The Role of Public Health Nurses in Tuberculosis Prevention

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Disclosure

• I have no actual or potential conflict of interest in relation to this presentation

• I have no financial relationships to disclose
Learning Objectives

At the end of the presentation, the student will be able to:

• Identify TB case management activities that support public health nursing core competencies, as defined by the Public Health Foundation, Quad Council of Public Health Nursing

• List eight domains of public health nurse competencies
“In 2011, the Quad Council of Public Health Nursing Organizations updated its Core Competencies for Public Health Nurses (CCPHN) to align with the Council on Linkages Between Academia and Public Health Practice’s revised Core Competencies for Public Health Professionals (Core Competencies). The CCPHN are based on the same eight domains and three-tier structure as the Core Competencies, and can be used by public health nurses from entry-level to senior management in a variety of practice settings. Though based on the Core Competencies, the CCPHN reflect the unique competencies required for the practice of public health nursing.”

http://www.phf.org/resourcetools/Pages/Public_Health_Nursing_Competencies.aspx
Perception of Public Health Nurses
Analytic and Assessment Skills

- Identify determinants of health for individuals and families
- Use valid and reliable methods and instruments for collecting qualitative and quantitative data from multiple sources
- Develop a data collection plan using models and principles of epidemiology, demography, and biostatistics.
Policy Development/Program Planning SKills

- Identifies the implications of policy options on public health programs and the potential impact on individuals, families and groups within a population
- Collects information that will inform policy decisions
- Uses planning models, epidemiology and other analytic methods in the development and implementation of population level intervention
Communication Skills

• Assess health literacy of individuals, families and groups
• Communicate effectively with community groups, partners and inter-professional teams
• Utilize a variety of methods to disseminate public health information tailored to communities/populations
Cultural Competency Skills

• Utilize social and ecological determinates of health to work effectively with diverse individuals, families and groups
• Plan health services to meet the cultural needs of diverse communities and populations
• Use evidence and cultural models to tailor program level interventions
Cultural Competency Skills (2)

- Use epidemiological data, concepts and other evidence to analyze the social determinants of health when developing and tailoring population-level health services
- Explain the interplay of multiple forces contributing to cultural diversity
- Use translation or interpreter services when needed
Community Dimensions of Practice Skills

• Seek input from individuals, families and groups and incorporates into plan of care
• Utilize community assets and resources to promote and deliver care to communities/populations
• Explain to community groups the role of government, private and non-profit sectors in the delivery of community health services
Community Dimensions of Practice Skills (2)

• Collaborate with community partners to promote the health of individuals and families within the population

• Identify needs for community involvement and partners to create community coalitions

• Partner effectively with key stakeholders and groups in development of population-focused health policies
Public Health Science Skills

• Interpret research relevant to public health interventions for individuals, families and groups
• Identify gaps in research evidence to guide public health nursing practice
• Use basic descriptive epidemiological methods when conducting health assessments
Public Health Science Skills (2)

• Synthesize research across disciplines related to public health concerns and population-level interventions

• Identify a wide variety of sources and methods to access public health information, e.g., geographic information system (GIS) mapping, genotyping, etc.
Financial Management and Planning Skills

- Describe the structure, function, and jurisdictional authority of the organizational units within federal, state, tribal and local public health agencies.
- Provide data for inclusion in a programmatic budget.
- Develop strategies for determining budgets priorities based on financial input from federal, state, tribal and local sources.
Financial Management and Planning Skills (2)

- Design evaluation plans for population focused programs
- Lead revisions to programs based on formative and summative evaluation results
- Utilize program evaluation data to improve organizational and system quality and performance
- Develop proposals for funding from external sources
Leadership and Systems Thinking Skills

• Incorporate ethical standards of practice as the basis of all interactions with organizations, communities and individuals

• Lead team and community partners in identifying vision, values and principles for community action

• Lead inter-professional teams and organizational learning opportunities
Leadership and Systems Thinking Skills

- Establish organizational practices that reflect the change in public health system and the larger social, political and economic environment
- Assess outcomes of current health policy relevant to public health and public health nursing practice
Questions

What area or domain from today’s talk interests you most? Why?
Did you identify an area of weakness in your program?
List one way you or your agency could improve in the specified area.
What policy do you think impacts TB in your setting the most? (In a positive or challenging way.)