

Welcome



Expanding a Primary Care Community Model to include  
Population Delivered Care

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Upon completion, participants will be familiar with how to plan, implement, and evaluate a population health focused community curriculum.



# What does your Community Curriculum Look Like Now?

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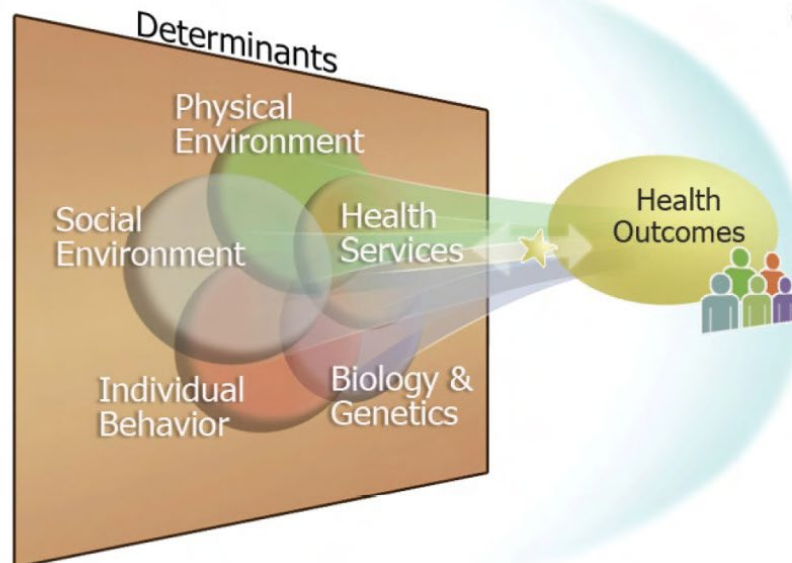
Please take a few minutes to share your current Community Curriculum with your neighbors.





# Healthy People 2020

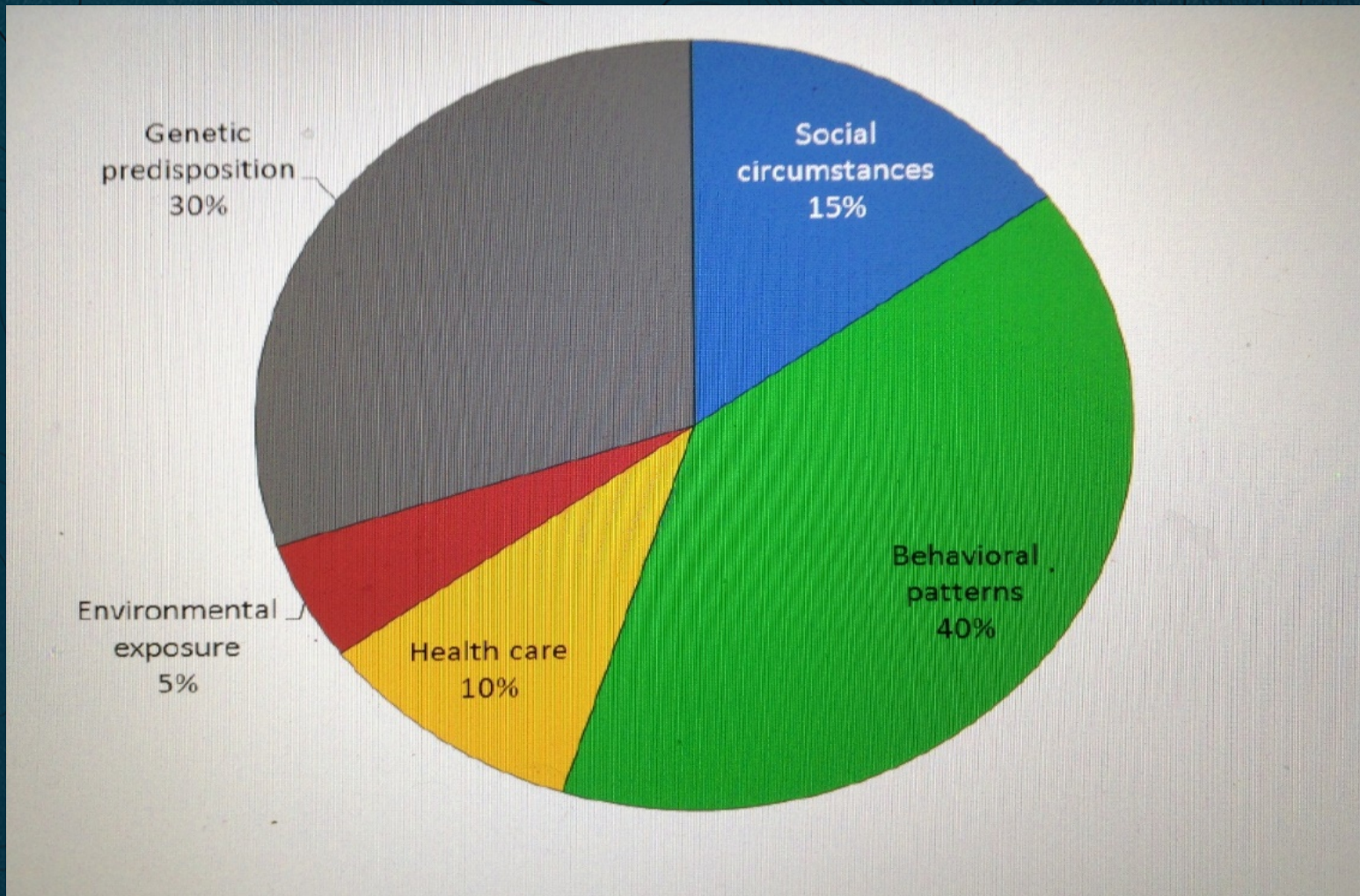
*A society in which all people live long, healthy lives*



## Overarching Goals:

- Attain high quality, longer lives free of preventable disease, disability, injury, and premature death.
- Achieve health equity, eliminate disparities, and improve the health of all groups
- Create social and physical environments that promote good health for all.
- Promote quality of life, healthy development and healthy behaviors across all life stages.

# Determinants of Health and their contribution to premature death



# Health Disparities in Philadelphia

## Education & Literacy

- < **one-half** of city 4<sup>th</sup> graders read at grade level
- **61%** of students graduate from high school within four years after starting 9th grade
- An estimated **22 percent** of adults, ages 16 and older, lack basic literacy skills

## Poverty

- **2nd poorest** of the 11 largest U.S. counties; poverty highest among Hispanics and in the Lower North planning district
- Child poverty is **higher than in all but one other** of the 11 largest U.S. counties; highest in the North planning district.

## Adult Morbidity/Mortality & Chronic Disease

- **Highest premature mortality rate** among 11 largest US counties; highest among non-Hispanic blacks and Lower North planning district
- **Almost 40%** of adults diagnosed with **hypertension**; more common in Philadelphia than in any other of the 10 largest US counties; most prevalent among non-Hispanic black adults
- **16%** of adults diagnosed with **diabetes**; adult diabetes is more prevalent in Philadelphia than any other of the 11 largest U.S. counties.
- Among **adults 65 and older** who make up **10%** of the North Philadelphia population:
  - **71%** have hypertension
  - **59%** have arthritis
  - **27%** have diabetes
  - **23%** have signs of depression
  - **21%** have asthma

# Health Disparities in Philadelphia

## Child Mortality

- **Highest rate** among 11 largest U.S. counties, topping next highest rate > 50%; highest among non-Hispanic black children and children in Lower North planning district.

## Behavior Risk

- **23%** of adults smoke, the highest adult smoking rate of the 11 largest U.S. counties
- **20.5%** of children age 5-18 years have a body mass index (BMI)  $\geq$  95th percentile; obesity most prevalent among Hispanic boys and non-Hispanic black girls. Child obesity prevalence highest in North planning district.
- **32%** of adults with BMI  $\geq$ 30, the **highest adult obesity prevalence** among the 11 largest U.S. counties.
- **Six out of 10** teens report using a condom with their last sexual encounter.

## Maternal/Child Health

- Tied for **3rd highest** teen birth rate among 11 largest US counties; teen birth rate highest among Hispanics and North planning district.
- Infant mortality rate 10.7 per 1,000; the **highest infant mortality rate** of the 11 largest U.S. counties, >50% higher than the next highest rate
- 60% of new mothers initiate breastfeeding before leaving the hospital; lowest among non-Hispanic black and Hispanic women, and in North planning district.

# COMMUNITY HOME

## Public Health: Population-based Prevention

PRIMARY PREVENTION	SECONDARY PREVENTION	TERTIARY PREVENTION
Prevent condition <b>BEFORE</b> it occurs	Prevent progression &/or support remission	Decrease impact of established condition
<ul style="list-style-type: none"><li>- Universal strategies</li><li>- Health promotion</li></ul>	<ul style="list-style-type: none"><li>- Targeted audience</li><li>- Shared risk factor/s</li></ul>	<ul style="list-style-type: none"><li>- Individual treatment</li><li>- Improve quality of life</li></ul>



Nursing Interventions



Informed by  
community partner

**TEMPLE UNIVERSITY NURSING VISION:  
Promote Health and Quality of Life for ALL, EVERYWHERE**



# Community

A physical and social environment  
where living occurs.

## Characteristics:

Population-focused

Community-based

Student Mentorship

Sustainable

Partnership

Dynamic

Holistic

Prevention-oriented

Health-Promoting

Inclusive

Diverse

Respectful

Knowledge/Skill Advancement

Transdisciplinary



# ➤ Planning for Updating Community Home Model

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Community Team Meetings weekly

Met with current and new community partners.

Hired 4 Full Time Clinical Faculty to work in  
Community positions

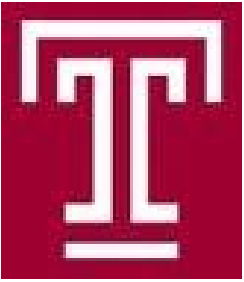
Updated (5) Syllabi

Course Descriptions, Learning Objectives,  
Program Planning, Assignments, Student  
Evaluations

Faculty development

Student Education





# NURSING PROGRAM OF STUDY

## 4-YEAR INTEGRATED CURRICULUM

Year	Fall Semester	Spring Semester
Freshman	Chemistry English A&P I Intro to Nursing	General Biology Mosaic I Intro Psychology A&P II Nursing Promoting Healthy Lifestyles
Sophomore	Microbiology Public Health: The Way We Live, Work, and Play Mosaic II Health Assessment Pharmacology Community Home I	Nutrition and Health Human Behavior Developmental Psychology General Practice Nurse I Community Home II
Junior	Statistics Race and Diversity General Practice Nurse II Quantitative Literacy Community Home III	World Society General Practice Nurse III Global Health Perspectives Nursing Research Community Home IV
Senior	Art General Practice Nurse IV Local Health Perspectives Community Home V	U.S. Society Health Policy and Economics General Practice Nurse Internship Senior Seminar: Fieldwork Experience

Temple University Nursing  
BSN Public Health Practicum  
5-semester, 42-hour  
Community Home



### N 2189 Course Description

This course is the **first of five courses in the major** that situates the student in a selected community with a focus on the underserved and service learning. The role of the generalist practice nurse in the care of the community is emphasized. The student primarily engages in ***health promotion and teaching (primary prevention) within a framework of collaborative community engagement and decision-making that is data-driven and integrates community norms and practices***

Sophomore Year

### N 2289 Course Description

This course is the **second of five courses in the major** that situates the student in a selected community with a focus on the underserved and service learning. ***Primary prevention is explored further. Education, health care trends and accessibility and availability of resources that promote health and well-being will be considered and will inform design and evaluation of meaningful nursing interventions.***

Temple University Nursing  
BSN Public Health Practicum  
5-semester, 42-hour  
Community Home



### N 3389 Course Description

This course is the **third of five courses in the major** that situates the student in a selected community with a focus on the underserved and service learning. The role of the generalist practice nurse in the care of the community is further developed, with *a focus on the decision-making team, the emerging role of the nurse as a leader and health advocate in the community setting and the design, implementation and evaluation of nursing interventions to meet community need that address primary and secondary prevention.*

### N 3489 Course Description

This course is the **fourth of five courses in the major** that situates the student in a selected community with a focus on the underserved and service learning. The role of the generalist practice nurse in the care of the community is *expanded to include a focus on nursing interventions that address tertiary prevention and chronic disease management, while maintaining interventions that promote health (primary prevention) and prevent progression and support remission of risk conditions (secondary prevention).*

Junior Year

Temple University Nursing  
BSN Public Health Practicum  
5-semester, 42-hour  
Community Home



### N 4589 Course Description

This course is the **final of five courses in the major** that situates the student in a selected community with a focus on the underserved and service learning. ***Integration of the many roles of the generalist practice nurse in the care of the community occurs, which includes interventionist, leader, health advocate and informed member of the health team. Benefit and necessity of a holistic review that incorporates an understanding of the social determinants of health, the cultural and current normative practices of the population of interest, timely surveillance data and collaboration with a range of professional and community stakeholders is recognized as foundational to designing, implementing and evaluating meaningful and sustainable interventions to meet community need and improve health outcomes.***

Senior Year

# Enter the Community with ....



- Respect
- Humility
- Some understanding of the challenges
- Commitment to learn and understand more
- Desire to grow professionally and personally
- Recognition that benefit is mutual

# Know this about community ...

- One's home is the community not the hospital.
- The community is where we live, attend school, work and play.
- A better understanding and appreciation of the lives of others will enable you to provide better support and guidance to those you care for as nursing students today and nursing professionals tomorrow, whether the caring occurs in the hospital or in the community.





# Kensington

## Population Health Community Home

### Community Partner Feedback

*Blessings, I am glad that God allowed me the opportunity to work along with the Temple students. The students have been a blessing to the community and to me personally. Thank you for supporting the cause to provide a venue and books for the children in the area to enjoy.*

Pastor Timmons

### Sustainability Project

<https://youtu.be/KH9j33pdfHU>

# Carnell Elementary School

## Community Home

### Challenges

- Bullying, Fights
- Limited resources
- High Absenteeism  
teachers & students

Student and Faculty education  
Adverse Childhood Events

<https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/index.html>

### Students with Faculty Support

- School Nurse
- Recess activities
- After school children program
- Student Health Ambassador Program



# Challenges and Successes

## Successes

- Student experiences
- Community Partner positive feedback
- Faculty experiences
- Students feedback – student employer interviews very positive regarding community experience

## Challenges

- Faculty preparation
- Student engagement
- Student experiences
- Community partnership changes
- Implementation of New Model - CHANGE
- Student preparation

# Lessons Learned

- With updating a community model, begin with incoming students only.
- Students need more course work to prepare them for their first community clinical course.
- Students need to understand their role in community, the importance of program planning.
- Communication between community partner, full time faculty, and students are key to success.
- Community engagement is important.
- Outcomes – Goal to support Community Partner

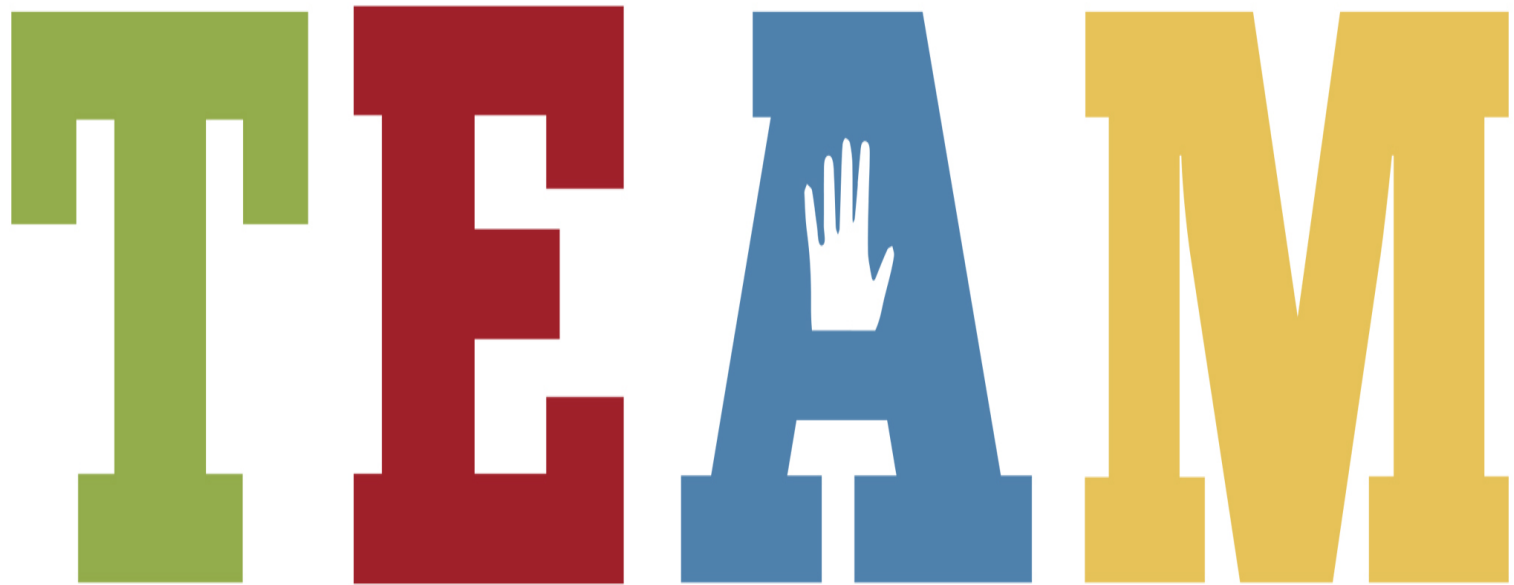
# Revised Pre Community Clinical Course

## Course Description:

This course further explores the role of the RN in the community with a focus on the underserved population. Topics include trauma awareness, cultural humility, food insecurities, and health literacy. This course also examines the role of the nurse in health promotion as well as the links between lifestyle choices such as diet, physical activity, sleep hygiene, substance use, and their implications on physical and psychosocial health. Lab experiences provide students an opportunity to practice techniques and apply theoretical concepts with a focus on health promotion activities across the lifespan.

together everyone

**T E A M**

The word 'TEAM' is rendered in a bold, sans-serif font. Each letter is a different color: 'T' is green, 'E' is red, 'A' is blue, and 'M' is yellow. Inside the blue 'A', there is a white silhouette of an open hand with fingers spread.

achieves more

## > Any new ideas regarding Community Course?

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Please take a minute to review with your group lessons learned from today.





Questions/Contact Information ([digiacomop@lasalle.edu](mailto:digiacomop@lasalle.edu))

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