



AACN 2021 FALL FACULTY FORUM

AACN ESSENTIALS DOMAIN 3:
POPULATION HEALTH-TIPS AND
TOOLS FOR FACULTY



SUSAN SWIDER, PHD, PHNA-BC,
FAAN

ERICA HOOPER-ARANA, DNP, RN,
PHN


American Association of Colleges of Nursing
The Voice of Academic Nursing

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OVERVIEW

- » Population health in nursing
- » Key knowledge and skills needed
 - Entry level
 - Specialty level
- » AACN Essentials related to population health
 - Overview
 - Measurement challenges
- » AACN Toolkit
- » Selected exemplars from the AACN Toolkit for use in Nursing Education, and potential measures of related Essentials Competencies-Entry level
- » Small group discussion
- » Q and A



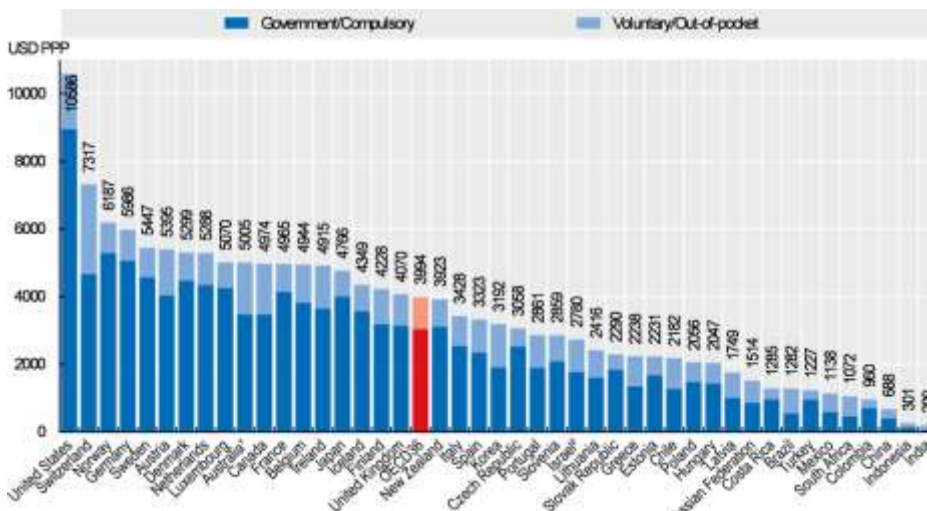
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HEALTH CARE CHALLENGES IN THE US



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HEALTH EXPENDITURE PER CAPITA (2019)

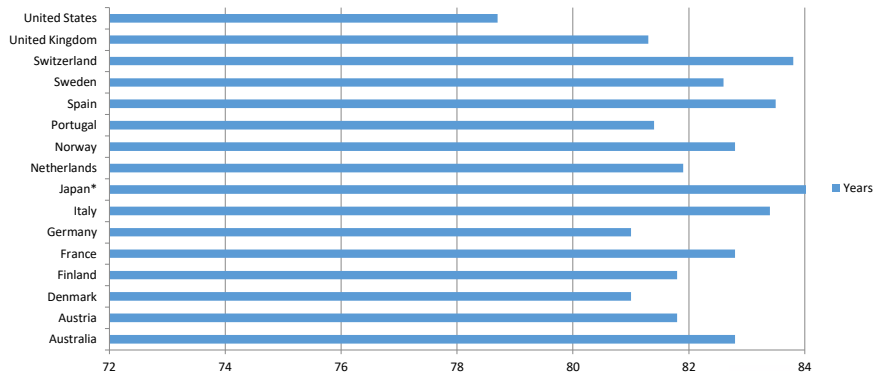


Source: OECD Health Statistics 2019, WHO Global Health Expenditure Database

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LIFE EXPECTANCY PEER COUNTRIES

(OECD, 2018)



Data extracted on 22 Oct 2020 12:03 UTC (GMT) from [OECD.Stat](#)

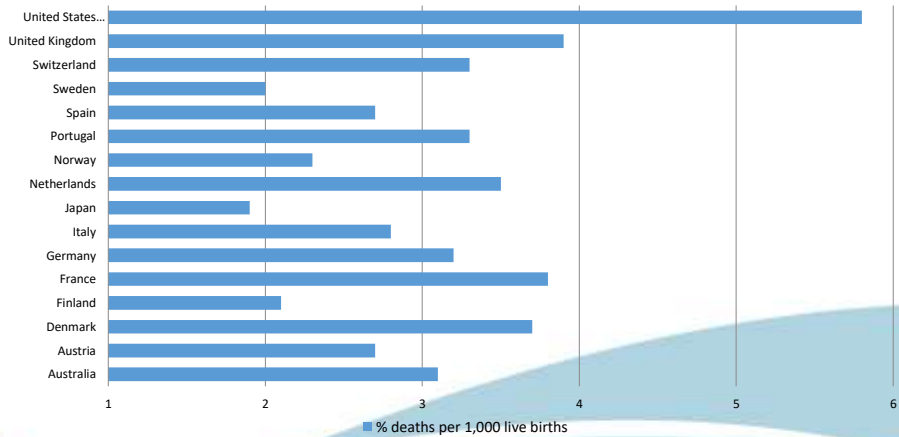


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INFANT MORTALITY

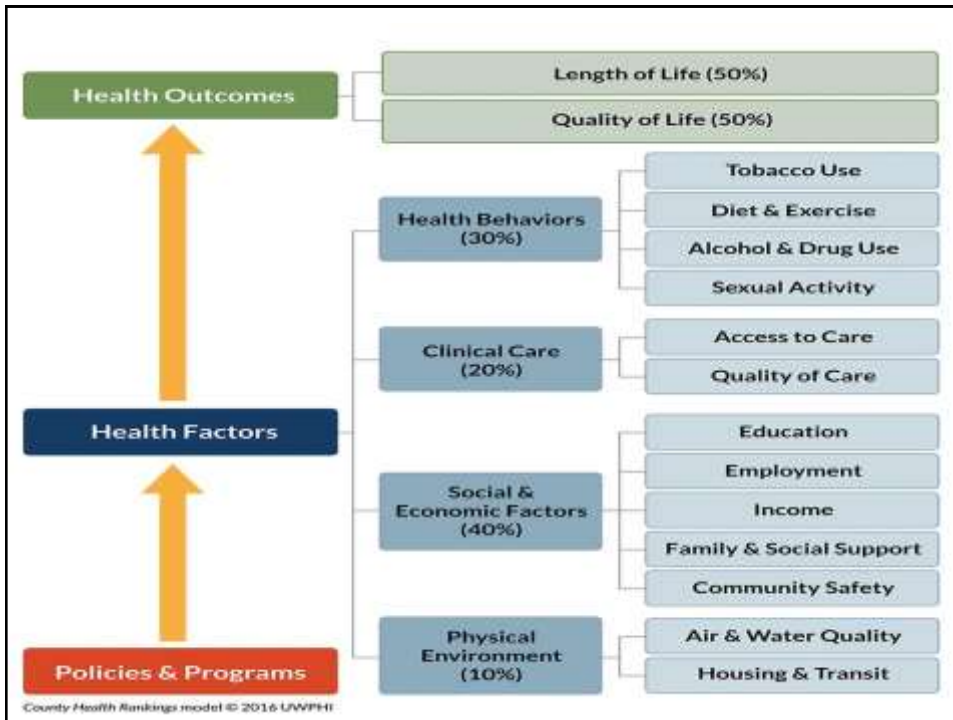
(OECD, 2018)

deaths in first year of life per 1,000 live births



Data extracted on 22 Oct 2020 12:03 UTC (GMT) from [OECD.Stat](#)

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OVERVIEW NURSING IN HEALTHCARE

- » 4 M nurses
- » Most trusted profession past 20 years
- » Nursing roles across the care continuum
- » Nursing has limited influence on health policy
- » Effectiveness data for some nursing roles, but not all
- » Limited third party reimbursement for nursing services
- » Multiple degree paths in nursing education are confusing to public
 - Inability to articulate that which is uniquely the discipline of nursing and in differentiating between technical and professional levels of nursing practice.
 - Practice does not know what our “deliverable/graduate” *is* and questions readiness for practice
- » Population Health as basic part of nursing education builds on, and addresses, these factors

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POPULATION HEALTH

“Population health is the life span wellness and disease experiences of aggregate groups of people residing in local, state, national or international geographic regions or those populations with common characteristics. Population health includes aspects of public health, health care delivery systems and determinants of wellness and illness, emphasizing promotion, restoration and maintenance of wellness and prevention of disease.”

Fawcett and Ellenbecker, 2015

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POPULATION HEALTH

» Population/Public Health focus necessary to improve outcomes and reduce costs by addressing:

- Managing health of populations
- Effective partnerships in care/care coordination
- Social Needs/Social and environmental determinants of health
- Health care in an economic context
- Policy/advocacy

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AACN ESSENTIALS



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AACN ESSENTIALS: POP HEALTH CONTEXT

- » Population Health domain (3): New addition to AACN Essentials
- » Featured concept: "Determinants of health"
 - Determinants of health refers to the range of personal, social, economic, and environmental factors that influence health status (Healthy People, 2020).

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AACN ESSENTIALS: POP HEALTH CONTEXT

» Important considerations in contextual statement

- Caring for discrete groups of people **across settings at all levels (including global)**
- Purpose of interventions to improve health & positively **influence health equity**
- Must value **diversity, equity, & inclusion**
- Collaboration is key and **accountability for outcomes shared** by all
- Population management through **systems thinking** to achieve goals
- Lens of **health promotion and illness prevention**
- Nurses **respond to crises**, emergencies, disasters, and disease outbreaks
- Essential role in **system preparedness and ethical response** with population health perspective

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DOMAIN 3: POPULATION HEALTH

- » Descriptor: Population health spans the **healthcare delivery continuum** from public health prevention to disease management of populations and describes **collaborative activities with both traditional and non traditional partnerships** from affected communities, public health, industry, academia, health care, local government entities and others for the improvement of **equitable population health outcomes**.

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RWJ FOUNDATION KEY FINDINGS

» Population Health Teaching Methods

- **Active learning strategies:** Importance of active learning and experiential learning for students
- **Case studies:** important mechanism for helping students practice problem-solving.
- **Simulation:** mechanism for practicing problem-solving
- **Intentional academic-practice partnerships:** importance of meaningful partnerships with communities/practice sites, including non traditional partners, for mutual benefit of students and partners
- **Integration of population health across care settings:** need ways to integrate population health knowledge and skills across the health care system, from acute care to community health.
- **IPE experiences:** Partnering with other health professionals and social service providers as an important learning activity for students.
- **Service learning:** one mechanism for creating intentional partnerships and meaningful experiential learning opportunities.

<https://campaignforaction.org/wp-content/uploads/2019/03/NursingEducationPathtoHealthImprovement.pdf>

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RWJ FOUNDATION KEY FINDINGS

» Student Competencies:

- **Social determinants of health:** The skill of assessing the social determinants of health should be introduced early in the education and infused at all levels.
- **Metrics for students:** Programs should establish valid and reliable measures to determine appropriate student learning outcomes.

<https://campaignforaction.org/wp-content/uploads/2019/03/NursingEducationPathtoHealthImprovement.pdf>

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IMPLEMENTATION: AACN ESSENTIALS TOOL KIT

For each Domain

- » Recommended content
- » Integrative learning strategies
- » Teaching resources
- » Competency-based education resources
- » Competency-based assessment resources
- » Recommended assessment strategies

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AACN ESSENTIALS: POP HEALTH COMPETENCIES

Competency 1-Manage population health:

Assess/analyze health status/system data and
develop prioritized plan of care with sociocultural
and linguistically responsive interventions

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COMPETENCY 1-MANAGE POPULATION HEALTH					
Subcomp.	Content	Courses	Learning strategies	Assessment	Resources
3.1a Define a target population including its functional and problem-solving capabilities (anywhere in the continuum of care).	<ul style="list-style-type: none"> Nursing community/population health assessment Public health system Program Planning Nursing ethics 	<ul style="list-style-type: none"> Community health Fundamentals Leadership Ethics Diversity Epidemiology Organization and systems Policy Quality improvement Any clinical or theory course 	<ul style="list-style-type: none"> Case studies Action plans Community/Pop health assessment Group online discussions Health teaching plan Community health simulation 	<ul style="list-style-type: none"> Community health assessment paper/presentation Action/teaching plan summary Case study critique Community health simulation evaluation 	<ul style="list-style-type: none"> Broadstreet Academic-Practice Partnership Engagement Model HealthLandscape HealthCatalyst IHI Triple Aim for Populations
3.1b Assess population health data.					
3.1c Assess the priorities of the community and/or the affected clinical population.					
3.1d Compare and contrast local, regional, national, and global benchmarks to identify health patterns across populations.					
3.1e Apply an understanding of the public health system and its interfaces with clinical health care in					

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COMPETENCY 1-MANAGE POPULATION HEALTH					
Subcomp.	Content	Courses	Learning strategies	Assessment	Resources
3.1f Develop an action plan to meet an identified need(s), including evaluation methods.	<ul style="list-style-type: none"> Nursing community/population health assessment Public health system Program Planning Nursing ethics 	<ul style="list-style-type: none"> Community health Fundamentals Leadership Ethics Diversity Epidemiology Organization and systems Policy Quality improvement Any clinical or theory course 	<ul style="list-style-type: none"> Case studies Action plans Community/Pop health assessment Group online discussions Health teaching plan Community health simulation 	<ul style="list-style-type: none"> Community health assessment paper/presentation Action/teaching plan summary Case study critique Community health simulation evaluation 	<ul style="list-style-type: none"> Broadstreet Academic-Practice Partnership Engagement Model HealthLandscape HealthCatalyst IHI Triple Aim for Populations
3.1g Participate in the implementation of sociocultural and linguistically responsive interventions.					
3.1h Describe general principles and practices for the clinical management of populations across the age continuum.					
3.1i Identify ethical principles to protect the health and safety of diverse					

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AACN ESSENTIALS: POP HEALTH COMPETENCIES

Competency 2-Engage in effective partnerships:

Effectively collaborate with relevant stakeholders in accountable manner to develop strategies to address/improve population health

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COMPETENCY 2-ENGAGE IN EFFECTIVE PARTNERSHIPS					
Subcomp.	Content	Courses	Learning strategies	Assessment	Resources
3.2a Engage with other health professionals to address population health issues.	<ul style="list-style-type: none"> Cultural and linguistic sensitivity Interprof collaboration Community partnerships and planning 	<ul style="list-style-type: none"> Community health Fundamentals Leadership Ethics Diversity Epidemiology Organizational and systems Policy Quality improvement Any clinical or theory course 	<ul style="list-style-type: none"> Interviews with public health nurses Case studies Group online discussions 	<ul style="list-style-type: none"> Interview summary Case study critique 	<ul style="list-style-type: none"> Association for Prevention Teaching and Research Case Study Community Tool Box Robert Graham Center Case Study
3.2b Demonstrate effective collaboration and mutual accountability with relevant stakeholders.					
3.2c Use culturally and linguistically responsive communication strategies.					

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AACN ESSENTIALS: POP HEALTH COMPETENCIES

Competency 3-Consider the economic impact of the delivery of health care:

Describe, select, and prioritize cost-effective, accessible, and sustainable interventions with equitable resource allocation for improving health outcomes

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COMPETENCY 3-CONSIDER THE SOCIOECONOMIC IMPACT OF THE DELIVERY OF HEALTH CARE

Subcomp.	Content	Courses	Learning strategies	Assessment	Resources
3.3a Describe access and equity implications of proposed intervention(s).	<ul style="list-style-type: none"> Health equity Social determ. of health Action planning Health coaching Socioeconomics 	<ul style="list-style-type: none"> Community health Fundamentals Leadership Ethics Diversity Finance Organization. and systems Policy Quality improvement Any clinical or theory course 	<ul style="list-style-type: none"> Case studies Social determinants of health(SDoH) assessment Action plans 	<ul style="list-style-type: none"> SDoH assessment summary Case study critique Action plan summary 	<ul style="list-style-type: none"> Centers for Disease Control and Prevention Cost-Effective Analysis Centers for Disease Control and Prevention Public Health Economics PRAPARE Tool UCSF Center for Excellence in Primary Care
3.3b Prioritize patient-focused and/or community action plans that are safe, effective, and efficient in the context of available					

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AACN ESSENTIALS: POP HEALTH COMPETENCIES

Competency 4-Advance equitable population health policy:

Describe the policy process and identify opportunities of influence that support policy development as well as assess/evaluate impact of policies at all system levels

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COMPETENCY 4-ADVANCE EQUITABLE POPULATION HEALTH POLICY

Subcomp.	Content	Courses	Learning strategies	Assessment	Resources
3.4a Identify opportunities to influence the policy process	<ul style="list-style-type: none"> Public policy process Systems change process Impact of policy on health outcomes 	<ul style="list-style-type: none"> Organization. and systems Policy Quality improvement Any clinical or theory course 	<ul style="list-style-type: none"> Case studies Interviews with policy or systems leaders Group work to identify outcomes related to policy Identifying policies relevant to health or clinical care issue 	<ul style="list-style-type: none"> Policy action presentation Case study critique 	<ul style="list-style-type: none"> Community Toolbox: Influencing Policy Development IHI Policy Case Study
3.4b Design comprehensive advocacy strategies to support the policy process					
3.4c Identify best evidence to support policy development.					
3.4d Propose modifications to or development of policy based on population findings.					
3.4e Develop an awareness of the interconnectedness of population health across borders					

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AACN ESSENTIALS: POP HEALTH COMPETENCIES

Competency 5-Demonstrate advocacy strategies:

Describe, influence, and promote advocacy approaches while encompassing principles of social justice, health equity, as well as diversity and inclusion

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COMPETENCY 5: DEMONSTRATE ADVOCACY STRATEGIES

Subcomp.	Content	Courses	Learning strategies	Assessment	Resources
3.5a Articulate a need for change.	<ul style="list-style-type: none"> Stakeholder definition across settings Communication skills Policy process Systems change process 	<ul style="list-style-type: none"> Policy Prof. issues Clinical or theory course Org/System 	<ul style="list-style-type: none"> Small group discussions Simulation exercises Case studies 	<ul style="list-style-type: none"> Care plans with stakeholder identification Advocacy messaging assignments (social media, letters/emails) Elevator speeches 	Community Toolbox- Advocating change ANA advocacy toolkit
3.5b Describe the intent of the proposed change.					
3.5c Define stakeholders, including members of the community and/or clinical populations, and their level of influence.					
3.5d Implement messaging strategies appropriate to audience and stakeholders.					
3.5e Evaluate the effectiveness of advocacy actions.					

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AACN ESSENTIALS: POP HEALTH COMPETENCIES

» Competency 6-Advance preparedness to protect population health during disasters and public health emergencies:

Identify, collaborate, and coordinate necessary preparedness and response efforts for protecting population health, including proper use of PPE

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COMPETENCY 6-ADVANCE PREPAREDNESS TO PROTECT POPULATION HEALTH DURING DISASTERS AND PUBLIC HEALTH EMERGENCIES

Subcomp.	Content	Courses	Learning strategies	Assessment	Resources
3.6a Identify changes in conditions that might indicate a disaster or public health emergency.	<ul style="list-style-type: none"> Situational Awareness Assessment Triage Incident management 	<ul style="list-style-type: none"> Nursing fundamentals Public health nursing Clinical or theory courses 	<ul style="list-style-type: none"> Simulation Lecture/Disc Case Studies/Table Top exercises 	<ul style="list-style-type: none"> Exams Case study critique Observation of student role in simulation/ Tabletop 	<ul style="list-style-type: none"> International Council of Nurses Disaster Nursing Competency ICN Sustainable Development Goals National Center for Disaster Medicine and Public Health
3.6b Understand the impact of climate change on environmental and population health.	<ul style="list-style-type: none"> Planetary health ICN Sustainable Development Goals 				
3.6c Describe the health and safety hazards of disasters and public health emergencies.					

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Subcomp.	Content	Courses	Learning strategies	Assessment	Resources
3.6d Describe the overarching principles and methods regarding personal safety measures, including personal protective equipment (PPE).	<ul style="list-style-type: none"> Situational Awareness Assessment Triage Incident management Planetary health ICN Sustainable Development Goals 	<ul style="list-style-type: none"> Nursing fundamentals Public health nursing Clinical or theory courses 	<ul style="list-style-type: none"> Simulation Lecture/Disc Case Studies/Table Top exercises 	<ul style="list-style-type: none"> Exams Case study critique Observation of student role in simulation/Tabletop 	<ul style="list-style-type: none"> International Council of Nurses Disaster Nursing Competencies ICN Sustainable Development Goals National Center for Disaster Medicine and Public Health
3.6e Implement infection control measures and proper use of personal protective equipment.					

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INTERACTIVE GROUP ACTIVITY

- » Please work with assigned groups (tables/rows); if you are not at a table/row, find a group to join
- » Introduce yourself to your group members
- » We will assign you one of the Domains. For your assigned Domain, go through each competency. For each one, discuss and come to consensus on the following:
 - Core content
 - Student outcomes desired
 - Courses where this could be taught (settings)
 - Possible methods for measuring
- » Be prepared to share BRIEFLY your content, outcomes and measures for each competency
- » Listen for common themes from other groups; also listen for outcomes and measures that can be demonstrated across health care settings

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QUESTIONS?