery in medically underserved communities; provides tailored didactic education and experiential learning opportunities for undergraduate and graduate students based on social determinants of health (SDOH); and provides health programs and services to target populations using nurse-led, interprofessional collaborative mobile health teams.

### *Implications/Relevance for Public Health*

This innovative Mobile Health Training Program model, based on academic-community partnerships to address SDOH and measure the impact of interprofessional collaborative practice teams on patient outcomes, has implications for vulnerable and medically underserved communities across the United States who are interested in partnering with academic institutions with health professions programs not affiliated with a medical school/academic medical center.



## Mutual Benefit: Investing in Rural Health and Community Health Nursing Education through the UPCARE Project, an Academic-practice Partnership

Dr. Erika Metzler Sawin PhD, Tina Switzer DNP (Dec. 2022), Christina Lam PhD, Dr. Jamie Robinson PhD, Dr. Deborah Elkins DNP, Dr. Melody Eaton PhD

James Madison University, Harrisonburg, VA, USA

### *Purpose*

In response to a HRSA funding initiative, an inter-professional academic-practice partnership was formed to establish a community-based clinical practice experience, largely based in RHCs, for undergraduate nursing students, focused on mental health/substance abuse and chronic disease prevention/control. Its goals were to increase the number of BSN-prepared nurses entering the rural primary care workforce, create clinical, simulation, and didactic experiences to develop culturally competent primary care and community health nursing skills, and to explore ways to improve access and outcomes for rural and underserved populations.

### *Implications/Relevance for Public Health*

Although programs such as UPCARE demonstrate promise, the need remains for the development of sustainable ways to address the complex care needs of residents of underserved rural communities. This will require systems-level change, which is needed to create more opportunities for nurses working in community and public health nursing in rural areas, who wish to transform patient care and ameliorate health disparities of rural populations.

## The nurse-trained public health director's relationship to health department performance, health equity work and the public's health

Dr. Paula Kett PhD, MPH, RN, Dr. Betty Bekemeier PhD, MPH, RN, FAAN

University of Washington, Seattle, WA, USA

### *Purpose*

To better understand this association, this mixed-methods study explored the strategies and organizational factors nurse-trained public health directors use and emphasize in supporting health department performance and health equity.

### *Implications/Relevance for Public Health*

This study has important implications for public health practice and policy, as it gives further insight into the value nurse leaders bring to public health and highlights their strengths as leaders, strengths which persist amidst a complex network of community and organizational influences which were accounted for in this study. This information can be used to effectively employ nurse leaders in carrying out significant public health work.

## Partners in Prevention Community Clinic Fostering Healing During an Arduous Pandemic

Dr. Debra Eardley DNP, MSN<sup>1</sup>, Dr Conni DeBlieck DNP, MSN<sup>2</sup>, HueMAN Partnership Executive Director Clarence Jones M.Ed, CPH, CHW, CPE<sup>3</sup>, Nancy Wilson MS, BA<sup>4</sup>

<sup>1</sup>Metropolitan State University, St. Paul, Minnesota, USA. <sup>2</sup>New Mexico State University, Las Cruces, New Mexico, USA.

<sup>3</sup>HueMAN Partnership, Minneapolis, MN, USA. <sup>4</sup>Frankie Wilson Consulting, Plymouth, MN, USA

### *Purpose*

Purpose: In response, a public health nurse educator received a community engagement grant and recruited community partners to implement a free prevention clinic, called Partners in Prevention (PIP) in the heart of community areas most impacted. The purpose of the clinic is to improve the health and wellbeing of at-risk populations and to reduce or eliminate health disparities.

### *Implications/Relevance for Public Health*

The Partners in Prevention free clinic utilizes a public health model, e.g. prevention and evidence-based practice to identify and reduce risk factors and health disparities among top at risk populations negatively impacted by an arduous pandemic and civil unrest.

## Professionalizing Disease Intervention Specialists Through Certification

Mrs. Shantal Johnson BS

National Board of Public Health Examiners, Washington, DC, USA

### *Purpose*

A well-prepared workforce is essential to meeting the current and future challenges in disease intervention. Certifications are an effective way to ensure quality, while rewarding the certification holder through professional development and advancement. The goal of the DIS certification is to improve public health services provided to communities by DIS through a high quality, standardized approach to the professional development of this workforce. Certification will standardize and validate the knowledge, skills, and abilities of DIS; drive the standardization and improvement of training; increase the quality and consistency of service delivery; and increase recognition of the skills and abilities of DIS. Certification will also assist public health systems in recruiting, retaining, and developing individuals skilled in disease intervention.

### *Implications/Relevance for Public Health*

DIS are a critical part of the public health infrastructure as they work directly with communities and in building the link to health care into the future. They have also been critical during the COVID-19 pandemic. Their skillset and engagement in our communities confer that disease intervention specialists will continue to be in high demand in the public health arena for the coming years.

## The Public Health Learning Navigator: Supporting the Public Health Nursing Workforce

Laura Prechter MS, Caitlin Moore MSW, MPH

National Network of Public Health Institutes, New Orleans, LA, USA

### *Purpose*

In this presentation, we intend to highlight how the peer-review process can benefit public health practitioners, to synthesize some of our findings on what topics the learners are looking for on the Learning Navigator, to demonstrate how the Quality Standards for Training Design and Delivery are used to assess quality, and to present data from peer-reviewers on common indicators of quality and what is often missed in public health trainings.

### *Implications/Relevance for Public Health*

As the public health nursing workforce strives to be life-long learners in their professional journeys, the Public Health Learning Navigator is there to support them in hosting easy-to-access, high-quality training.

## **A Quadruple Aim Model to Support Public Health Nursing Education**

Kelly Krumwiede PhD, MA, RN, PHN<sup>1</sup>, Debra Eardley DNP, RN, PHNA-BC<sup>2</sup>, Conni DeBlieck DNP, MSN, RN<sup>3</sup>, Karen Martin MSN, RN, FHIMSS, FAAN<sup>4</sup>

<sup>1</sup>Minnesota State University Mankato, Mankato, MN, USA. <sup>2</sup>Metropolitan State University, St. Paul, MN, USA. <sup>3</sup>New Mexico State University, Las Cruces, NM, USA. <sup>4</sup>Martin Associates, Omaha, NE, USA

### *Purpose*

The purpose is to describe the development of a comprehensive model in which the Institute for Healthcare Improvement (IHI) Triple Aim and versions of the Quadruple Aim were adapted for use in nursing education. The recognition of nurturing our future C/PHNs lies with a successful educational model that can simultaneously deliver excellent quality education at optimized cost and prevent faculty burnout while being focused on improving student learning outcomes.

### *Implications/Relevance for Public Health*

Nurse educators are encouraged to utilize the model to transform C/PHN education.

## **A Qualitative Description of Public Health Nurses' Experiences Working in State and Local Health Departments in a Midwestern State**

Regina Johnson MS, BSN, Dr. Jill Peltzer PhD, APRN-CNS

The University of Kansas School of Nursing, Kansas City, KS, USA

### *Purpose*

For healthy communities and a healthy nation, it is paramount to have a “consistent, effective, and efficient PHN workforce” to address the current and future healthcare needs of our population, as public health needs continue to rise[6]. However, we do not have an in-depth understanding of PHNs’ experiences working in health departments in a changing public health environment. The purpose of this study was to describe the experiences of PHNs in state and local health departments, how they transitioned to their PHN role, and how their PHN role was impacted during a pandemic.

### *Implications/Relevance for Public Health*

The challenges are mirrored by national data such as limited funding for salaries and benefits and lack of awareness of PH and the PHNs role, responsibilities, and value in improving health outcomes within their community[7]. This study



offers several implications for PHNs. These include developing residency programs for nurses transitioning to PH that include PHN scope and standards of practice, advocating for additional funding at local and state levels to provide competitive salaries to nurses who want to pursue roles in health departments, and amplifying the critical role of PHNs in the community.

## Reducing Health Disparities by Addressing Food Insecurity

Amanda Thurman DNPc, Kristen Kellogg DNPc

Point Loma Nazarene University, San Diego, CA, USA

### *Purpose*

The purpose of this Doctorate of Nursing Practice (DNP) scholarly project was to train nurse practitioners on how to screen for food insecurity and refer patients that are food insecure to community resources. A follow up project implemented a food resource and healthy eating education program. This project is evaluating the efficacy of such a program for patients with a cardiometabolic disease experiencing food insecurity in a community clinic setting.

### *Implications/Relevance for Public Health*

Primary care providers and clinics should be screening for food insecurity and addressing social determinants of health as a part of whole person care.

## Reflecting on 10 years of collaborative international nursing projects: Bridging the Atlantic Program

Dr. Maryellen Brisbois PhD<sup>1</sup>, Dr. Helder Pereira PhD<sup>2</sup>, Prof Alberto Duarte MS<sup>2</sup>, Prof Helena Silva MS<sup>2</sup>, Dr. Luis Gomes PhD<sup>3</sup>, Dr. Helia Soares PhD<sup>3</sup>

<sup>1</sup>University of Massachusetts, Dartmouth, MA, USA. <sup>2</sup>University of the Azores, Ponta Delgada, Portugal. <sup>3</sup>University of the Azores, Terceira, Portugal

### *Purpose*

To recall, reflect and share the collaborative experiences to illustrate the gains for nursing students and faculty engaging in international study experiences in the community nursing specialty.

### *Implications/Relevance for Public Health*

Educational institutions committed to the education of nurses competent in Community Nursing and Global Health should ensure students benefit from immersion in diverse environments, and through innovative opportunities may be challenged to find creative and contemporary solutions for the populations they serve.

## Seeing through My Eyes: Understanding Social Determinants of Health Using Virtual Reality

Dr Kate Bernheisel DNP, MPH, APRN, FNP-BC, Dr Jan Kubas DNP, APRN, NP, BC, Dr Colette Townsend-Chambers DNP, MSN, CHSE, Dr Joan Creed DNP, MN, CCM

University of South Carolina, Columbia, SC, USA

### *Purpose*

The key goals for this VR project are:

1. Develop and implement a Virtual Reality (VR) 360-degree video experience for students based on the life of a patient experiencing poor health outcomes and negative impacts of SDOH.
2. Determine how a VR 360-degree video experience impacts students' knowledge, attitudes and confidence related to SDOH compared to viewing a standard video of the same content.

#### *Implications/Relevance for Public Health*

Using this cutting-edge approach can enhance nursing student education and experiences but may also be utilized across multiple disciplines, encouraging additional collaborative learning at the university level. Video scenarios can be tailored to many content areas including diversity, equity, inclusion, and accessibility (DEIA); population-specific groups (women's health, pediatrics, geriatrics, or patients with specific comorbidities); vulnerable populations; and global health.

## Strategies to Provide a Clinical Nursing Education Experience in a Community Food Bank Setting

Dr. Penny Morgan Overgaard PhD

University of Arizona College of Nursing, Gilbert, AZ, USA

#### *Purpose*

This presentation provides an exemplar of strategies to provide a clinical nursing education experience in a community food bank setting that assists student nurses in developing clinical assessment skills, identifying the impact of Social Determinants of Health (SDOH) on health outcomes as well as providing a platform for exploring health equity.

#### *Implications/Relevance for Public Health*

Exploring alternative educational approaches and novel community sites and partnerships as clinical nursing sites can offer opportunities for achieving student learning outcomes, broadening student experience and fostering equity in healthcare while at the same time benefitting the community through service learning.

## Training public health nurses on disaster shelter care using a flipped classroom approach

Katherine Holbrook MS, RN, CNS, PHN<sup>1</sup>, Dr. Sahar Nouredini PhD, RN, CNS<sup>2</sup>, Zerlyn Ladua MSN, RN, FNP<sup>2</sup>, Dr. Maria Cho PhD, RN, FNP<sup>2</sup>, Marissa Rafael DNP(c), RN<sup>2</sup>, Rebecca Morse RN, MSN<sup>3</sup>

<sup>1</sup>UCSF, San Francisco, CA, USA. <sup>2</sup>California State University East Bay, Hayward, CA, USA. <sup>3</sup>UCDMC, Sacramento, CA, USA

#### *Purpose*

The purpose of this study is to determine the effectiveness of a collaborative disaster shelter training intervention between an academic institution and local health departments. An academic institution partnered with local health departments to develop and implement a comprehensive online and in-person PHN training curriculum better prepared to address the medical and behavioral needs of the population that may utilize a disaster shelter.

#### *Implications/Relevance for Public Health*

Flipped learning approach is an effective way to provide continuing nurse education. It ensure a deeper understanding of content and makes education more accessible. Partnerships between academic institutions and local health departments are mutually beneficial. Academic institutions can use their education expertise and access to educational

resources to ensure quality training as well as provide CEUs. Health departments help to ensure that curriculum is relevant and reflects current practice thus positioning PHNs to be better prepared for future disasters.

## Uncovering Emergency Preparedness Attitudes and Behaviors among Indigenous Pacific People: A Qualitative Study

Dr. Gary Glauberman PhD<sup>1</sup>, Philmar Mendoza<sup>1</sup>, Marissa dela Cruz MS<sup>2</sup>, Dr. Holly Fontenot PhD<sup>1</sup>

<sup>1</sup>University of Hawaii at Manoa Nancy Atmospera Walch School of Nursing, Honolulu, HI, USA. <sup>2</sup>Kalihi-Palama Health Center, Honolulu, HI, USA

### *Purpose*

The purpose of this study is to better understand how the COVID-19 pandemic has influenced emergency preparedness attitudes and behaviors among members of traditionally underserved groups in Hawaii.

### *Implications/Relevance for Public Health*

Traditionally underserved groups are at greater risk during emergencies. Greater understanding regarding current knowledge, attitudes, and behaviors related to emergency preparedness among members of at-risk groups will improve the ability of community health nurses, healthcare providers, and other public health professionals to design and deliver interventions that are more closely tailored to the needs and preferences of the populations served. Furthermore, as vaccines become an important component of EP, preventative care that correlates with the administration of routine vaccines for children may open new opportunities to engage with primary caregivers regarding overall family EP.

## Unexpected Opportunities: Linking an Undergraduate Perceptions of Poverty Experience to Entry Level Nursing Education Competencies

Becky Davis DNP RN, Margo Minnich DNP RN, Monica White MSW LCSW, Lucas Manning MSN RN, Jamie Barnes MSN RN CPN

Creighton University, Omaha, NE, USA

### *Purpose*

The purpose of the project was to provide a structure for assessing teaching strategies and student learning outcomes within a poverty immersion experience, using the CAPS tool. The Interprofessional Competency Crosswalk highlighted opportunities to measure entry-level competency-based learning.

### *Implications/Relevance for Public Health*

The new AACN Essentials provide a competency-based framework for preparing nursing professionals. Within the 10 domains are multiple entry-level competencies linked to population health. Creating meaningful applications and learning outcomes assures that future PHNs will arrive well-prepared to join the public health workforce.

## Using mobile clinics to improve primary healthcare

Marjory David MSN<sup>1,2</sup>, Dr Marie Lourdes Charles EdD<sup>1</sup>

<sup>1</sup>Pace University, New York, NY, USA. <sup>2</sup>Jamaica Hospital Medical Center, Jamaica, NY, USA

### *Purpose*

The objectives of ADO's initiative were "to ensure health equity through health promotion, disease prevention, treatment, rehabilitation, and palliative care" (WHO, 2017). ADO prioritized the needs of those furthest behind first. Additionally, the partnerships with onsite healthcare organizations would ensure continuity of care.

### *Implications/Relevance for Public Health*

The ADO initiative demonstrates the ability of small scale, grassroots organizations to improve health equity for rural communities and enhance life expectancy. Additionally, it coordinates healthcare services for disease management.

## Using the Theory of Planned Behavior to Understand Factors Related to Saudi Female Adolescent's Physical Activity.

Mrs Muna Alali MSN, RN, PhD Candidate<sup>1</sup>, Mrs Lorraine Robbins PhD, RN, FNP-BC, FAAN<sup>1</sup>, Mrs Tsui-Sui Annie Kao PhD, FNP-BC<sup>1</sup>, Mrs Jiyong Ling PhD, MS, RN<sup>1</sup>, Mrs Dola Pathak PhD<sup>1</sup>, Mr Alan L Smith PhD<sup>2</sup>

<sup>1</sup>Michigan State University, East Lansing, MI, USA. <sup>2</sup>Utah State University, Logan, UT, USA

### *Purpose*

The purpose of the cross-sectional study was to understand psychosocial factors related to Saudi female adolescents' (aged 13–18 years) PA. Guided by the theory of planned behavior (TPB), a structural model specifying psychosocial factors, including attitude, subjective norms (SN), perceived behavioral control (PBC), and PA intention, as possible predictors of PA was examined.

### *Implications/Relevance for Public Health*

The findings demonstrate the significant contributions of TPB's psychosocial factors in predicting PA intention and PA among Saudi female adolescents. These results provide needed information for nurses, health professionals, and public health researchers to develop and test a theory-based intervention to promote PA and reduce obesity-related diseases for Saudi female adolescents. Moreover, nurses can advocate for school policies targeted toward improving PA in order to prevent and decrease childhood obesity.

## We rely on each other: A qualitative exploration of Native American experiences during the COVID-19 pandemic

Dr. Robin Dawson PhD, RN, CPNP-PC, FAAN<sup>1</sup>, Dr. Hunter Boehme PhD<sup>2</sup>, Julia Dunham-Thornton MSN, RN, ANP-BC, AGPCNP-BC<sup>1</sup>, Krystal Becks MSN, ANP-BC<sup>1</sup>, Dr. Melissa Nolan PhD, MPH<sup>2</sup>

<sup>1</sup>University of South Carolina College of Nursing, Columbia, SC, USA. <sup>2</sup>University of South Carolina, Columbia, SC, USA

### *Purpose*

The purpose of this theory-informed, qualitative descriptive study was to explore the experiences of Native Americans living in South Carolina during and following the COVID-19 pandemic, including perceptions of disease prevention and mitigation strategies and interactions with governmental and non-governmental agencies.

### *Implications/Relevance for Public Health*

Community/public health nurses are integral in advancing health equity among historically disenfranchised and marginalized communities. Approaching community engagement through a strengths-based perspective will facilitate the development of acceptable, culturally relevant strategies and interventions designed to improve health care access and ultimately, health outcomes.

## Symposium Presentations (30 minutes)

### Building a Model for Community-Based Clinical Education

Dr. Sheila Grigsby PhD, RN, MPH

University of Missouri--St. Louis, Normandy, MO, USA

#### *Purpose*

Purpose: This abstract will highlight a community-engaged campus commitment to health care equity and the elimination of health disparities due to social determinants of health (SDOH) in communities with limited resources. Our nursing program's aim is to prepare future nurse leaders to work in non-setting-specific workforce activities that are culturally sensitive and reduce health disparities, while also developing and maintaining sustainable bi-directional relationships with community partners in the Metropolitan St. Louis area.

#### *Implications/Relevance for Public Health*

Implications/relevance for public health: As colleges of nursing begin to utilize models of community-based clinical education, faculty and students will change their worldview of public health and its critical role in the future of nursing.

### Building Advocacy Skills to Strengthen Community/Public Health Nursing Practice and Education

Dr. Florence M Weierbach PhD, MPH, RN<sup>1</sup>, Dr. Gina Alexander PhD, MPH, RN<sup>2</sup>, Dr. Lori Edwards DrPH, MPH, BSN, RN<sup>3</sup>, Dr. Mallory Bejster DNP, RN, CNL<sup>4</sup>

<sup>1</sup>East Tennessee State University, Johnson City, TN, USA. <sup>2</sup>Texas Christian University, Forth Worth, Texas, USA.

<sup>3</sup>University of Maryland, Baltimore, Maryland, USA. <sup>4</sup>Rush University rsityrsty, Chicago, Illinois, USA

#### *Purpose*

In this session, we will discuss advocacy for the C/PHN specialty and/or PSE changes to inform nursing and healthcare colleagues and the public-at-large on our role and function.

#### *Implications/Relevance for Public Health*

Advocating for the C/PHN specialty in practice and education roles is important at this point in time. Recent national initiatives place increased emphasis on prevention and the social determinants of health. Having C/PHN well versed in advocacy strategies will assist in bringing attention to the value of policy, systems, and environmental change and to the roles of the C/PHN more broadly.

### Cultivating Communities of Practice in Public Health

Hannah Hayes MPH, BSN, Julianna Manske MSN, BSN, OCN

University of Wisconsin-Madison School of Nursing, Madison, WI, USA

#### *Purpose*

The purpose of this presentation is to describe how the N2PH Residency Program cultivates a community of practice to facilitate professional development and retention of early career professionals. Participants will learn engagement strategies and practice discussion techniques useful in fostering small group discussion across various types of programs.

### *Implications/Relevance for Public Health*

Public health nurses and educators may cultivate a community of practice to add both short and long-term value to public health practitioners and agencies.

### **De-Silo Public Health; One Academic-Practice Partnership at a Time.**

Ms. Shayla Holcomb BSN, Ms. Louise Peterson MSN

Public Health Seattle and King County, Seattle, WA, USA

#### *Purpose*

The long-term goal is to grow a highly competitive pool of nurse candidates for direct entry into these specialty fields of nursing. With the goal to fill primary care nurse vacancies specifically as they relate to working within public health's safety-net care settings and with medically underserved populations (MUP).

- Build strong partnerships between academia and practice settings.
- Redesign nursing curricula to include evidence-based primary care concepts for vulnerable populations with a focus on the patient.
- Provide meaningful, undergraduate, clinical immersion experiences in primary care integrating public health competencies into practice.
- Utilize primary care nurses to the fullest extent of their education and practice by implementing a nurse residency program (NRP) for new graduates and practicing nurses in ambulatory care.
- Train practicing nurses to precept and mentor a new generation of nurses in primary care with MUP.

### *Implications/Relevance for Public Health*

This project has demonstrated the potential power of A-P partnerships, building bridges between academia and non-traditional clinical settings. A-P partnerships are valuable for preparing student nurses for direct entry to primary care and public health practice. The DEU model in a public health primary care setting prepares nurses to work with medically underserved populations grounded in principles of health equity, social justice, and trauma-informed care. A-P partnerships and non-traditional precepting models like the DEU model can increase nurse faculty capacity in several ways...

1) Shared bidirectional learning from academia to practice settings

2) This model capitalizes on the expertise of practice partners and primary care nurses to inform curriculum and teaching faculty

3) This model supports the clinical education of students in primary care settings especially as it relates to care management/coordination, triage, chronic disease, etc all while grounded in equity, social justice, and trauma-informed principles

4) This model may help to fill faculty shortages by recruiting staff nurses to teach

5) This model enhances the nurse's role in primary care and professional development

6) This model helps to lay the foundation for nurse residency programs in primary care settings

Role modeling and media have a large influence on nursing students' practice areas of choice. We need more role modeling of nursing roles in nonacute care settings like Public Health and primary care settings. Perhaps the Future of Nursing report 2020-2030 will help us move in that direction as well.

## Equity, Partnerships, and Preparedness: A Decade of Nursing Engagement with Vulnerable Populations

Dr. Teresa Dodd-Butera PhD<sup>1</sup>, Dr. Hong Li PhD<sup>1</sup>, Dr. Margaret Beaman PhD<sup>2</sup>, Ms. Mary DerMovsesian MPH<sup>1</sup>, Dr. Stacy Shipway DNP<sup>1</sup>

<sup>1</sup>Azusa Pacific University, Azusa, CA, USA. <sup>2</sup>California State University, San Bernardino, Palm Desert, CA, USA

### *Purpose*

The purpose of this presentation is to describe an ongoing program and lessons learned from interdisciplinary academic-community partnerships of two academic institutions. The program has addressed equity and emergency preparedness through community engagement with nursing and public health faculty, students, a community health policy fellowship, civic leaders and multiple community entities.

### *Implications/Relevance for Public Health*

Engaging stakeholders and promoting academic–practice partnerships provides opportunities for professional development and solutions for public health equity issues in the university regions.

## Equivax: a model program to provide equity in vaccine distribution

Dr. Anne Harty EdD, RN, FNP<sup>1</sup>, Mac Clemmens BS<sup>2</sup>, Dr. Rusty Oshita MD<sup>3</sup>

<sup>1</sup>Creighton University, Omaha, NE, USA. <sup>2</sup>Streamline, Sacramento, CA, USA. <sup>3</sup>Urgent Care Now, Sacramento, CA, USA

### *Purpose*

The purpose of this presentation is to describe the development of *Equivax*, a model program to provide equity in vaccine distribution without cost to a large mass of individuals in a relatively short period of time.

### *Implications/Relevance for Public Health*

The *Equivax* model, which included a partnership between the County Department of Public Health, local community-based organizations, and a volunteer pool of over 900 people willing to serve the community, could be implemented in other communities in response to any need for widespread vaccinations. Community/Public/Population Health Nursing Leaders are well-prepared to initiate adoption and implementation of the *Equivax* model. <https://www.equivax.org/>

## An Ever Developing Partnership with Student Health Services and Community Health Nursing Clinical Course

Dr Margaret S. Wright RN, MSN, PHCNS-BC, DrPH, Alice Colalillo MPA

Kean University, Union, NJ, USA

### *Purpose*

Understand and demonstrate how a partnership between an academic program and a student services department can serve both, and serve the general students of the campus.



- What are the opportunities?
- What are the ways student clinical projects can meet needs of student health services as they provide services to all students?
- What are the resources needed for the academic program faculty?
- What are the resources needed for student health services?

#### *Implications/Relevance for Public Health*

Campus student health services can be a good resource for clinical experience for community health nursing students while providing Student Health Services with tangible resources to serve the greater student population. A win-win-win for the partners and university students.

## Improving the Health of Farm Workers

Dr. Mechelle PereaRyan PhD

Stanislaus State University, Turlock, CA, USA

#### *Purpose*

This project sought to create and evaluate a curriculum that public health professionals could implement to better prepare the clinical health workforce to address the determinants of health for farmworkers.

#### *Implications/Relevance for Public Health*

Determinants of health such as environmental exposures and the lack of effective care compound health disparities for farmworkers. Clinical health professionals caring for farmworkers need to be aware of the factors impacting farmworker health and integrate care strategies to reduce the health disparities experienced by this population.

## Innovation in Public Health Nursing Education: Threading Current and Emerging Population Health Issues and Trends throughout a Baccalaureate Nursing Curriculum

Kim Decker PhD, RN, CNS, Derrick Garletts MSN, MPH, FNP, RN, Sonita Ball MSN, RN, CWCN

Indiana University School of Nursing, Bloomington, IN, USA

#### *Purpose*

Utilizing the Social Determinants of Health framework, the main goal is to prepare students for practice in the ever-changing healthcare environment by integrating population health concepts throughout the curriculum. This has the potential to lead to the recruitment, retention, and resilience of a public health nursing workforce.

#### *Implications/Relevance for Public Health*

Threading community/public health nursing concepts and clinical experiences throughout the baccalaureate curriculum has the potential to increase the depth and capacity for well-prepared community/public health nurses. In addition, this facilitates the building of a diverse nursing public health workforce with a deeper understanding of collaboration.

## Integrating service-learning immersions into prelicensure public health nursing clinical hours

Dr. Helen Baker PhD, MSc, FNP-BC<sup>1</sup>, Dr. Morgan Clark-Youngblood DNP, MPH, MSN, CNM<sup>1,2</sup>, Dr. Quyen Phan DNP, FNP-BC<sup>1</sup>

<sup>1</sup>Nell Hodgson Woodruff School of Nursing, Emory University, Atlanta, GA, USA. <sup>2</sup>Southside Medical Center, Atlanta, GA, USA

### *Purpose*

The purpose is to allow students to have a greater and more intensive engagement with public health challenges and nursing practice as well as a deeper appreciation for health equity through the integration of service-learning immersions into public health clinical courses.

### *Implications/Relevance for Public Health*

Public health clinical service-learning immersions are an innovative and effective way for nursing programs to provide prelicensure students with hard-to-get public health clinical hours and develop the future public health nursing workforce.

## Leveraging a Bottom-Up Approach to Advance Health Equity Research in a Rural Border Community: Impact of a Community-Led Advisory Committee

Dr. Shiloh Williams PhD, MSN, RN-BC, CNE<sup>1,2</sup>, Dr. Helina Hoyt PhD, RN, PHN<sup>1</sup>, Julie Crothers MS, RN<sup>3,1</sup>

<sup>1</sup>San Diego State University, Brawley, CA, USA. <sup>2</sup>El Centro Regional Medical Center, El Ciento, CA, USA. <sup>3</sup>Pioneers Memorial Healthcare District, Brawley, CA, USA

### *Purpose*

Imperial County, a rural-border region located on the United-States Mexico border, brought together diverse community stakeholders to identify health equity research priorities and associated infrastructure needs relevant to the health and well being of their community with the goal of establishing a resource hub for rural, border health disparities research in Imperial County.

### *Implications/Relevance for Public Health*

Rural and micropolitan areas can benefit greatly from academia's already established research infrastructure and, when working in collaboration, can foster a true community-driven approach to reducing health disparities and promoting equitable access to care. Specifically, healthcare providers and public health professionals working in the community setting can benefit from understanding the role of power in community-led committees and how to best work with community members with varying backgrounds and levels of expertise to identify and address health-related concerns, engaging the community in their own health care.

## The North Carolina Credentialed Public Health Nurse Program: Our State's Approach to Develop, Train, and Sustain a Strong Governmental Public Health Nursing Workforce.

Dr. Susan Little DNP

NC DHHS Division of Public Health, Raleigh, NC, USA

### *Implications/Relevance for Public Health*

Public Health Nursing lost its final national certification in 2017. Having a certification demonstrates the importance that Public Health Nurses hold as leading practitioners in addressing Population Health issues, social and non-medical determinants of health, and environmental and community issues. A certification also validates the importance of

partnerships between nurses and communities and promoting health and preventing disease as a primary approach to health care, all of which are at the heart of Public Health Nursing practice.

In the absence of national nursing certification, North Carolina's approach to credentialing public health nurses is the first of its kind model to ensure its public health nursing workforce has the foundational knowledge it needs to promote and protect the public's health. The North Carolina Credentialed Public Health Nurse Program will positively impact recruitment and retention by giving the nurses what they need to be successful once they get in the health department door.

## Social Health Needs Assessment and Community Resource Program at a Medically Underserved Clinical Site.

Mrs. Jennifer Hunter DNP

Northern Kentucky University, Highland Heights, Kentucky, USA

### *Purpose*

The project aimed to implement the Social Health Needs Assessment and Community Resource Program successfully into normal service delivery at a NACU clinic site and evaluate client impact.

The overall goals of the project were to:

1. Identify social needs.
2. Increase awareness of community resources through referral.
3. Increase the utilization of community resources through navigation services.
4. Describe barriers to linkage to community resources (qualitative).
5. Solicit feedback from participants and NACU team on impact (qualitative).

### *Implications/Relevance for Public Health*

Nurses and other healthcare providers need to understand the value and impact that social needs have on overall health. According to Lanthrop (2020), nurses can be leaders in advancing health equity by providing these services and building community partnerships to create a social safety net of resources for the underserved. As outlined by Healthy People 2030 (2021), to achieve health equity, the collective work of society is needed to address avoidable inequities. Changing the healthcare system to include a coordinated approach in providing patient-centered care, health policy change to focus on equity, and the targeted work of reducing health disparities to positively impact population health must be the focus of the future (Lanthrop, 2020). According to The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity report (National Academies of Sciences, Engineering, and Medicine, 2021), the future of nursing requires nurse-led projects to reduce health disparities and increase access to care for the underserved.

Nurses must focus on all levels to make changes that positively impact population health. Downstream approaches focus on identifying individual social needs and providing education, referral, and navigation services to help link the underserved to appropriate resources. Mid-stream approaches include nurses' focus on health promotion activities to change population behaviors and lifestyle choices focusing on health. Upstream approaches include community collaboration, creating effective systems to gain access to care, and policy change to focus on equity. The time for nurses to take action is now!

## Stronger Together: Leveraging Academic and Practice Partnerships to Strengthen the Public Health Nursing Workforce Through Simulations

Cynthia Wilson MS, Debra Bakerjian PhD, Jennifer Edwards MS, Ana Marin Cachu MPH, Jonathan Kwan MPH

University of California at Davis, Sacramento, CA, USA

### *Purpose*

PHN-ENTRUST was established to improve health outcomes, with a focus on rural and underserved communities, by: (1) using simulations to imbed public health core competencies throughout a pre-licensure nursing program, and (2) encouraging more students to consider a career as a PHN. To reach this aim, a needs assessment was conducted and an advisory council formed as part of the core objectives for the project. Leaders from regional public health agencies and faculty from other academic institutions contribute valuable input throughout each step of implementing the simulations.

### *Implications/Relevance for Public Health*

The leveraging of partnerships between academia and practice has potential to accomplish the goals of increasing competence and interest in public health nursing as a career option, thus improving the health outcomes of vulnerable populations. Partnerships between key stakeholders in academia and practice are vital to assessing, planning, implementing, and evaluating this work.

## Walking through the Community – A Guided Virtual Community Assessment as a Teaching Tool

Dr Margaret Wright RN, MSN, PHCNS-BC, DrPH

Kean University, Union, NJ, USA

### *Purpose*

To build on current verbal directions and lists of questions for a community assessment project within the community health curriculum for a fully online clinical course, adding visual and interactive materials to guide students into a more fully developed community assessment. Using the VISER (Visualization + Immersive Studio for Education Research), a 360 visual display system that allows projection of community pictures with recording of pictures and voice, an example community walk-through guides student through a 'mock' windshield community assessment prior to their participation in the 'real' thing.

### *Implications/Relevance for Public Health*

As community assessment is an entry-level skill for PHNs, increasing the comfort and competency in BSN community health clinical with a guided community assessment will better prepare new nurses entering community health practice. It will build greater competency for new nurses in the skills of community health assessment from which they can base community interventions, improving the health of their communities.

## ePosters

### Appraisal Intervention and Evaluation of the Bridging Safe Relationships Project regarding Intimate Partner Violence in a High School in Azores, Portugal

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Faculty Alberto Duarte Master<sup>1</sup>, Faculty Maryellen Brisbois<sup>2</sup>, Student Catarina Perry<sup>1</sup>, Student Anabela Pereira<sup>3</sup>, Student Mia Slater<sup>2</sup>, Student Andrew Peterson<sup>2</sup>

<sup>1</sup>University of the Azores, Ponta Delgada, Azores, Portugal. <sup>2</sup>UMass Dartmouth, Dartmouth, Massachusetts, USA.

<sup>3</sup>University of the Azores, Angra do Heroísmo, Azores, Portugal

#### *Purpose*

To provide tools to empower adolescents, and equip them with the skills needed to recognize warning signs and protective factors of dating violence, to establish healthy relationships and diminish levels of IPV acceptance.

#### *Implications/Relevance for Public Health*

Creating educational and research projects with nursing students and faculty from two counties in their local community helps them understand the needs of target-groups, allowing for planning an intervention to measure the outcomes and evaluate the impact is imperative. Partnerships with schools are an important strategy to increase community health literacy.

### Best Practice Working with a Professional Interpreter in Public Health Nursing Education: Ethical and Legal Implications and Pre-Licensure Nursing Students' Perspectives

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Dr. Emma McKim Mitchell PhD, RN, Professor Michelet McLean Estrada MA, Professor Ryne Ackard MS, CHSE, CHSOS

University of Virginia School of Nursing, Charlottesville, VA, USA

#### *Purpose*

The purpose of this study was to explore the impact of building competencies in pre-licensure public health nursing students through clinical simulation of best practice with professional interpretation.

#### *Implications/Relevance for Public Health*

As public health and community health nursing faculty strive to train pre-licensure nurses in core competencies of advocacy for vulnerable populations and improving health outcomes for at-risk communities, skill building in interpretation in community-based public health agencies is an important consideration, and one where simulation may continue to be impactful.

### Building a Pipeline of BSN Prepared PHNs with Rural-Border Competences to Assure Foundational Public Health Services and Capabilities Along the US-Mexico Border

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Dr. Helina Hoyt PhD, Dr. Shiloh Williams PhD

San Diego State University, Calexico, California, USA

### *Purpose*

The purpose of this study was to identify the components of a pre-licensure BSN that would alleviate the severe nursing shortage in a rural, border community and provide experiential training in the essentials of public health to tackle the multiple health disparities that exist.

### *Implications/Relevance for Public Health*

This novel approach to BSN preparation provides a synergistic effort of training nurses in both the acute care and public health arenas. With a whole person care model and the Social Determinants of Health being integrated from the start of the program, there is an ability for professional nurses to not only treat the individual, but have the population health perspective in mind as well. The goal is to have a model of education and then practice that clearly moves the community away from merely a tertiary level of care to also a primary and secondary level of care.

## Building an Advanced Practice Public Health Nursing Academic Learning Collaborative 37

Dr. Kate Gillespie DNP<sup>1</sup>, Dr. Susan Swider PhD<sup>2</sup>, Dr. Heide Cygan DNP<sup>2</sup>

<sup>1</sup>University of Wisconsin-Madison, Madison, WI, USA. <sup>2</sup>Rush University, Chicago, IL, USA

### *Purpose*

1. Establish a network of academic programs with advanced nursing degrees in population and public health to collectively strengthen the education and role of the Advanced Practice Public Health Nurse (APHN).
2. Identify funding opportunities to support APHN education.

### *Implications/Relevance for Public Health*

APHNs are essential for a strong public health system that performs in collaboration with medical

## Closing the Gap - Advancing Health Equity Through Education 96

Dr. Simone Chinnis DNP, MBA

College of Nursing at the Medical University of South Carolina, Charleston, SC, USA

### *Purpose*

The purpose of the presentation is to elicit as state of active learning in an attempt to enhance understanding about implicit bias and mitigate its adverse impact in our work as community healthcare workers.

### *Implications/Relevance for Public Health*

Health disparities will continue to exist until healthcare workers are able to recognize their own implicit biases and learn how to manage said biases. The health disparities that existed along racial/ethnic/geographical/SES lines during the pandemic were alarming and manifested a larger public health crisis. Education and conversations are the only way to create a more equitable health system.

## Creating Academic Partnerships to Promote Footcare among Vulnerable Populations.

80

Dr. Suzanne Keep Ph.D., Dr. Ivy Razmus Ph.D.

University of Detroit Mercy, Detroit, MI, USA

### *Purpose*

The purpose of this study was to form Academic Partnerships for senior nursing community clinical placements in order to: assess the knowledge of foot care among senior community health nursing students, to provide basic foot assessments, foot care and evaluation in vulnerable populations by the nursing students in their community health clinical.

### *Implications/Relevance for Public Health*

The implications for public health is to provide foot care to individuals with the intent of prevention of further complications related to feet. Academic Partnerships are an effective method of providing primary, secondary and tertiary prevention to the general population related to foot care issues.

## The Effect of Negative Religious Experiences on Women's Health: A Proposed Grounded Theory Study within the Theoretical Framework of the Roy Adaptation Model

23

Ms. Beth Schwartz PhD Student

UCLA, LA, CA, USA

### *Purpose*

The purpose of this proposed research study is to define and examine the effects of adverse religious experiences on women's health by using the Roy Adaptation Model as the framework to develop a Grounded Theory study.

### *Implications/Relevance for Public Health*

She desires to create a new nursing theoretical framework that is trauma-informed and will impact nursing practice around the globe as it relates to the personal and physical self of the female.

## Empowering a New Generation through Health Literacy Interventions: Healthy Habits, School Success and Safety Tips.

87

Dr. Helder Rocha PhD<sup>1</sup>, Dr. Maryellen Brisbois PhD<sup>2</sup>, RN Debora Cordeiro BSN<sup>1</sup>, RN Kripa Thapa BSN<sup>2</sup>

<sup>1</sup>University of the Azores, Ponta Delgada, Portugal. <sup>2</sup>University of Massachusetts, Dartmouth, MA, USA

### *Purpose*

The purpose of this intervention was to empower students and families through health education to encourage overall healthy lifestyles, and more specifically: healthy habits, safety tips and school success topics using evidence-based data.

### *Implications/Relevance for Public Health*

Educational interventions designed to improve health literacy and empower families are crucial to support appropriate decision-making regarding their health and safety. Nursing students are well-equipped to work with key informants to address and prioritize the health needs of target populations, and plan interactive evidence-based interventions to improve health literacy.

## **eTHRIVE: Empowering and Transforming public Health nursing education and practice for Rural underserved areas to Improve care using Virtual-based simulation and Experiential strategies through an innovative Community-Academic Partnership**

142

Meghan Parson MPH, BSN, RN<sup>1</sup>, Dr. Lisa Davenport Ph.D. RN CEN<sup>1</sup>, Dr. Susan Hebert Ph.D., RN, CHSE<sup>1</sup>, Vicki Gregg MSN, APRN<sup>2</sup>, Dr. Xueping Xi Ph.D<sup>1</sup>

<sup>1</sup>University of Tennessee - College of Nursing, Knoxville, TN, USA. <sup>2</sup>Remote Area Medical, Rockford, TN, USA

### *Purpose*

To strengthen the connection between academia and practice, robust curricular and workforce training enhancements are needed. A strong emphasis on strengthening public health nursing competencies of care across cultures, health assessment, motivational interviewing, evidence-based health education, and interprofessional collaboration to reduce burdens of obesity, diabetes, heart disease, and stroke-related conditions is essential to meet the need of residents of rural Appalachia.

### *Implications/Relevance for Public Health*

We must prepare current and future nurses for the challenges of practice in the 21st century, emphasizing public health nursing competencies, including telehealth care. As part of this process, nurse educators must re-conceptualize how to provide innovative, simulation, and experiential education and training. Expanding telehealth capacity with a site-based model of care will meet people where they are, overcome social barriers to care, promote health equity, and enhance the care experience for all.

## **Exploration of Factors that Influence Preventive Health Activity Engagement in Older Adults**

71

Mrs. Kelly Strickland MSN, RN<sup>1</sup>, Dr. Sarah Watts PhD, RN<sup>1</sup>, Dr. Andrew Fruge PhD, MBA, RD<sup>1</sup>, Dr. Felicia Tuggle PhD, MSW<sup>1</sup>, Dr. Jeanna Sewell PharmD<sup>1</sup>, Dr. Kristen Helms PharmD<sup>2</sup>

<sup>1</sup>Auburn University, Auburn, AL, USA. <sup>2</sup>AL College of Osteopathic Medicine, Dothan, AL, USA

### *Purpose*

The purpose of this study was to explore the relationship between sociodemographic factors and engagement in preventive health activities.

### *Implications/Relevance for Public Health*

As public health professionals we share a commitment to provide the greatest amount of good to the greatest amount of people. Knowledge of the relationship between race and preventive health activities allows us to cater our health promotion, health education, and health assurance endeavors to address the disparities we see in the data.



## Exploring Nursing Students' Perceptions of Elder Abuse Assessment and Reporting Barriers

46

Dr. Sally Mahmoud DNP, MSN, MPH, RN, CNE, Mr. Nicholas Fernando BSN, Mrs. Nichole Campbell BSN

Cal State University Dominguez Hills, Carson, CA, USA

### *Purpose*

This study aimed to explore nursing students' perceptions of 1) EA assessment knowledge 2) obligation as mandated reporters and 3) barriers influencing the decision to report.

### *Implications/Relevance for Public Health*

The results suggest that nursing students have theoretical knowledge of the obligation to report EA but lack the confidence in their ability to initiate the reporting process secondary to the study identified barriers. The prevalence of EA has significant public health implications for the growing number of older adults relying on healthcare clinicians to care for them. As mandated reporters, in most states, nurses must be competent in assessing, reporting and identifying barriers to guide the development of EA awareness and prevention programs within the various clinical settings. Once established, nurses can then provide education and training within their communities.

## Faith Community Nursing: A Survey of Role, Needs, & Experiences

64

Dr. Krista Jones DNP, RN, PHNA-BC<sup>1</sup>, Dr. Hiba Abbasi DNP, RN<sup>2</sup>, Danna Williamson MSN, RN, NPD-BC<sup>3</sup>, Gregory Scott MS, RN, PHRN, TNS, Paramedic<sup>3</sup>

<sup>1</sup>UIC College of Nursing Urbana Campus, Champaign, Illinois, USA. <sup>2</sup>Premise Health, Chicago, Illinois, USA. <sup>3</sup>Carle, Urbana, Illinois, USA

### *Purpose*

The purpose of this quality improvement project was to explore the experience of Faith Community Nurses (FCN) to provide insights into the development of future educational programs to enhance practice, service delivery, and to meet the spiritual needs of patients in diverse client care settings.

### *Implications/Relevance for Public Health*

Spiritual care is a vital part of the holistic role of nurses. Research has demonstrated clients may experience episodes of spiritual distress throughout the course of illness regardless of setting (Giske & Cone, 2015). Willemse et. al. (2018) noted that nurses were more likely relied upon to assess the spiritual needs of patients and provide spiritual care when compared to other health professionals. Furthermore, the Joint Commission recognizes the importance of spiritual care and recommends that spiritual assessment should be used to evaluate the needs of patients (Green, 2001). Spiritual wellbeing is associated with a number of positive outcomes including decreases in pain, stress and negative emotions, and lower risk of both depression and suicide, and overall health. In an effort to recognize spirituality, health care professionals can utilize spiritual assessment tools to identify the spiritual needs of their patients as they pertain to their medical care. (Anandarajah, 2001; Balducci, 2019; Blaber, Jones & Willis, 2015).

## Feasibility of the MyStrengthsMyHealth™ Mobile Application as a Tool in Nursing Education

103

Dr. Randee Greenwald PhD, Dr. Conni DeBlieck DNP, APRN, Dr. Lori Saiki PhD, Dr. Tenna Schumacher PhD

New Mexico State University, Las Cruces, NM, USA

### *Purpose*

This pilot study examined the feasibility of using MSMH™, a web-based mobile application tool with undergraduate and graduate students to guide patient care. Using reflective content analysis, we evaluated the ease of use of the application for students and its ability to ask relevant health assessment questions.

### *Implications/Relevance for Public Health*

Use of a mobile application to collect and aggregate patient-generated health data provides personal and population level health-related data for nurses to consider the strengths and address the challenges and needs of patients, families, and communities.

## Implementing Health Literacy Screening and Targeted Educational Intervention within the More Life Mas Vida Population

115

Ms. Keagan Johnson BSN<sup>1,2</sup>, Dr. Heide Cygan DNP<sup>1</sup>, Danielle Gritters MPH<sup>3</sup>, Gladys Pico-Gleason BSN<sup>3</sup>, Mary Negron BSN<sup>3</sup>

<sup>1</sup>Rush University, Chicago, IL, USA. <sup>2</sup>Calvin University, Grand Rapids, MI, USA. <sup>3</sup>Corewell Health Healthier Communities, Grand Rapids, MI, USA

### *Purpose*

The purpose of this presentation is to describe implementation and evaluation of a project developed to increase the health literacy of MLMV participants.

### *Implications/Relevance for Public Health*

Much can be done to improve the health literacy of individuals in the community, the responsibility should also be shifted more toward the health systems and health care providers to be providing health literate care in every setting (USDHHS, 2010). Building health literacy in consumers and providers of health care is important in improving outcomes for all and is a top priority within Health People 2030 (USDHHS, 2021). This quality improvement project is just one programmatic approach to building health literacy in this population. More work should be done to investigate ways to improve health literacy in at risk populations across the country and the continuum of healthcare.

## Innovative teaching strategy simulating a mass casualty incident

53

Dr. Lisabeth Searing PhD

Gannon University, Erie, PA, USA

### *Purpose*

To describe the implementation of an innovative teaching strategy designed to educate students about triage in a mass casualty event using few resources, both in terms of personnel and money.

### *Implications/Relevance for Public Health*

According to the AACN Essentials (in domain 3), "nurses respond to crises and provide care during emergencies, disasters, epidemics, or pandemics." Nurses need to learn how to manage disasters, which includes how field triage is conducted whether or not this is a role they undertake during actual events.

## An Integrated Public Health Nursing Clinical and Capstone Experience in Partnership with a FQHC: An Initial Review and Next Steps

128

Mallory Bejster<sup>1</sup>, Jehan Adamji<sup>2</sup>, Gayle Stamos<sup>1</sup>, Alexis Torres<sup>1</sup>, Katherine Buaron<sup>1</sup>, Emily Rivera<sup>2</sup>, Amanda Montgomery<sup>2</sup>, Lynette Richter<sup>1</sup>, Katherine McArdle<sup>1</sup>, Elisabeth Barrett<sup>1</sup>, Kathleen Sarzyenski MS, DNP, APRN, PMHNP-BC, CNL<sup>1</sup>

<sup>1</sup>Rush University College of Nursing, Chicago, IL, USA. <sup>2</sup>Tapestry 360 Health, Chicago, IL, USA

### *Purpose*

The purpose of this pilot project is to create a streamlined PHN clinical-capstone experience for sustained student engagement for PHN clinical and capstone projects at a FQHC that benefits students, faculty, FQHC staff and programs, and supports positive health outcomes for the populations served.

### *Implications/Relevance for Public Health*

Through designing, implementing and evaluating innovative partnership strategies, we can discover new ways to bolster PHN education and practice. Creating opportunities for students to engage in PHN learning opportunities long-term may help foster student interest in entering the PHN workforce after graduation.

## An Interactive e-Learning Module framework developed by Partnership for Nursing Informatics in Education

99

Dr Conni DeBlieck DNP, APRN<sup>1</sup>, Dr. Debra Eardley DNP, RN, PHNA-BC<sup>2</sup>, Dr. Kelly Krumwiede PhD, MA, RN, PHN<sup>3</sup>, Dr. Linda Garner PhD, RN, PHNA-BC<sup>4</sup>

<sup>1</sup>New Mexico State University, Las Cruces, NM, USA. <sup>2</sup>Metropolitan State University, St Paul, Minnesota, USA.

<sup>3</sup>Minnesota State University Mankato, Mankato, Minnesota, USA. <sup>4</sup>Southeast Missouri State University, Cape Girardeau,, MO, USA

### *Purpose*

Objectives are to 1) identify the Partnership for Nursing Informatics in Education (PINE), mission, vision, goal statements, framework, and model used to develop the e-learning modules., 2) Describe the silos between C/PHN education, nursing informatics, and health information technology. 3) Discuss the effectiveness of a concept-based interactive case study in building student competency in electronic health record use, evidence-based practice, and outcomes evaluation within a community public health nursing (C/PHN) framework. and. 4) Explore an interactive case study method for assimilating C/PHN education with nursing informatics.

The purpose of the project was to build a bridge between community/public health nurse and nursing informatics, electronic health records, and evidence-based practice. The Partnership for Informatics in Nursing Education (PINE) is a consortium of nurse educators from throughout the United States who collaborate to develop eLearning modules based on case-based scenarios. Case studies are easy to set up and keep up, and they can be used as a teaching tool on their own without interfaces or upgrades that cost a lot of money. The premise was to build a bridge between C/PHN and nursing informatics, electronic health records, and evidence-based practice.

### *Implications/Relevance for Public Health*

While the primary aim of PINE was to investigate the benefits of bridging critical aspects of nursing informatics and health information technology (EHR), standardized terminology, EBP, and outcomes evaluation among nursing students, it can be used inter-professionally. Because the PINE model offers the ability to customize interactive case studies, a variety of student and learner needs can be addressed in a way that demonstrates collaboration among members of an interdisciplinary team. When technology is used this way, it can help students figure out how it affects clinical practice and health outcomes.

## Increased Perceived Self-Efficacy in Disaster Response: A Nursing Simulation Project

137

David Byrd MSN, Ana Gonzalez-Dickenson MSN, Maureen Flanagan MSN, Joanne Costello DNP, Justin DiLibero DNP

Rhode Island College, Providence, RI, USA

### *Purpose*

This study aims to investigate the impact of simulation-based learning activities focused on disaster preparedness and readiness on clinical confidence and perceived readiness in undergraduate and graduate nursing students.

### *Implications/Relevance for Public Health*

Instructional methods that enhance student's confidence in nursing skills and reduce anxiety during skill performance promote clinical confidence. Simulation-based learning is appropriate and applicable to this learning technique. Simulation-based learning experiences may reduce anxiety levels and allow nurses to exercise skills in a controlled and safe environment, thereby reducing anxiety and allowing for self-regulation during the learning experience. Therefore, preparing students prior to real life experiences.

## An Interactive e-Learning Module using Diabetes as a case scenario and Applying the Omaha System as a Structured Approach for Community/Public Health Nursing and Nursing Informatics

42

Dr Conni DeBlicke DNP, APRN<sup>1</sup>, Dr Kelly Krumwiede PhD, MA, RN, PHN<sup>2</sup>, Dr Debra Eardley DNP, RN, PHNA-BC<sup>3</sup>

<sup>1</sup>New Mexico State University, Las Cruces, New Mexico, USA. <sup>2</sup>Minnesota State University Mankato, Mankato, MN, USA.

<sup>3</sup>Metropolitan State University, St. Paul, MN, USA

### *Purpose*

#### Objectives:

1. Identify the experiential and educational preparation of faculty teaching community/public health nursing (C/PHN) community clinical and didactics using an e-Learning module interactive case study focused on diabetes management.
2. Examine the interactive case study in support of educational innovations within C/PHN, practice, and education.
3. Explore the interactive case study and how it supports levels of recruitment, retention, and resilience of a diverse C/PHN workforce.

The purpose of the Evaluate the usefulness, usability, and effectiveness of the Omaha System as a structured/concept-based approach to teaching C/PHN. Including epidemiology, holistic assessment, evidence-based practice, outcome evaluations, BSN Essentials, and PHN Core Competencies.

#### *Implications/Relevance for Public Health*

Every nursing program needs health informatics; which incorporates the AACN Essentials and PHN Core Competencies. Embedding e-Learning modules ensures nursing students obtain community assessment, intervention, behavioral, and nursing skills in a quality and secure environment.

### **An Interprofessional Community Health Partnership Approach to Address Substance Abuse and Mental Health Among Youth in Rural Indiana: Results of an In-Person and On-Line Social-Emotional Management and Competence Program**

95

Kim Decker PhD, RN, CNS<sup>1</sup>, Kristina Hunter-Mullis PhD, MCHES<sup>2</sup>, Catherine Sherwood-Laughlin HSD, MPH, MA<sup>2</sup>

<sup>1</sup>Indiana University School of Nursing, Bloomington, IN, USA. <sup>2</sup>Indiana University School of Public Health, Bloomington, IN, USA

#### *Purpose*

The purpose of this presentation is to describe and evaluate both online (year one) and in-person (year two) implementation of an evidence-based curriculum in four southern Indiana school corporations.

#### *Implications/Relevance for Public Health*

This project exemplifies an innovative interprofessional community/public health education project that was creatively moved online during COVID protocols and moved back to in person as COVID protocols relaxed. The results show that while there were differences between the online and in-person methods, online implementation was a viable alternative when schools moved to a virtual format.

### **Mapping Culturally Responsive Care to Nursing Core Competencies and Standards**

134

Dr. Maranda Ward EdD, MPH<sup>1</sup>, Dr. Abigail Konopasky PhD<sup>2</sup>, Krista Jones DNP, MSN, RN, PHNA-BC<sup>3</sup>

<sup>1</sup>The George Washington University School of Medicine and Health Sciences, Washington, DC, USA. <sup>2</sup>Dartmouth University, Hanover, NH, USA. <sup>3</sup>University of Illinois at Chicago, Champagne, IL, USA

#### *Purpose*

This workshop will clarify the purpose and scope of the aforementioned reports to guide the curriculum design efforts for nursing educators and the application of these initiatives in practice to integrate an outcome for culturally responsive care (CRC). We think of CRC as the ability to translate diversity, equity, inclusion, and justice (DEIJ) values within patient interactions that stem from PCP reflexivity and shared power. CRC is an extension of DEIJ-based policies, systems, and protocols that allow for effective cross-cultural safety and respect, as well as compassionate and nonjudgmental care. It operates distinctly at the institutional and interpersonal levels of care as an outcome of varied competencies.

### *Implications/Relevance for Public Health*

It is incumbent on nursing clinicians and educators to design practice models and curriculum maps that will scaffold CRC learning outcomes in measurable and enduring ways matched to key core competencies.

## Motivating The Unhoused Population (Experiencing Homelessness) In Camden County, New Jersey, to Accept the Covid-19 Vaccines

133

Professor Omolabake Fadeyibi MS,MSN,CRNP,FNP-BC<sup>1</sup>, DR. Bimpe "Bebe" Adenusi PHD, CRNA, APRN<sup>2</sup>

<sup>1</sup>Drexel College of Allied Health Professions, Philadelphia, Pa, USA. <sup>2</sup>Cedar Crest College, Allentown, Pa, USA

### *Purpose*

This study discusses strategies a not-for-profit organization adopts through collaborative community outreach to increase COVID-19 vaccination in the unhoused (people experiencing homelessness residing in Camden County, New Jersey, and Philadelphia County, Pennsylvania). Following the approval of the various Covid-19 vaccines by the CDC and FDA, various public health departments sought avenues for not only supplying vaccines to members of the public. Mistrust regarding vaccinations, limited education on how the vaccines work, availability, and the convenience of getting the vaccines led to a new problem of convincing the insured and uninsured of the need to be inoculated against the virus. The availabilities of federal, state, and local Grants to not-for-profit organizations to aid these public health departments in their quest to alleviate the spread of the virus, especially among the unhoused or houseless population in an underserved area in Camden County, NJ, has yielded an increase in vaccination using a community-based public health approach.

### *Implications/Relevance for Public Health*

We also argue that successful healthcare promotion campaigns are possible if the unhoused or houseless population develops a sense of trust with those charged with teaching the required coping skills needed to improve healthcare.

## Practicum Experience in Research Institutions: Preparing Students for the Role of Advanced Public Health Nurse

111

Jessica Llamozas MSN

Memorial Sloan Kettering Cancer Center, New York, NY, USA

### *Purpose*

Our purpose is to demonstrate that research institutions can provide graduate public health nursing students with the necessary hands-on community and public health experiences to foster skills and prepare them for future roles as APHNs.

### *Implications/Relevance for Public Health*

Having well prepared advanced public health nurses with relevant field experience in the community will lead to improved public health outcomes.





## Preceptor Service-learning Model for Community Health Nursing (CHN) Clinical Practicum: Lessons Learned from the Field

83

Dr Donna Kazemi PhD

USC College of Nursing, Columbia, SC, USA

### *Purpose*

The objective of this study was to enhance an existing CHN service-learning preceptor-based model within a BSN program by identifying the experiential needs of faculty and students. The aim of this study was to improve teaching strategies in the existing preceptor program through the evaluation of faculty, student, and preceptor experiences and through the addition of academic-practice service-learning community partnerships. The relationships between the student's and preceptors' perceptions of benefits and challenges were explored.

### *Implications/Relevance for Public Health*

CHN Service learning can provide a valuable impact on student learning outcomes and also provides a valuable service to the larger community promoting engagement and broader social good. With the decline in PHNs creating a positive experience for students to learn the role of the PHN in the clinical environment will enhance their interest in working in the field.

## Preparing Community/Public Health Nurse with Interprofessional Healthcare Workers to Address Native American Youth Suicide Prevention

60

Dr Conni DeBlieck DNP, APRN<sup>1</sup>, Dr Kelly Krumwiede,<sup>2</sup> Dr Debra Eardley DNP, RN, PHNA-Bc<sup>3</sup>

<sup>1</sup>New Mexico State University, Las Cruces, NM, USA. <sup>2</sup>Minnesota State University Mankato, Mankato, MN, USA.

<sup>3</sup>Metropolitan State University, St. Paul, MN, USA

### *Purpose*

#### Objectives:

1. Explain how common the problem of Native American youth suicide is and what you know about it.
2. Talk about the benefits of using e-learning modules to teach students about the role and scope of practice of public health nursing in caring for people who are at risk.
3. Describe the ASQ-tool functionality and ease of use in an emergent situation.

The purpose of this interactive case-based scenario is to assist community/public health nurses and healthcare educators in responding to the need to teach students about youth suicide management and prevention. Youths should be screened regularly for depression, isolation, and suicidal ideation. Suicide is the second-leading cause of death among NAYs aged 10 to 24. People with mental health problems are more likely to be alone, which makes them feel sad and hopeless. To evaluate the Omaha System's usefulness, usability, and effectiveness as a structured/concept-based method to teaching C/PHN. BSN ACCN Essentials and C/PHN Core Competencies are comprised of epidemiology, holistic assessment, evidence-based practice, and outcome assessments.

### *Implications/Relevance for Public Health*

Every nursing program needs health informatics; which incorporate the AACN Essentials and C/PHN Core Competencies. Embedding e-Learning modules ensure nursing students obtain community assessment, intervention, behavioral, and nursing skills in a quality and secure environment.

## Public Health Roles and Responsibilities 2022-2030: A Job Task Analysis

132

Allison Foster MBA, CAE, Kaye Bender PhD, RN

NBPHE, Washington, DC, USA

### *Purpose*

The NBPHE conducts a Job Task Analysis at least once a decade. A Job Task Analysis is a highly structured survey process that determines the most common tasks being performed by members of a professional field. Sequential job task analysis allows for a profession to measure changes in workforce responsibilities over time. We contracted with a measurement company to assist with the job task analysis process for certified professionals working in public health. The company provides test development services, psychometrics, item writing and analysis, test administration and delivery, test administration and delivery, remote exam security, scoring and standard setting, and data reporting.

### *Implications/Relevance for Public Health*

It is essential to understand the demands on the public health workforce. Without understand where we are, we cannot prepare for the future.

## Review of factors that influence hypertension self-management among adult populations

113

Lori Rhodes BSN

University of Texas - Medical Branch, Galveston, TX, USA

### *Purpose*

Since the need for reduction and control of hypertension can impact the overall effects of heart disease, this study reviews research on lifestyle modifications and behaviors of persons with hypertension. So, naturally, one should question the experiences of adults with hypertension in developing lifestyle adaptations to control blood pressure.

### *Implications/Relevance for Public Health*

Hypertension remains to detrimentally impact the United States. Initiatives have been shown to benefit participants (Kurt and Gurdoga, 2022; Langabeer (2018) which suggests the expansion of programs could produce further results. Public policy changes are necessary to address infrastructure issues such as access to care and access to healthy food.

## Teaching Policy Development through Simulation

9

Dr. Lauren Acosta PhD, Prof. Nancy McGuckin MPH, MBA, MSN

The University of Arizona, Tucson, Arizona, USA

### *Purpose*

This presentation aims to assess the effectiveness of a legislative simulation used to teach entry-level nursing students about policy development, by examining the simulation's implementation within a community and population health course for senior-level nursing students.

### *Implications/Relevance for Public Health*

Given the recent challenges the nursing profession has faced, it is essential for graduate nurses to feel comfortable engaging in policy development, as political action is essential to promote the interests of the profession. Exposing students to the legislative process during their baccalaureate coursework, may increase their comfort with policy development and hopefully set a foundation for future policy coursework and civic engagement.

## Teaching Population Health and Health Systems Science in an Interprofessional Course

33

Dr. Sara Brown DNP, RNC-MNN, CNE, LCSW<sup>1,2</sup>, Dr. Cynthia Morrow MD, MPH<sup>2,3</sup>

<sup>1</sup>Radford University, Radford, Virginia, USA. <sup>2</sup>Virginia Tech Carilion School of Medicine, Roanoke, Virginia, USA. <sup>3</sup>Roanoke City and Allegheny Health District, Roanoke, Virginia, USA

### *Purpose*

This presentation will describe how nursing students can gain competency in population health and health systems science by participating in an interprofessional course with medical students.

### *Implications/Relevance for Public Health*

The nursing workforce must understand population health, public health, and the health system. This presentation describes a course that aims to produce nurses that are capable of impacting population health outcomes and the health systems where they work through interprofessional collaboration.

## Using Socratic Circles in Nursing Education

52

Dr Lisabeth Searing PhD

Gannon University, Erie, PA, USA

### *Purpose*

To evaluate student satisfaction with Socratic Circles and their learning.

### *Implications/Relevance for Public Health*

Actively engaging students in class topics about public health nursing results in students who are more interested in pursuing public health nursing as a career.

## Violence in young people's intimate relationships: reflection about research-action in Nursing education in the context of Clinical Teaching to Vulnerable Groups in Portugal

70

Prof. Luis Gomes PhD<sup>1</sup>, Prof. Maryellen Brisbois PhD<sup>2</sup>, Prof. Alexandre Rodrigues PhD<sup>3</sup>, Prof. Helia Soares PhD<sup>1</sup>, Prof. Luís Furtado Msc<sup>1</sup>, Prof. Timothy Lima PhD<sup>1</sup>

<sup>1</sup>Azores University - School of Health, Angra do Heroísmo, Portugal. <sup>2</sup>University of Massachusetts Dartmouth, North Dartmouth, Massachusetts, USA. <sup>3</sup>Aveiro University - School of Health, Aveiro, Portugal

### *Purpose*

To evaluate the teaching-learning process in nursing education in the context of clinical opportunities to educate persons who may be underserved due to violence in a community environment over the last three years. To better understand attitudes related to violence in intimate relationships among young people and targeting the decision-making process in an action-research context, the typology of interventions and outcomes in peer education interventions.

### *Implications/Relevance for Public Health*

Teaching-learning process must bring theory and practice closer. Research and intervention in community nursing settings and education can be supported using research-action strategies, peer education, and intervention projects focusing on the worrying acceptance of violence in intimate relationships among young people.

The project that supports this experience is the Bridging the Atlantic Project, an international alliance in Community Health with nursing students, result of cooperation between Azores - Portugal and Massachusetts/Dartmouth - USA, universities.

## We are the Champions! Using a Domain Champion Strategy to Support Faculty to Integrate Population Health in a Baccalaureate Program

58

Dr Lynn Blanchette PhD, RN, Dr Joanne Costello MPH, PhD, RN, Dr Linda Mendonca DNP, RN, Dr Mary Byrd PhD, RN, Esperanza Gutierrez MSN

Rhode Island College, Providence, RI, USA

### *Purpose*

We have identified domain experts within our program to act as domain champions. The domain 3 champion title includes all of the faculty who teach Community/Public Health/Populations

### *Implications/Relevance for Public Health*

Creating domain champions ensures that experts in population health nursing are available to support faculty as the curricular changes are integrated



## Student ePosters

### Addressing Substance Use in CPS High School Students

10

Sophie Longo

Rush University, Chicago, USA

#### *Purpose*

The purpose of this pilot project was to train school nurses to use the SBIRT (Screening, Brief Intervention, and Referral to Treatment) tool and assess its feasibility. The goals of this quality improvement project were to evaluate the effect of the training on nurses' knowledge and self-efficacy in using SBIRT.

#### *Implications/Relevance for Public Health*

Research demonstrates Brief Intervention for adolescents reduces their use of drugs (Beyer et al., 2019). There exists sufficient evidence to demonstrate that SBIRT is effective in screening for substance use disorder and provides beneficial effects in reducing substance use. Adolescent drug use can lead to addiction, negative health effects, and deaths through accidental overdose and suicide (Centers for Disease Control and Prevention, 2020). Through the screening and intervention process, SBIRT can significantly increase the number of students who accept assistance in decreasing their substance use, reducing negative health effects of substance use in adolescents.

### Assessment of Barriers and Resources in Bellevue School District (BSD) to Improve Acquisition of Immunization Documentation from Students and Families Who Are English Language Learners (ELL)

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Samuelle Inevil

University of Washington - School of Nursing, Seattle, USA

#### *Purpose*

The **purpose of this project** is to *assess the current barriers, processes, and resources within BSD for school nurses and immunization support staff to acquire complete immunization documentation from ELL students and families.*

#### **Objectives**

1. Review evidence for best practices related to school nurses, immunization documentation and working with ELL individuals and families.
2. Assess BSD's current process and resources used by school nurses and immunization support staff when getting immunization documentation from ELL students and families.
3. Identify areas to improve communication between BSD and ELL students and their families.
4. Provide a written protocol for acquiring immunization documentation for all school nurses and immunization support staff across BSD.

### *Implications/Relevance for Public Health*

- *Law, Policies & Population Health* – Laws and policies can worsen health and educational inequities if resources are not consistently provided to address the social determinants of health. Also, exclusion efforts laws can lead to moral distress in providers who are still actively working to reduce barriers despite heavy and complex workloads.
- *Advocacy for School Health* – There’s a potential opportunity to meet with BSD’s new superintendent in late March or April. The team agreed to use the findings from the project to draft an advocacy plan that would highlight the impact of exclusion efforts on ELL students and families and stress the importance of immunizations as a high-priority issue for the school district. It would also be used to advocate for additional supports and more specific resources for ELL students and families as well as BSD school nurses and immunization support staff.
- *Advanced Practice Nursing (APN)* – This project effectively demonstrated the tripartite role of the DNP – advanced practice, leadership, and practice inquiry. Using the IOWA model as an evidence-based practice framework helped to identify areas of opportunity in BSD’s immunization documentation process. These areas informed what changes should be made via the written protocol for BSD and how APNs can advocate for additional supports and resources from district leadership alongside BSD staff.

## Creating and Implementing a Standardized Public Health Nurse Orientation Toolkit for Local Public Health in Colorado

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Molly Bried<sup>1</sup>, [Scott Harpin](#)<sup>1</sup>, Angela Fellers-LeMire<sup>2</sup>

<sup>1</sup>University of Colorado, Aurora, USA. <sup>2</sup>JSI Research and Training Institute, Denver, USA

### *Purpose*

The purpose of this project was to create and implement a standardized public health nursing (PHN) Orientation Toolkit to be used in Colorado local public health departments, in hopes of increasing new PHN knowledge and confidence.

### *Implications/Relevance for Public Health*

This toolkit provides standardization in PHN services best practices despite variability of services depending on the location of the LPHA. It has proven to be versatile and effective in increasing new PHN knowledge and confidence. This toolkit may also serve as a template for other states who are looking for a budget-friendly means to provide standardized PHN information and resources at the local level.

## Mental Health Training for Nurses in Schools and Community Settings

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[Lucy Roberts](#)

University of Colorado Anschutz Medical Campus- School of Nursing and School of Public Health, Denver, USA

### *Purpose*

To determine whether an in person 10-session professional development program, with in person and online learning modules delivered between August 2023 and November 2023 will increase school nurse’s confidence in identifying and delivering mental health interventions and care coordination for DPS students.

Additional Evaluation Question:

To determine whether this 10-session professional development program delivered between August 2023 and November 2023 is a feasible and acceptable Professional Development for DPS to provide Nurses and other Special Service Providers.

### *Implications/Relevance for Public Health*

Data in Colorado from the Healthy Kids Colorado Survey indicates that mental health issues have been growing for adolescents. According to data, the percentage of students who felt sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities during the past 12 months grew from 24.0% in 2013 to 42.1% in 2021 (Healthy Kids Colorado, n.d.). Additionally, data show that protective factors for adolescents are dropping, in 2013 82.5% of 16-year-olds reported having someone to go to for help with a serious problem, whereas in 2021 73.4% of 16-year-olds reported having someone to go to for help with a serious problem (Healthy Kids Colorado, n.d.). The need for mental health support for our youth in Colorado is alarming and it does not appear to be slowing down. We must increase the number of providers who are trained in providing mental health support and care coordination for our youth and adolescents.

## The RULER approach: how can public health nurses measure up?

### 4

Sherry Steffans, Janice Glose

Daemen University, Amherst, USA

### *Purpose*

To recognize the role and function of the public health school nurse in the development and implementation of Social and Emotional Learning (SEL) programs in school districts. This poster is intended to provide the participant with the background and knowledge of the benefit of SEL programs on improved emotional intelligence, academic success, and improved overall student achievements.

Innovation in public health nursing practice as the nurse leads the development and implementation of SEL programs in schools is supported by the Quad Council Coalition Community/Public Health Nursing Competencies (2018). Several domains of the competencies are addressed in this poster presentation: Assessment and analytic skills (1), Program planning skills (2), Communication skills (3), Public health science skills (6), and Financial Planning, Evaluation, and Management Skills (7).

A foundation of public health nursing includes meeting vulnerable populations where health needs arise. Placing the community school nurse at the helm of the development, implementation, evaluation, and systematic improvement of an SEL program meets several key competencies of a C/PHN. The positive impact of SEL on the mental health equity of school-aged children will ripple effect overall improved community health.

### *Implications/Relevance for Public Health*

Successful implementation of the RULER approach can have a potential impact on many different areas for students in 6th-8th grade. Impacted areas of improvement would be student behavior, relationships, academics, and mental health, which would impact teachers, administrators, social workers, and the district as a whole. Moreover, by

stabilizing mental health concerns in children the healthcare field would be positively impacted with reduced emergency room visits due to mental health crises.



The goal of SEL programs is to teach students to cultivate quality relationships, and to be psychologically and physically healthy. Create caring, supportive, and empowering learning environments that lead to academic excellence as well as personal connections with friends and teachers. These goals will lead to successful student outcomes with long-term effects.

Public health nurse leaders, administrators, faculty, and staff in school districts will be impacted as they transform teaching and learning. Implementing this change will impact their usual and regular routines in addressing the students and families as they focus collaboratively on emotional health and stability.

Public health nurses will contribute to the population health of school aged children as they apply program planning skills, communication skills, public health science skills, and financial planning, evaluation, and management skills in the implementation and evaluation of a school-based RULER approach.

## Self-Confidence Of Public Health Nurses In Cultural Competency During Infectious Disease Investigation

### 3

Nicholas Crowninshield

Rhode Island College, Providence, USA

#### **Purpose**

The purpose of this research project was to assess the effect of cultural competency training on the self-confidence of public health nurses in the subject. The goal of the Educational Intervention is to promote greater cultural competence to provide better patient care and increase the likelihood of success in an infectious disease investigation.

#### **Implications/Relevance for Public Health**

The hallmark of public health nursing practice is identifying the needs of a population and designing interventions to address them. The APHN focuses on improving the systems which we use to promote the public health and recognizing that achievement of this goal requires frequent adjustment and evaluation. The provision of a culturally competent workforce of nurses is a goal that may be met in part through the expansion of education-focused projects such as this research to other areas of nursing. Nurses must be encouraged and supported to engage in further cultural competency interventions to better prepare their peers and the systems in which they work to meet this the sublime goals of Healthy People 2030 to reduce disparities and the ANA standards of practice which identified the provision of culturally competent care as one of said standards.