

## Student engagement in a Community Health Improvement Planning Partnership (CHIP): An educational strategy for public health nursing practicums

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## Learning Objectives:

- Describe a learning strategy that addresses community/public health nursing competencies.
- Identify elements of partnership development and maintenance among faculty and core partners of a Community Health Improvement Planning process.
- Discuss results of a process evaluation from a Community Health Improvement Plan strategic issues setting forum.



## Background:

- Community/public health nursing faculty are often challenged to integrate practice experiences [partners and practicum sites] that address public health nursing competencies, **specifically community-level assessment, planning, and policy development.**
- **Local health jurisdictions** that are using **strategic planning tools** to improve the health of their communities provide real-life opportunities for students to learn about **population-based and community health nursing and engage in partnerships.**

### University of Washington Tacoma Tacoma-Pierce County Health Department



Pierce County: 850,000

Tacoma: 200,000



## Course Context:

### Health, Communities & Populations (TNURS414)

- 5-credit 'writing intensive' course that combines theory and practice
- 'Capstone' course that requires students to apply content from other courses in the RN-BSN program
 

Research	Families & Chronic Illness
Ethics	Diversity, Health & Inequities
Communication	Nursing Leadership
Critical Analysis & Writing	Healthcare Systems
- **The only 'practicum' or clinical course in a 45-credit RN-BSN Program**

## Course Objectives:

### Health, Communities & Populations (TNURS414)

By the completion of the course students should be able to:

1. Describe social, cultural, political, environmental, and economic factors that influence the health of communities, and populations.
2. Discuss theories and strategies used for community assessment, planning, intervention, and evaluation.
3. Apply selected community and public health nursing principles.
4. Describe the importance of establishing collaborative relationships with diverse partners for health promotion.

## Course Structure:

Meets once per week (10 week quarter)

12:30-3:30 PM: 3 hours of group practicum and seminar\*

3:45-6:15 PM: 'Lecture' portion of the course

\*Also requires 2-3 hours of outside of scheduled hours to attend community or partnership meetings, conduct interviews, analyze findings, etc.

Individually graded course assignments:

Group process and partnership papers

On-line modules (epi, emergency preparedness)

In-class writing assignments

Group assignments:

Poster Presentation

Executive Summary of Project

## Group Practicum Projects

- Students are assigned to a group of 10 and work in partnership with a community agency on a 'real-life' project in the city of Tacoma, fitting with the *urban-serving* campus mission.
- Each community project has an agency contact/facilitator as well as a faculty member.
- Leadership opportunities are provided within the practicum group.

## 3 key lessons in the course:

- Community and public health concepts
- Working in partnership with community agencies and colleagues
- Specific knowledge about topic of group project

## What is a Community Health Improvement Plan (CHIP)?

- A long-term, collaborative and systematic effort to address health problems using the results of community assessment activities and a community health improvement process (CHIP).
- A plan that can be used by health and other governmental, education and human service agencies, in collaboration with community partners, to set priorities and coordinate and target resources.

## Partnership development and maintenance (faculty perspective)

- UWT-TPCHD partnership began in 1992 for undergraduate community/public health nursing education experiences
- Faculty involved in many health department activities – asthma prevention partnership, perinatal collaborative
- UWT approached to be a CHIP core partner in Spring 2013.
  - Developed into site for TNURS 414 practicum group
  - Established a work plan for students

## CHIP Core Partners

MultiCare  
BetterConnected

UNIVERSITY of WASHINGTON | TACOMA

Tacoma-Pierce County  
Health Department  
Healthy People in Healthy Communities

CATHOLIC HEALTH INITIATIVES  
Franciscan Health System

## CHIP Partnership Development: Agency Perspective

UW Tacoma was invited to participate in the CHIP as a core partner to:

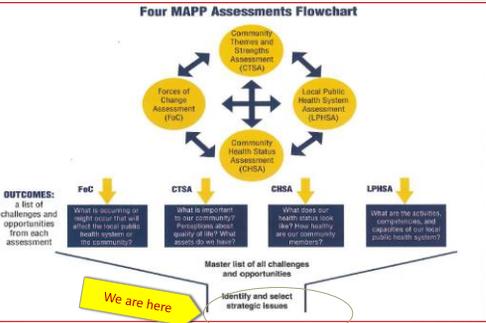


Karen Meyer,  
Facilitator &  
CHIP Convener

- Continue to build on the agency partnerships that already existed
- Provide an opportunity for RN-BSN students to see community work "in action" and in the safety of an academic setting
- Public health workforce development  
Allow students a chance to be exposed to public health (and conduct community health assessment)
- Bring into the process what an urban campus had to offer (i.e. diverse student body, varied programs, campus within the County)
- Students and faculty allowed many new layers to be added to the process – great learning opportunities for everyone involved!

## Mobilizing for Action through Planning and Partnerships (MAPP)

Four MAPP Assessments Flowchart



## Community Health Status Assessment



## Community Health Status Assessment



## What We Heard: Mental Health

*"My husband came back from the war broken, and now it's my job to fix him. There is a lot of stigma attached with the possibility of mental illness."*

- Community workshop participant

## What We Heard: Substance Abuse

*"We definitely have a severe drug problem in our community, especially with teens."*

*"Usage of marijuana, which seems to be accepted and considered an average or normal thing to do in this community, may lead younger generations to attempt to try other drugs in addition if they feel marijuana is OK."*

- Community workshop participant

Community Health Improvement Process at UW Tacoma, Feb. 5, 2014  
UWT Faculty & BSN Students, Tacoma Pierce County Health Department



## Meeting course objectives and addressing PHN Competencies: Student engagement in CHIP

- Focused on community/population/system level
- Students engaged in collaborative partnerships
- **Assessment:** students familiarized themselves with community assessment of Pierce county
- **Planning** for February issues setting format forum
  - applied leadership & communication skills
- **Evaluation** of February forum

## Clinical Faculty Perspective:

- **CHIP collaboration:**
  - One of the best community liaison ideas of the year
  - Allowed incorporation of new national healthcare changes and challenges
  - Prime example being: Affordable Healthcare Act allowing student exploration of key concepts: (examples)
    - community assessment of needs
    - healthcare agency partnering
    - inclusion of mental health care coverage

## Clinical Faculty Perspective:

- **TPCHD collaboration:**
  - Strengthens community ties and focus on community needs (meets UW Tacoma mission statement)
  - Grounds the students in CHN fundamentals
    - Covered the 10 Essential Public Health Services
      - Students 'lived' the process
      - Learned community challenges, voice, character, and strengths
    - Observed healthcare groundswell from grassroots to planning for work groups

## Clinical Faculty Perspective:

### CHIP Assignments:

- Involvement in community 'reveal' of data Feb. 2014
- Student recorders for group discussion and photo and video recorders for the event
- Developed, asked & analyzed post conference survey questions
- Windshield walking assessment specific to a neighborhood included in a report to TPCHD by the students using assigned format
  - Identified food desert with an [action plan](#)
- Key player was the liaison assigned, Karen Meyer

## Quote from students' group paper:

'Through our collaboration with the core partners, we gained a better understanding of the CHIP Process and gained invaluable experience in engaging the community and witnessing the power of collaboration through partnerships.'



## Student learning outcomes:

### RN- BSN student comment:

"Learning about public health nursing has changed my perspective about nursing and my ideas for where I might go with my career."

## CHIP progress:

(See Handout)



## Maintaining the university partnership:

- Faculty participated in meeting with Editorial Board of the local newspaper about health priorities and action steps.
- Faculty are continuing as a core partner in 'Action Planning', helping to synchronize needs, priorities, and resources.
- 2015 student practicum projects address health priorities:
  - SNAP-Ed obesity prevention project
  - Tobacco-free campus initiative

## Conclusion

- Practicum experiences involving community partnerships with local health jurisdictions engaged in CHIP processes provide valuable opportunities for public health nursing education.
- Students observed successful partnership based on open communication, administrative support, mutual respect.



## **Presenter Disclosures**

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The following personal financial relationships with  
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**No relationships to disclose**