Funding Opportunity:

Population Health/Social Determinants of Health Case Studies

Application Deadline: December 4, 2019

The American Association of Colleges of Nursing (AACN) announces the availability of funds to develop a problem-based case study aimed at deepening nursing students’ understanding of the significance of population health and social determinants of health (SDOH) concepts and how to incorporate these concepts into their everyday practice.

AWARD INFORMATION

Type of Award: Subaward
Total Costs: $5,000 maximum potential award
Number of Awards: 2
Application Deadline: Wednesday, December 4, 2019
Award Date: Wednesday, December 18, 2019
Project Completion Date: Friday, June 29, 2020

PROJECT DESCRIPTION

AACN is providing small grants to faculty to support the development of an educational unfolding case study focused on population health and SDOH concepts across the continuum of care. The case study should teach nursing students to: identify social factors that impact the health of their patients and communities; include community-based and other social services and programs in the care of their patients; and understand how the choices and engagement of nursing professionals can impact the health of patients and populations. The case study will reference AACN’s Measurable Population Health Competencies for Baccalaureate Prepared Nurses (see Appendix) and Healthy People 2020 SDOH Topic Areas. This case study will help nursing students understand population health and SDOH and the need for interprofessional and cross-sectoral approaches to improve the health of the public across the continuum of care and diverse settings.

Each unfolding case study will include a quiz or other form of student assessment pilot tested with at least 5 students and a facilitator guide for instructors. The case study will be adapted by AACN for online completion by nursing students across the nation. Dissemination efforts may include incorporation into AACN’s Population Health Nursing webpage, Baccalaureate Toolkit, conferences, and webinars.

PROJECT REQUIREMENTS

The case study should:
• Engage students in a problem-solving interprofessional and/or cross-sectoral unfolding case study exercise related to population health competencies (see Appendix) and Healthy People 2020 SDOH Topic Areas (see below).

• Address at least three of the population health competencies selected for use in this project (see Appendix).

• Be organized around at least one of the five key determinants of health: 1) Economic Stability; 2) Education; 3) Social and Community Context; 4) Health and Health Care; and 5) Neighborhood and Built Environment.

• Take place across the continuum of care and diverse settings.

• Include patient, client, and community perspectives as relevant.

• Contain learner self-assessment/quiz questions to be adapted for online completion and pilot tested with at least 5 students, along with a facilitator guide with descriptive answer key.

The finished case study should include:

• A detailed narrative.

• Graphics such as photos, graphs, or charts (with copyright rights), as applicable.

• Videos (with copyright rights), optional.

• A detailed learner assessment instrument with scoring rubric that was pilot tested with at least 5 students (this will be adapted into an electronic form to demonstrate learner objectives are met).

• A facilitator guide with explanation of relevant issues, topics for further discussion, and recommended resources and readings.

ELIGIBILITY
The primary applicant faculty member must be from a current AACN member school at the time of the award and throughout the grant period. Experience with instructional design and/or case study development is preferred. Applications including more than one health profession (interprofessional team of faculty) are encouraged, but only one faculty member can act as the point of contact, sub awardee, and fiduciary agent.

APPLICATION FORMAT
Submission form and narrative applications must be submitted by 11:59 PM on Wednesday, December 4, 2019.

Application Narrative:

• Format: Microsoft PDF

• Maximum number of pages: 7 pages excluding budget and appendices

• Font size and spacing: 12-point font and 1.5 spaced

• Number all narrative pages

The narrative (detailed concept and project plan for developing the case study) must include the following items in order:
1. Background and Project Need
   a. Describe how this case will address selected population health competencies.
   b. Describe how this case study will enhance existing education around selected Healthy People 2020 SDOH Topics Areas.
   c. Describe how this case study will take place across the continuum of care and diverse settings.
2. Anticipated outcomes for the student learners (learning objectives).
3. Timeline for completing the case study.
4. Propose interprofessional partners (if applicable).
5. Summary of key personnel’s experience and capabilities related to case study development.

Other Application Content (will not count toward total page count):
   1. Budget summary table and budget justification (funds can cover faculty’s time and expertise)
   2. Key personnel CVs/Resumes
   3. Other Appendices (optional)

APPLICATION SUBMISSION
Applications must be submitted electronically at ajacobs@aacnnursing.org.

QUESTIONS
For administrative and technical questions, please contact:

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Associate Director of Population Health Initiatives
(202) 463-6930 x278
ajacobs@aacnnursing.org
Appendix

Measurable Population Health Competencies for Baccalaureate-Prepared Nurses

Assessment, Analysis, Understanding Data
- Apply a comprehensive assessment that uses existing (or collected) qualitative and/or quantitative data to determine the social determinants of health or health inequity at all levels of prevention within a community or across a population.

Communication
- Demonstrate direct communication interaction skills with patients (define patient broadly or use clients), health professionals, and other stakeholders, including community leaders, non-governmental agents, and policy makers.
- Demonstrate the importance of non-verbal or indirect communication by means of facial gesture, body language and the use of touch; include listening as an essential component of communication.
- Use diverse forms of written communication and technology with diverse populations, groups (considering diverse cultures, health literacy,)
- Demonstrate effective listening skills and culturally appropriate communication (verbal, non-verbal, ethical use of technology) based on health literacy level. Needs to include to other health professionals’ and policy makers, etc.

Collaboration
- Work with relevant stakeholders to cooperate, collaborate and communicate to develop a shared, agreed to plan of action (integrated care) that takes into account determinants of health, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death). Identify relevant stakeholders i.e. health professionals, payers, community leaders, that include vulnerable, underrepresented individuals/populations.

Social Determinants of Health
- Assess and address determinants of health using multiple sources of data and appropriate strategies to assess risk accordingly.
- Plan interventions that consider the sociocultural and economic characteristics of diverse populations and individuals.
- Assess health risks based on the social determinants of health that exist within a community.
- Identify barriers to health equity related to health disparities within a community.

Policy & Advocacy
- Describe the implications and potential impacts of programs and policies (rules, regulations,
and policies), that impact the health of individuals, families, and groups within a population.

- Contribute as a team member in developing organizational plans while assuring compliance with established policies, practice standards and program implementation guidelines.
- Describe the structure of the health system, including financing, quality assurance, and the intersection of clinical care and public health.
- Describe the policy making process at local, state and national levels, including potential for participation of health professionals in advocacy role. Present a policy

Leadership

- Demonstrate (intra and interprofessional) leadership principles and ethical decision making to influence the safe delivery of respectful high-quality, evidence-based nursing care services to diverse individuals, families, and groups (populations).
- Demonstrate ethical standards of practice in all aspects of public health and public health nursing, regardless of the role, as the basis of all interactions with individuals, communities, and organizations.