

Policy and Partnerships: Empowering Communities and Nursing Practice through Collaboration

UNIVERSITY PARTNERS:

AZUSA PACIFIC UNIVERSITY AND CSU SAN BERNARDINO

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FELLOWS:

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Background and Introduction

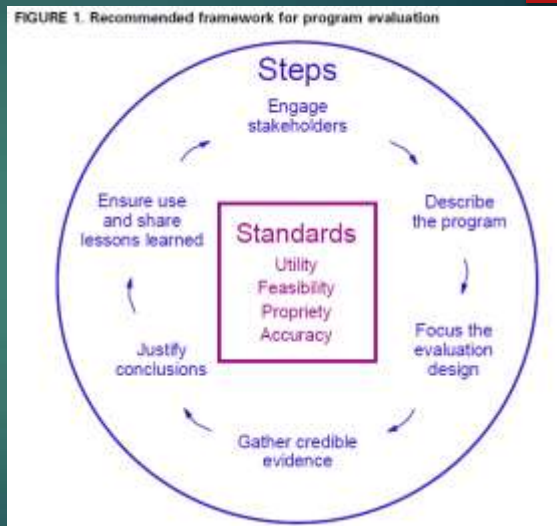
- ▶ The American Association of Colleges of Nursing (AACN)
 - Academic-practice partnerships are integral for advancing professional nursing and leadership.
 - Policy Development, one of the public health core functions, is also an AACN essential of graduate nursing education
- ▶ Nursing practice role is uniquely suitable for policy development to assure quality and address social determinants of health.

Purpose

- ▶ Describe the development of campus-community collaborations
 - Two academic institutions and
 - Multiple community entities
- ▶ Share the Participants and Process
 - Graduate nursing & public health students work together
 - Address health policy and equity in vulnerable populations.

Program Evaluation

Source: CDC Program Planning and Evaluation Framework
<https://www.cdc.gov/mmwr/preview/mmwrhtml/rr4811a1.htm>



Engaging Stakeholders

- ▶ Azusa Pacific University Departments of Public Health and Doctoral Programs
- ▶ CSU San Bernardino: Center for Health Equity, Office of Community Engagement, Department of Nursing
- ▶ Center for Better Beginnings: Mother To Baby California; UCSD Center for FASD Discovery
- ▶ Carolyn E. Wylie Center for Children, Youth, and Families
- ▶ Inland Empire Disabilities Collaborative
- ▶ Departments of Public Health, San Bernardino and Los Angeles Counties

The Program Description: Randall Lewis Health Policy Fellowship (RLHPF)

- ▶ Competitive multidisciplinary fellowship for master/doctoral level students interested in health policy and related disciplines.
- ▶ A year-long program that provides opportunities for development of policies to meet local community needs.
- ▶ Program support by 1) the Lewis Group of Companies, 2) Southern California Association of Governments, 3) universities, and 4) participating agencies.
- ▶ 2016 - RLHPF began accepting graduate nursing students.
- ▶ 2017 - University partnerships with CSUSB and APU began.

Evaluation Design

- ▶ Formative: Processes and Partnerships
 - ▶ Monitor progress of RLHPH Fellows
 - ▶ Fellow presentations, internally
- ▶ Summative:
 - ▶ Final Fellow presentations/publications to stakeholders and professional meetings
- ▶ Formatively and summatively: Self-reports of RLHPF experience
- ▶ Ongoing: Impact of projects and policy recommendations on communities for external validity/generalizability

Gathering the Evidence: Select References

Health Policy Engagement

- ▶ de Cordova PB, Steck MBW, Vermeesch A, et al. Health policy engagement among graduate nursing students in the United States. *Nurs Forum*. 2019;54(1):38–44. doi:10.1111/nuf.12295
- ▶ The aim was to understand how health policy education is currently being delivered in the United States' graduate nursing programs. Methods: This exploratory cross-sectional design used an anonymous online survey
- ▶ For students involved in health policy, there was a greater proportion of master's students involved at the state level, than doctorate of nursing practice (DNP) or PhD students ($P=0.04$). Conclusions: Health policy and advocacy education are important aspects of graduate nursing curriculum and have been integrated into curricula. Graduate nursing students at all levels reported that health policy AACN Essential competencies are being included in their program, either as stand-alone health policy courses or integrated health policy learning activities during matriculation.

Health Policy Training

- ▶ Heiman HJ, Smith LL, McKool M, Mitchell DN, Roth Bayer C. Health Policy Training: A Review of the Literature. *Int J Environ Res Public Health*. 2015;13(1):ijerph13010020. Published 2015 Dec 23. doi:10.3390/ijerph13010020
- ▶ "The need for more rigorous research and evaluation to inform health policy training is compelling. Providing health professionals with the knowledge and skills to engage and take leadership roles in health policy will require training programs to move beyond their limited health care-oriented health policy framework to adopt a broader health and health equity in all policies approach."

Equity-Oriented Healthcare and Health Policy

- ▶ Ford-Gilboe M, Wathen CN, Varcoe C, et al. How Equity-Oriented Health Care Affects Health: Key Mechanisms and Implications for Primary Health Care Practice and Policy. *Milbank Q.* 2018;96(4):635–671. doi:10.1111/1468-0009.12349
- ▶ “At a policy level, this research supports investments in equity-focused organizational and provider-level processes in primary health care as a means of improving patients’ health, particularly for those living in marginalizing conditions. Whether these results are robust in different patient groups and across a broader range of health care contexts requires further study.

Specific Issues Addressed In RLHPF

- ▶ “Fetal Alcohol Spectrum Disorders (FASD)”
- ▶ “Emergency Preparedness for Families with Children with Special Health Care Needs (CSHCN),”
- ▶ “Environmental Health Equity and Birth Outcomes.”

RLHPF Outcomes to Date

- ▶ Eight presentations at professional meetings (Faculty, partners, RLHPFs)
- ▶ Five faculty-student publications in progress.
- ▶ Some master and doctoral level nursing students used the RLHPF activities as components of their academic projects to address regional health policies.

Input from the RLHP Fellows

1. Had you considered yourself in the health policy role prior to the fellowship? After?
2. Were there barriers to participating in the fellowship?
3. What / Who were the facilitators to your participation?
4. What was/were 1 or 2 of the most important things you learned during the experience?
5. Additional comments?

Randall Lewis Health Policy Nursing Fellow Comments

- ▶ Prior to the fellowship, Only 2 of the 7 Fellows responding had considered their role in health policy.
- ▶ Following the fellowship, all of previous fellows emphasized their role as an advocate to consider policy issues that would impact the health of their patients/clients/populations.
 - ▶ “ No policy change or idea is too great or too small, because in the end it will make a difference.”
- ▶ Reported barriers to participating in the fellowship
 - ▶ Time constraints [to accomplish both regular coursework, as well as RLHP assignments] (4 of the 7)
 - ▶ “ The fellowship gave me an opportunity to strengthen my time management skills”

Randall Lewis Health Policy Nursing Fellow Comments (cont).

- ▶ The most important things you learned through the RLHP Fellowship
 - ▶ The impact of public health policy on healthy communities, and support and creation of health equity for all segments of the population
 - ▶ Identify gaps in data necessary to support policy changes
 - ▶ Opportunities for professional growth, assessment of my strengths and weaknesses, and ways to make changes that will impact my career
- ▶ Additional Comments
 - ▶ More nurses need the participate in this fellowship to gain knowledge and skills to be an educated part of a team of policy makers to create and maintain healthy communities

Lessons Learned

Engaging stakeholders and promoting this academic – practice partnership

- provided opportunities for professional development for students and faculty
- provided a mechanism for empowering communities through policy development in the nursing role.

Future Directions In Progress

- ▶ Stakeholder engagement meetings
- ▶ Program Expansion
- ▶ Connection with Agencies and Local Health Officials
- ▶ Research Conferences

Future Planning Efforts

- Surveys of community agencies to determine agency and community impact.
- Surveys of all previous Fellows to determine impact on their professional role, specifically regarding policy development.

Acknowledgements

- ▶ Jaynie Boren, Randall Lewis, Partners for Better Health: <http://p4bhealth.org/randall-lewis-health-policy-fellowship/partners-organizations/>
- ▶ Azusa Pacific University School of Nursing
- ▶ CSU San Bernardino College of Natural Sciences, Department of Nursing
- ▶ Sigma Theta Tau International, Iota Sigma Chapter
- ▶ Participating Community Partners and Preceptors:
- ▶ Melody Amaral, Carolyn E. Wylie Center for Children, Youth, and Families;
- ▶ Dr. Christina Chambers, Dr. Ken Lyons Jones, Carolyn Shaputnic: Center for Better Beginnings