

***Transforming Primary Care and
Enhancing Curriculum:
Mapping, Recommendations,
Resources***

Beth Ann Swan
June 21, 2021

Primary Care Modules

- Reviewed 11 primary care modules
- Mapped 11 primary care modules to *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021)
- Examine specific knowledge, skills, and attitudes required for the practice of professional nursing in primary care
- Examine best practice education strategies for teaching the intersection of primary care and population health

Primary Care

- Hallmark of most healthcare reform models in the United States.
- RNs lead primary care visits and interprofessional teams.
- RNs play pivotal roles in designing and implementing new care delivery models such as: behavioral and physical health integration, patient centered medical homes (PCMHs), accountable care organizations (ACOs), and emerging payor-based care delivery initiatives.

Primary Care

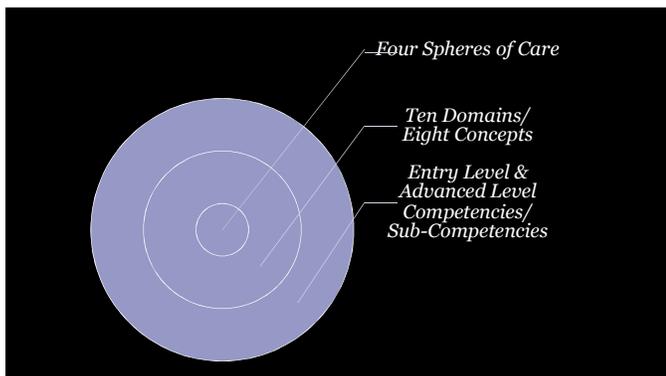
- Effective primary care supports achieving the quadruple aim:
 - ✓ improving the care experience for individuals,
 - ✓ improving individual health,
 - ✓ improving the work life of healthcare providers,
 - ✓ reducing costs.
- ***One essential component of effective primary care is the role of registered nurses (RNs).***

Profession of Nursing

- RNs connect and integrate individuals with providers and services.
- RNs work to optimize individuals' clinical and functional status, as well as self-care management with the goal of improving outcomes and containing healthcare costs.
- RN led primary care and population health is often aligned with quality, safety, payor, and healthcare reform initiatives, placing RNs in a role that is central to healthcare delivery across the care continuum.

Curriculum Map

- Guided by *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021)
- Domains
- Concepts
- Competencies
- Sub-Competencies
- Spheres of Care



The Essentials: Core Competencies for Professional Nursing Practice (AACN, 2021)

Four Spheres of Care:
 1) Wellness, disease prevention, 2) Chronic Disease Management, 3) Regenerative/Restorative Care, 4) Respite/Palliative Care

Domains	Clinical Judgment	Communication	Compassionate Care	Determinants of Health	Diversity, Equity, and Inclusion	Evidence-based Practice	Health Policy
1. Knowledge for Nursing Practice							
2. Person-Centered Care							
3. Population Health							
4. Scholarship for Nursing Practice							
5. Quality and Safety							
6. Interprofessional Partnerships							
7. Systems-Based Practice							
8. Information and Healthcare Technologies							
9. Professionalism							
10. Personal, Professional, and Leadership Development							

Level 1: Entry-Level Professional Nursing Education (Core Sub-Competencies)
Level 2: Advanced-Level Nursing Education (Core Sub-Competencies & Specialty Requirements Competencies)

Spheres of Care

- **Wellness, Disease Prevention: Community/Public Health**
- **Chronic Disease Management: Population Health**
- **Hospice/Palliative Care**
- **Regenerative/Restorative Care (acute exacerbations of chronic conditions)***

Domain

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.”

Concepts and Competencies

Competencies

- 3.1 Manage population health.
- 3.2 Engage in effective partnerships.
- 3.3 Consider the socioeconomic impact of the delivery of health care.
- 3.4 Advance equitable population health policy.
- 3.5 Demonstrate advocacy strategies.
- 3.6 Advance preparedness to protect population health during disasters and public health emergencies.

Concepts

- Concepts: Clinical Judgment; Compassionate Care; Ethics
- Concept: Communication
- Concepts: Determinants of Health; Diversity, Equity, and Inclusion
- Concepts: Health Policy; Ethics; Evidence-Based Practice
- Concepts: Communication; Clinical Judgment
- Concepts: Clinical Judgment; Ethics

Curriculum Mapping

Begin with Definitions:

- Primary Care
- Population Health

Modules

Courses

Curriculum Mapping

- Definitions guide organization of content
- Organize content to progressively build across the courses
- Consider integrating primary care/population health concepts vertically (within a semester) and/or horizontally (across semesters)
- Engage students in meaningful ways, applying content beyond individual modules and individual courses

Curriculum Mapping

- Commitment and importance of content needs to be embraced by faculty
- Commitment and importance of content needs to be demonstrated to students
- Mutually beneficial: what's in it for practice and community partners

Best Practice Education Strategies for Teaching Primary Care

- Complex healthcare system is placing new challenges on healthcare providers in the 21st century.
- Demands require a new education paradigm.
- Supported by national reports and initiatives and recognized in the lay business press.
- Robert Wood Johnson Foundation (RWJF) Research Brief describes *Nursing in a Transformed Health Care System, New Roles, New Rules*.
- Trends in healthcare and nursing practice must be considered when educating new nurses.

Best Practice Education Strategies for Teaching Primary Care

- Nurse educators are accountable to keep nursing education responsive to the ever-changing healthcare delivery environment.
- The changing context of healthcare delivery requires focusing on primary care, population health and social determinants, providing interprofessional, team-based care, advancing innovation, and preparing practice ready nursing graduates.

Best Practice Education Strategies for Teaching Primary Care

- Radically shifts the paradigm from caring for patients to caring for people.
- Transforms from a disease-based, acute care focused curriculum to one promoting a culture of health and multiple new and emerging roles of registered nurses.

Best Practice Education Strategies for Teaching Primary Care

- Structuring education strategies to effectively manage the growing day-to-day care demands while implementing broader are coordination and population health strategies.
- Creating opportunities for learners to experience care processes that simultaneously improve care and nurse (provider) satisfaction while lower cost of care delivery.
- Leveraging technology and care model innovations to support changes in educational opportunities.

Best Practice Education Strategies for Teaching Primary Care

- Didactic
- Simulation
- Clinical
- Experiential Learning
- Service Learning

Didactic

- *The Essentials: Core Competencies for Professional Nursing Education* (AACN, April 6, 2021)
- Domains
- Concepts
- Spheres of Care
- Level 1 Competencies/Sub-Competencies: Entry Level Professional Nursing Education
- Level 2 Competencies/Sub-Competencies: Advanced Level Nursing Education
- ***Linkage with Primary Care and Population Health***

Simulation

- *The Essentials: Core Competencies for Professional Nursing Education* (AACN, April 6, 2021)
 - Domains
 - Concepts
 - Spheres of Care
 - Level 1 Competencies/Sub-Competencies: Entry Level Professional Nursing Education
 - Level 2 Competencies/Sub-Competencies: Advanced Level Nursing Education
 - **Linkage with Primary Care and Population Health**
- Provide RNs with additional training in primary care skills, so they can make more clinical decisions.
 - Empower RNs to make more clinical decisions, using standardized procedures.
 - Employ RNs' skills to care-manage patients with complex health care needs.
 - Implement RN-led new-patient visits to increase patient access to care.
 - Offer patients co-visits in which RNs conduct most of the visit, with providers joining in at the end.
 - Provide patients with RN-led chronic care management visits.

Clinical Opportunities

- DEUs in Ambulatory Care
- Practice-Based Learning (coordinating care in acute and ambulatory care)
- Care Coordinator RN Role
- CCTM RN Role
- Central Call Centers
- Practice-Based Call Centers
- Virtual Health
- Mobile Health
- Longitudinal Plans of Care
- Community-based Care
- Continuum of Care (Before and After)

Clinical Opportunities

- Provide RNs with additional training in primary care skills, so they can make more clinical decisions.
- Empower RNs to make more clinical decisions, using standardized procedures.
- Employ RNs' skills to care-manage patients with complex health care needs.
- Preserve the traditional RN role and focus on training MAs and LVNs to take on new responsibilities.

Reprinted with permission from "RN role reimagined: How empowering registered nurses can improve primary care," by T. Bodenheimer et al., 2015, *California Health Care Foundation*.

Clinical Opportunities

- Implement RN-led new-patient visits to increase patient access to care.
- Offer patients co-visits in which RNs conduct most of the visit, with providers joining in at the end.
- Deploy RNs as "tactical nurses."
- Provide patients with RN-led chronic care management visits.

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Experiential Learning

- PCMH
- ACOs
- Population Health Management
- Risk Stratification
- Registries
- Data Science
- Creating Solutions

Service Learning

- Hotspotting Opportunities
- Community-Based Organizations
- Community Development Corporations
- Health Coaching
- Mobile Screening

Implications

- Properly prepared
- Working to the full scope of education and licensure
- RNs are positioned to practice as members of interprofessional teams in enhanced roles across the care continuum

Implications

- Payments tied to value through alternative payment and care delivery models.
- New care delivery models require RNs (and all members of the health workforce) to examine new roles and care delivery settings.
- RN roles in ambulatory care and across the continuum of care.

Selected Peer-Reviewed Publications



Perspectives in Ambulatory Care

Mary E. Fortier
Donna M. Fountain
Maryelena Vargas
Lisa Hoelzel-Fancher

Tracy Perron
Katherine Hinc
Beth Ann Swan

Health Care in the Community: Developing Academic/ Practice Partnerships for Care Coordination and Managing Transitions

EXECUTIVE SUMMARY

- The delivery of health care is quickly changing from an acute care to a community-based setting.
- Faculty development and mastery in the use of new technologies, such as high-fidelity simulation and virtual communities are crucial for effective student learning outcomes.
- Students benefit from opportunities for hands-on experience in regional patient care scenarios, real-time faculty feedback regarding their critical reasoning and clinical performance, interdisciplinary collaboration, and access to a nonpressuring learning environment.
- The results of this study provide some evidence of the benefits of developing faculty and nursing curricula that addresses the need from an illness-based acute hospital model to a community and population health-based perspective model.

ambulatory care settings (Bureau of Labor Statistics, U.S. Department of Labor, 2014).

In the context of this changing landscape, the Institute of Medicine (IOM) (2011) described the U.S. health care system as highly fragmented. At the same time, it identified RNs practicing to the full extent of their education and training, as playing a major role in decreasing this fragmentation and increasing quality of care. In particular, RNs are likely to play an emerging role as care coordinators and transition managers in community care environments (Hase & Swan, 2014).

To effectively equip the next generation of nurses with the knowledge, skills, and attitudes needed for their expanded role in the community, schools of nursing must re-evaluate their curricula, as well as assess the need for nursing faculty development in this area. Professional programs, in particular, have traditionally focused their clinical experiences in the acute care setting. However, hospital clinicians

Innovation Center

Redesigning Nursing Education to Build Healthier Communities: An Innovative Cross-Sector Collaboration

Beth Ann Swan, Peggy Hixson, Nikki West, Garrett Chan, Kathryn Shaffer, Judith G. Berg, Mary Dickow, and Deloras Jones

Abstract

Today's health care environment requires registered nurses to be prepared for an array of practice settings, providing care outside the hospital and directly in the community. There is increasing focus on wellness, prevention, access to care, and mental health services for an aging and more diverse population. To improve alignment of education with increasingly complex needs, donor-advised funding supported four prelicensure nursing schools to transform their curricula. Selected schools were guided through a curriculum redesign process emphasizing community and continuum of care. This innovation was consistent with meeting challenges to realize the Institute of Medicine's 2011 *Future of Nursing* recommendations.

KEY WORDS Community-Focused Health Care Delivery – Cross-Sector Collaboration – Curriculum Transformation – Future of Nursing – Nursing Education

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SPECIAL FEATURES EDUCATION

Use of an Emergency Preparedness Disaster Simulation With Undergraduate Nursing Students

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ABSTRACT This is a report of an educational strategy to prepare nursing students to respond to disasters. The strategy includes an emergency preparedness disaster simulation (EPDS) implemented in a school of nursing simulation lab using patient simulators, task trainer mannequins, and live actors. The EPDS immerses student groups into a "terrace ravaged assisted-living facility" where the principles of emergency preparedness can be employed. A total of 90 B.S.N. students participated in the EPDS in the final semester of their senior year. Student post-simulation survey responses were overwhelmingly positive, with mean scores of 4.65 (on a 5-point Likert scale) reported for the EPDS "increasing understanding of emergency preparedness" and "well organized." Mean scores were over 4.00 for "increase believability, increasing knowledge base, increasing confidence in working in teams, ability to handle emergency preparedness situations and to work more effectively in hospital or clinic." The lowest mean score of 4.00 was for "prompting realistic expectations." Owing to the effectiveness of this educational strategy, the EPDS has been incorporated into the undergraduate curriculum.

Key words: disaster response, emergency preparedness, nursing education, public health nursing, simulation.

DE GRUYTER

Int. J. Nurs. Educ. Scholsh. 2020; 17(2): 20200020

Quyen Phan*, Naomi Johnson, JoAnna Hillman, Daniel Geller, Laura P. Kimble and Beth Ann Swan

Assessing baccalaureate nursing students' knowledge and attitudes of social determinants of health after a health equity simulation

<https://doi.org/10.1515/ijnes-2020-0020>
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Abstract

Objective: For nursing students, competency in population health management involves acquiring knowledge and forming attitudes about the impact of the social determinants of health (SDH) on health equity. The purpose of this pilot study was to assess nursing students' knowledge and attitudes about the SDH and health equity following a focused simulation activity.

Method: Baccalaureate nursing students (N=182) participated in a ninety-minute health equity simulation and a post-simulation debrief. Forty-four students (24%) completed a 19-item post-simulation survey.

Results: Sixty-four percent of participants reported positive attitude change in working with marginalized populations caused by the SDH, and 89% reported being knowledgeable about the role of the registered nurse in addressing health equity. Seventy-five percent reported enhanced knowledge of the SDH through the health equity simulation.

Conclusions: Using health equity simulation may be effective in enhancing students' knowledge, as well as their attitudes in caring for the health of marginalized populations by addressing the SDH.

Keywords: health equity; nursing; poverty; primary care; public health; simulation; social determinants of health.

Resources: National Reports

Implementing High-Quality Primary Care
National Academies of Science, Engineering,
and Medicine
May 4, 2021
Power Point Slides (provided as attachment)

Resources: National Reports

*The Future of Nursing 2020-2030: Charting
a Path to Achieve Health Equity*
National Academy of Medicine
May 2021
Focus: Valuing Community and Public Health
Nursing

Resources: National Reports

*Registered Nurses: Partners in Transforming
Primary Care*
Josiah Macy, Jr. Foundation
June 2016
Focus: Preparing RNs for Enhanced Roles in
Primary Care

Resources: National Reports

*Population Health Models and the Profession
of Nursing*
Campaign for Action
Robert Wood Johnson Foundation
AARP Foundation
February 2020

Resources: National Reports

Population Health and the Future of Nursing
Campaign for Action
RWJF, AARP Foundation
February 2020

Resources: National Reports

Catalysts for Change: Harnessing the Power of Nurses to Build Population Health in the 21st Century
Robert Wood Johnson Foundation
March 8, 2018

Resources

Core Competencies for Frontline Complex Care Providers (October 27, 2020)

