

10 Essential Functions of Public Health



Orientation to Public Health Nursing: Training Recommendations & Resources for Nurses Entering the Public Health Practice Arena

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Missouri Council for Public Health Nursing (MCPHN)

Mission: Missouri Council for Public Health Nursing provides leadership, expertise, and advocacy related to public health nursing practice, standards, and issues.

Vision: Through excellence in public health nursing practice, public health nurses will be leaders in promoting healthy people in healthy communities.

Goal: Missouri will have a strong, dynamic, and competent public health nursing workforce.

Strategy One: Assure quality education for current and future public health nurses.

Objectives:

1.1 Increase the number of trainings and resources available to public health nurses.

1.1.a Utilize the public health nursing core competencies to develop a set of standardized public health nurse training recommendations, for Missouri public health nurses, including new orientation and career advancement.

(MCPHN Strategic Plan, 2016-2021)

INTERNSHIP OBJECTIVES

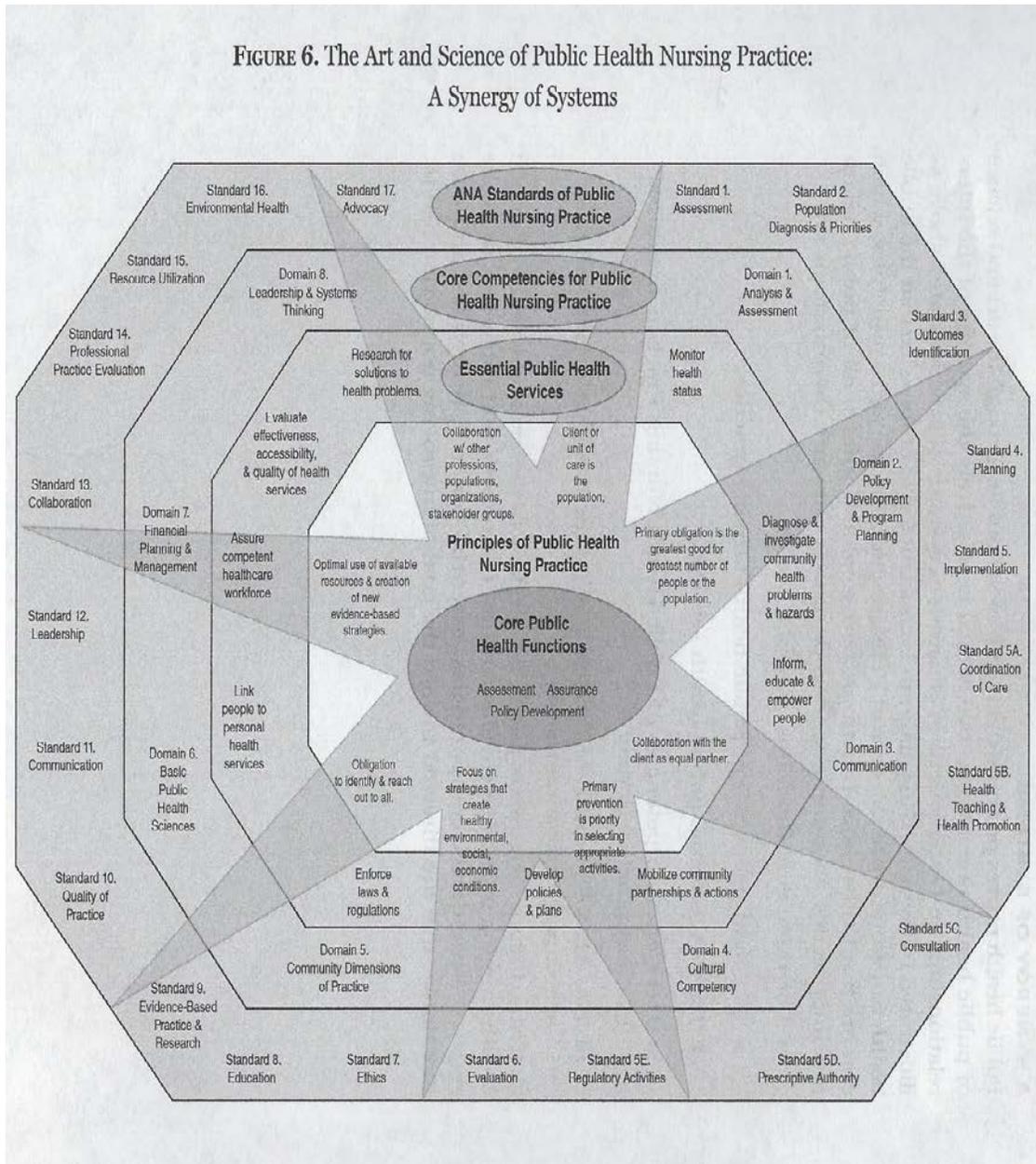
1. Work with the Missouri Council for Public Health Nursing and the DHSS Public Health Nursing Coordinator to facilitate development of standardized public health nursing training recommendations.
2. Utilize the public health nursing core competencies to develop a set of standardized public health nurse training recommendations, for Missouri public health nurses, including new orientation and career advancement.
3. Identify existing resources and educational opportunities for Missouri public health nurses.
4. Develop a strategy for creating needed PHN trainings, based on the standard PHN recommendation.

Objectives negotiated for this intern were numbers 1-3.

(Internship Request Form, Missouri Department of Health & Senior Services: Revised October 2017)

Development, Design & Programming

The art and science of public health nursing practice is indeed a synergy of systems.



(Source: ANA Scope and Standards of Practice. Public Health Nursing 2nd Edition, 2013)

Definition of Public Health Nursing Practice According to the American Nurses Association (ANA):

“Public Health Nursing is the practice of promoting and protecting the health of populations using knowledge from nursing, social, and public health sciences... Public health nursing is a specialty practice within nursing and public health. It focuses on improving population health by emphasizing prevention, and attending to multiple determinants of health. Often used interchangeably with community health nursing, this nursing practice includes advocacy, policy development, and planning, which addresses issues of social justice. With a multi-level view of health, public health nursing action occurs through community applications of theory, evidence, and a commitment to health equity.” (ANA, The Definition and Practice of Public Health Nursing, 2013, pg. 2)

The public health training recommendations this report outlines are developed and devised based on the following three sets of standards, competencies, and services:

***American Nurses Association (2013). *Scope and standards of practice: Public health nursing*. Silver Spring, Maryland: Nursebooks.org.**

Standard 1. Assessment

The registered nurse collects comprehensive data pertinent to the healthcare consumer’s health or the situation.

Standard 2. Diagnosis

The registered nurse analyzes the assessment data to determine the diagnoses or issues.

Standard 3. Outcome Identification

The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

Standard 4. Planning

The registered nurse develops a plan of care that prescribes strategies and interventions to attain expected outcomes.

Standard 5. Implementation

The nurse implements the interventions identified in the plan.

Standard 5A. Coordination of Care

Standard 5B. Health Teaching and Health Promotion

Standard 5C. Consultation (Graduate Prepared Specialty or Advanced Practice Nurse)

Standard 5D. Prescriptive Authority and Treatment (Advanced Practice Nurse)

Standard 6. Evaluation

The registered nurse evaluates progress toward attainment of outcomes.

ANA Standards of Professional Performance

Standard 7. Ethics

The registered nurse practices ethically.

Standard 8. Education

The registered nurse attains knowledge and competence that reflects current nursing practice.

Standard 9. Evidence-Based Practice and Research

The registered nurse integrates evidence and research findings into practice.

Standard 10. Quality of Practice

The registered nurse contributes to quality nursing practice.

Standard 11. Communication

The registered nurse communicates effectively in a variety of formats in all areas of practice.

Standard 12. Leadership

The registered nurse demonstrates leadership in the professional practice setting and the profession.

Standard 13. Collaboration

The registered nurse collaborates with the healthcare consumer, family and others in the conduct of nursing practice.

Standard 14. Professional Practice Evaluation

The registered nurse evaluates her or his own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules and regulations.

Standard 15. Resource Utilization

The registered nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective and financially responsible.

Standard 16. Environmental Health

The registered nurse practices in an environmentally safe and healthy manner.

***Quad Council Coalition Competency Review Task Force. (2018).
Community/Public Health Nursing Competencies.**

- Domain 1. Analytic and Assessment Skills
- Domain 2. Policy Development/Program Planning Skills
- Domain 3. Communications Skills
- Domain 4. Cultural Competencies Skills
- Domain 5. Community Dimensions of Practice
- Domain 6. Public Health Sciences Skills
- Domain 7. Financial Planning and Management Skills
- Domain 8. Leadership and Systems Thinking Skills

***American Public Health Association (2018). 10 essential public health services [Web page]. Retrieved from <https://www.apha.org/about-apha/centers-and-programs/quality-improvement-initiatives/10-essential-public-health-services>**

1. Monitor health status to identify community health problems.
2. Diagnose and investigate health problems and health hazards in the community.
3. Inform, educate and empower people about health issues.
4. Mobilize community partnerships to identify and solve health problems.
5. Develop policies and plans that support individual and community health efforts.
6. Enforce laws and regulations that protect health and ensure safety.
7. Link people to needed personal health services and assure the provision of health care when otherwise unavailable.
8. Assure a competent public health and personal health care workforce.
9. Evaluate effectiveness, accessibility and quality of personal and population-based health services.
10. Research for new insights and innovative solutions to health problems.

Supporting Data: Public Health Training Recommendations

The top 10 training recommendations included in this report were derived and compiled from numerous contacts, meetings, survey completions and face-to-face interviews from public health nurses and administrators from the State of Missouri from the months of May - October 2018.

During the months of May-October 2018 I completed nine (9) on-site visits to local public health agencies and conducted twenty (20) interviews with local public health administrators and public health nurses. The local public health agencies/counties I visited included:

1. Schuyler County
2. Ralls County
3. St. Louis County
4. Macon County
5. Randolph County
6. Cole County
7. Boone County
8. Audrain County
9. Cooper County

In July 2018 I attended the Missouri Council for Public Health Nursing (MCPHN) meeting where I collected survey data (Appendix A) and facilitated a discussion that included the following topics:

1. What constitutes a well-trained public health nurse?
2. What are the top five (5) areas that are most important for public health nurses to be proficient in?
3. What are the top three (3) training platforms that make the most sense for public health nurses to be able to access?
4. What are the standards this training should be based on?
5. What are your recommendations regarding building a career ladder into this training for public health nurses?
6. What are the resources you have available in regards to training and education dollars?

I also attended LPHA Region Meetings where I was able to obtain additional survey information/data from members that were in attendance. (Appendix A: Survey Tool). In addition, I attended the statewide LPHA meeting on August 29, 2018 in Jefferson City, Missouri as a mechanism to learn more about recent topics concerning the local public health administrators from a statewide perspective. Immunizations were discussed at length at this meeting.

From the on-site visits, interviews, surveys and meetings I compiled the following list of essential topics that became evident as most important for new nurses entering the ranks of nursing in the public health arena in the State of Missouri.

Top Ten Essential Training Topics for New Nurses Entering Public Health in the State of Missouri

1. Immunizations
2. Communicable Diseases
3. What is Public Health Nursing?
4. Disease Prevention
5. Resources
6. Presenting & Writing to the Public
7. Emergency Preparedness & Planning
8. School Education
9. STD Testing & Counseling
10. Understanding Health Policy

Available Resources for the Top Ten Training Topics

Immunizations

You Call The Shots - *You Call the Shots* is an interactive, web-based immunization training course. It consists of a series of modules (18) that discuss vaccine-preventable diseases and explain the latest recommendations for vaccine use. Each module provides learning opportunities, self-test practice questions, reference and resource materials, and an extensive glossary. Centers for Disease Control and Prevention - <https://www.cdc.gov/vaccines/ed/index.html>

Keys to Storing and Handling Your Vaccine Supply

Keys to Storing and Handling Your Vaccine Supply is presented as a **web-on-demand video**

Description: This video is designed to decrease vaccine storage and handling errors by demonstrating recommended best practices and addressing frequently asked questions (FAQs)

Audience: Immunization providers (physicians, nurses, nurse practitioners, pharmacists, physician assistants, DoD paraprofessionals, medical assistants, medical and nursing students)

Centers for Disease Control and Prevention - <https://www2.cdc.gov/vaccines/ed/shvideo/>

Communicable Diseases

Foundations of Public Health: Introduction to Environmental Health Microbiology and Communicable Disease Control – 1 hour

https://www.albany.edu/sph/cphce/foph_guidebook.pdf

Public Health 101 Series. This six-course series covers the following topics: prevention effectiveness, epidemiology, health laboratories, public health informatics, health surveillance and a basic introduction to public health. The following formats are available: Slide presentation, E-Learning Course and Quick Learn Lessons and Webinar. This series can be accessed at: <https://www.cdc.gov/publichealth101/index.html>

What is Public Health Nursing?

Public Health Nurse Ready Guidebook (PDF). Can be accessed at

https://www.albany.edu/sph/cphce/phn_ready_guidebook.pdf

- I. Orientation to Public Health – 1 hour
- II. Exploring Cross-Culture Communication – 1.5 hours
- III. Field Epidemiology – 1 hour
- IV. Health Literacy and Public Health: Introduction – 1 hour
- V. Doing a Lot with a Little: Economic Analysis for Public Health – 1 hour
- VI. Program Development and Evaluation – 1 hour
- VII. Community Dimension of Practice (Part I) – 1 hour
- VIII. Community Dimension of Practice (Part II) – 1 hour
- IX. Addressing Health Equity: A Public Health Essential – 1 hour

CQI for Public Health: The Fundamentals – 3 credits – Ohio State University. Can be accessed at <https://osupublichealth.catalog.instructure.com/>

Disease Prevention

Course Title: Infectious Disease Prevention and Control. Provided by Tulane University School of Public Health and Tropical Medicine. Contact hours: 6. Course description: This course will introduce participants to basic concepts of infectious disease prevention and control. Course topics include concepts of disease control, elimination, and eradication and key strategies for infectious disease control and prevention in the context of past successes and failures. Can be accessed at

<https://lms.southcentralpartnership.org/course/viewguest.php?id=70>

Resources

Association of Public Health Nurses Advocacy Toolkit. This tool kit for advocacy is a compilation of resources designed to provide public health nurses with guidance for planning advocacy efforts as well as basic information regarding the legislative process. This resource provides you with techniques and tools to become a public health advocate. Accessed at <http://phnurse.org/Advocacy-Toolkit>. At this same website you can complete a 3.0 CNE webinar about the APHN PHP Advocacy Guide Book and Tool Kit.

Presenting & Writing to the Public

Center for Public Health Practice – Ohio State University - <https://u.osu.edu/cphp/free-online-learning/>

- Presentation Do's and Don'ts
- Social Media in Public Health
(<https://osupublichealth.catalog.instructure.com/>)

Emergency Preparedness & Planning

These courses and other resources can be accessed at <https://emergency.cdc.gov/training/>

Public Health Professionals

- [Office of Public Health Preparedness and Response \(OPHPR\)](#)
Training from the Preparedness and Emergency Response Learning Centers (PERLC) and the Meta-Leadership Summits for Preparedness Initiative.
- [CDC Crisis & Emergency Risk Communication \(CERC\)](#)
- [The CDC Learning Connection](#)
- *[Emergency Responder Health Monitoring and Surveillance \(ERHMS\) Online Training Course](#)
Educational offering to provide a recommended health monitoring and surveillance framework for emergency responders. Note: Continuing Education Units (CEUs) are offered for the ERHMS Online Training Course (3.5-4 hours estimated completion time).

- [Public Health Law 101](#)
An introduction to fundamental principles of law, ethics, and the legal system as they frame public health practice in the United States.
- *[Public Health Emergency Exercise Toolkit: Planning, Designing, Conducting, and Evaluating Local Public Health Emergency Exercises](#) (1.51 MB/80 pages)
From the Columbia University School of Nursing. Includes templates, checklists, & forms to assist with every stage of the exercise process.
- CDC Presentations from First National Congress on Public Health Readiness
Selected presentations from CDC speakers at this conference, held July 20-22, 2004.

Specific Types of Emergencies

- [Bioterrorism](#)
Anthrax, botulism, plague, smallpox, tularemia, viral hemorrhagic fevers, more...
- [Chemical Emergencies](#)
- [Radiation Emergencies](#)
- [Mass Casualties](#)

School Education

Healthy Schools – Training & Tools: CDC Healthy Schools

Can be accessed at <https://www.cdc.gov/healthyschools/shi/index.htm>. Topics include: nutrition, childhood obesity, physical activity, out of school time, sleep and health, chronic conditions, health and academics, data & statistics and various tools and resources.

STD Testing & Counseling

Sexually Transmitted Diseases (STD's) – Training --- National STD Curriculum (CNE/CME available with question banks). Can be accessed at <https://www.std.uw.edu>. Topics include chlamydia, gonorrhea, HSV, HPV, PID, Syphilis and Vaginitis

Centers for Disease Control and Prevention (2008). A guide to taking a sexual history. Atlanta: Department of Health and Human Services. Retrieved from <https://www.cdc.gov/std/treatment/sexualhistory.pdf>

Brook G, Bacon L, Evans C. (2013). UK national guideline for consultations requiring sexual history taking. Int J STD & AIDS. 2014;25:391-404. Retrieved from <http://journals.sagepub.com/doi/10.1177/0956462413512807>

Understanding Health Policy

Understanding Evidence-Based Public Health Policy. This is an excellent article that describes the impact that public health policy has on health status and why public health nurses need to use and understand the various components of health policy. Accessed at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2724448/>

Brownson, R. C., Chiqui, J. F., & Stamatakis, K. A. (2009). Understanding evidence-based public health policy. *American Journal of Public Health*, 99(9), 1576–1583. <http://doi.org/10.2105/AJPH.2008.156224>

Crosswalk of ANA Standards, the Quad Council Competencies and the APHA Essentials: Linked to the Top Ten Topics for New Public Health Nurses

Topic	ANA Standard	Quad Council Competency	APHA Essential
Immunizations	1-11, 13, 15-17	Domains: 1-6	1-7, 9-10
Communicable Diseases	1-6, 8-9, 11-13, 15-16	Domains: 1-6	1-7, 9-10
What is Public Health Nursing?	1-17	Domains: 1-8	1-10
Disease Prevention	1-6, 8-17	Domains: 1-6	1, 3, 5-6, 8-10
Resources	7, 12 & 14	Domains: 2, 7-8	4-10
Presenting and Writing to the Public	8-17	Domains: 2-6, 8	3 & 5
Emergency Preparedness and Planning	4, 9, 11-15	Domains: 1-3, 5-8	2, 4, 7
School Education	1-8, 11, 13, 15-17	Domains: 3-6 & 8	3-5
STD Testing and Counseling	5, 7-9, 11, 13, 15-17	Domains: 1, 3-6	1-3, 7, 9-10
Understanding Health Policy	8-17	Domains: 1-2, 7-8	3-6, & 10

One of the comments that came up several times during the surveys and interviews was that more affordable face-to-face educational opportunities would be beneficial for new public health nurses. However, most of the administrators and public health nurses indicated that those type of trainings were not readily accessible or affordable. Listed below are some recommendations in order to increase face-to-face training opportunities within each region.

A. Each region in the state will develop training experts for each topic and then offer that training once or twice per year for the rest of the region's local public health units.

B. The cost of the training development would be upon the local public health unit that has signed up or agreed to provide that particular topic of training. Much of the training development expenses would be office supply types, however the unit could apply for local grants to fund the training development expenses if need be.

C. The training could be held at the local site, a local community room or if a local public health unit, within a region, has a particularly nice sized training facility that may be an option as well.

Career Ladder Adaptations

Upon completion of the top 10 training recommendations for each newly hired public health nurse, a salary increase could be negotiated. A time frame for completion would need to be negotiated. The new public health nurse would need to show evidence that all training topics were completely timely and satisfactorily. This process could be the same within the region or developed differently for each local public health unit, dependent upon resources and dollars available.

For the seasoned public health nurses providing the face-to-face training topics, a salary increase could be negotiated upon completion of the development of the training and/or completion of "x" number of times the training topic was presented.

*All references in this document are cited within the text.

Appendix A: Survey Tool

Missouri Council for Public Health Nurses (MCPHN) –

Training Survey

Please answer the following questions using your background and experience in public health to frame the answers to the questions.

1. Finish this sentence: *A well-trained public health nurse is ---*

2. In your opinion list the **top 5 topics** that you feel are most important for public health nurses to be knowledgeable about
 - a.
 - b.
 - c.
 - d.
 - e.

3. Please describe what you believe the **best 3 training platforms** would be for public health nurses to access for training (ex: webinars, on-site, self-paced modules, etc.)
 - a.
 - b.
 - c.

4. How much training time (hours) do you believe are reasonable for a nurse with no public health nursing experience going into public health nursing to have?

5. How would you organize this training?

6. How many weeks/months should this training span?
7. What model would you prefer to base this training on? Choose from the list or add another.
 - a. Community public health nursing competencies – Quad Council Coalition, 2018
 - b. ANA standards: Scope and Standards of Practice – Public Health Nursing
 - c. Accreditation standards
8. What are the categories of training you would like to see for public health nurse training offerings. Examples: New PH orientation and training, 2-4 years in field, 5+ years, etc..
9. What are your thoughts and ideas on building in a career ladder into the training package? What is your recommendation on this idea?
10. What are your local resources in regards to training and continuing education for your public health nursing staff?