

# Public Health Nurse Ready

## *Course Descriptions*



SCHOOL OF PUBLIC HEALTH

UNIVERSITY AT ALBANY

State University of New York

# *Public Health Nurse Ready*

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## Orientation to Public Health

### NYNJ 201

**Course Description:** "Orientation to Public Health" provides a basic understanding of public health's mission and functions. This web-based course is appropriate to orient new staff or students to the field of public health. Part One introduces the mission and six obligations of public health. Part Two explains the ten essential services. The course places learners in the scenario of their first day on the job in a local health department and engages learners in a series of exercises and virtual interviews.

#### Objectives:

As a result of this learning experience, participants will be able to:

- Define public health and its obligations.
- Explain how public health differs from health care.
- Give examples of how their agency (or a local health agency) carries out the essential services of public health.
- Identify the individual's and organization's responsibilities with the context of the essential public health services and core functions.
- Advocate for public health programs and resources.
- Identify how public and private organizations operate within a community.
- Describe the role of government in the delivery of community health services.
- Utilize appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences.

**Format:** Online interactive course

**Source:** New York – New Jersey Public Health Training Center and co-sponsored by the University at Albany, School of Public Health

## Exploring Cross-Cultural Communication:

### Communicate to Make a Difference

#### NYNJ-042

**Course Description:** This web-based course invites learners to spend time thinking about and developing their own responses to a variety of ideas and situations about culture, communication and public health. Learners will explore the meaning of culture, methods of communication, and strategies for communicating more effectively by taking part in “virtual” group conferences, reading and responding to simulated e-mails, and utilizing resource documents.

**Objectives:** After completing the course, the learner will be able to:

- Give examples of discriminating and non-discriminating practices in providing public health services.
- Recognize effective methods/strategies/techniques for unbiased communication.
- Explain how effective cross-cultural communication influences public health service and program acceptance.
- Identify specific factors that influence an individual’s or group’s acceptance of public health information and services.
- Describe job-specific benefits of effective cross-cultural communication.
- Define culture.
- Explain the importance of a diverse public health workforce.
- Develop increased awareness of diversity.
- Understand how and why stereotypes/generalizations are created.
- Identify the cultural groups served by the unit/organization the participant represents.

**Format:** Online interactive course

**Source:** New York – New Jersey Public Health Training Center and co-sponsored by the University at Albany, School of Public Health

## Field Epidemiology

### UACPHP-206

**Course Description:** This course provides an overview of field epidemiology and the steps of an outbreak investigation. The course describes the context of field epidemiology and its relationship to epidemiology in general, and reviews some basic techniques typically used in data analysis in the field.

**Objectives:** After completing this course, the learner will be able to:

- Define field epidemiology.
- Identify the roles of professionals involved in outbreak investigations.
- Identify the steps of outbreak investigations.
- Utilize some of the basic techniques for data analysis

**Format:** Online interactive course

**Source:** University at Albany, School of Public Health. Developed by Stan Kondracki, Retired Epidemiologist/Trainer for the New York State Department of Health

## Health Literacy and Public Health

### NYNJ-089a

**Course Description:** This course contains four sections. The content and activities demonstrate how the public's literacy skills affect interactions with medical and public health staff. Content introduces the concept of health literacy, provides strategies for considering literacy both when creating public health messages for the general public as well as when directing health services to the public.

**Objectives:** After completing the course, the learner will be able to:

- Define fundamental literacy.
- Define health literacy.
- Describe how health literacy relates to public health.
- List the four domains of health literacy.
- Give an example of each of the four domains of health literacy.
- List some coping strategies people use to compensate for their low literacy skills.
- List some groups that are more likely to be less literate.
- List some reasons why people may have low literacy.
- List the consequences of low health literacy for individuals.
- Describe why people, regardless of literacy skills, may fail to understand health information.
- Give examples of how low literacy affects the essential services of public health.

**Format:** Online interactive course

**Source:** New York – New Jersey Public Health Training Center and co-sponsored by the University at Albany, School of Public Health

## **Public Health Nursing Standards and Credentials: What's Happening with Public Health Nursing?**

### **UASPH-PHL 051707**

**Course Description:** In the years ahead Public Health Nursing practice will be affected by: new scope and standards of public health nursing; performance monitoring of public health practice; accreditation of public health agencies; and credentialing examinations such as the new National Board of Public Health Examiners. This program will explore how these new developments will impact public health nursing practice.

**Presenter:** Kristine Gebbie, DrPH, RN Elizabeth Standish Gill, Associate Professor of Nursing Director, Center for Health Policy, School of Nursing, Columbia University

#### **Objectives:**

At the completion of this course, the learner will be able to:

- Describe the practice implications of the scope and standards of practice for public health nursing;
- Describe performance monitoring of public health practice;
- Relate the issues that support accreditation of public health agencies; and
- Describe credentialing examinations such as that of the new National Board of Public Health Examiners.

**Format:** Webstream

**Source:** University at Albany, School of Public Health, Center for Public Health Continuing Education, Public Health Live (T2B2) webcast series.

## Public Health & Public Policy

### UASPH-PHL 111606

**Course Description:** From smoking bans to seatbelt laws, patient confidentiality to AIDS testing - public policy is essential to public health. In this program viewers will learn more about the impact of current policies as well as more about how public health practitioners can influence a change in policy. A public health lawyer, researcher and professor will bring us up to date on some of the latest policies as well as areas where there may be a need for stronger policies to protect public health.

**Presenter:** Zita Lazzarini, JD, MPH, Division Director and Associate Professor Medical Humanities, Health Law & Ethics, University of Connecticut School of Medicine

#### Objectives:

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

- Recognize the foremost public health successes of the 20th century;
- Recognize policies and laws originally enacted for “non-public health” reasons; and
- Discuss current or proposed policies that pose barriers to public health.

**Format:** Webstream

**Source:** University at Albany, School of Public Health, Center for Public Health Continuing Education, Public Health Live (T2B2) webcast series.

## Healthy Places Leading to Healthy People: Community Engagement Improves Health for All

### UNC-051107a

**Course Description:** This Public Health Grand Rounds program focuses on Healthy Communities, the broadest CDC Healthy Places goal area. Healthy communities are places where public health systems, social infrastructure and policies support health and essential public health services that are readily available to all.

Highlighted in this presentation is the rural community of Wabasso located in Indian River County, Florida. Wabasso successfully used a community engagement approach, stimulated by a tool called the Protocol for Assessing Community Excellence in Environmental Health (PACE-EH), to address critical health, social and environmental issues such as safe streets, secure housing, water quality, crime prevention and physical activity promotion.

Today, CDC and NACCHO (National Association of County and City Health Officials) provide technical assistance to local and state health departments and their constituents in using PACE-EH. Through a series of tasks and discussion, PACE-EH clarifies the holistic nature of place-related health activities and addresses core problems rather than just symptoms.

Pilot-site coordinators throughout the country have praised PACE-EH for its impressive results and the coalition-building that brings previously competing, overlapping, and sometimes combative local agencies together to foster improved relationships between public health agencies and the community.

**Objectives:** At the completion of the course, the learner will be able to:

- Describe how the PACE-EH tool was utilized in Indian River County, Florida and how it continues to benefit Wabasso residents and the local health department.
- Examine how the PACE-EH tool helps communities clearly identify their health, social and environmental problems.
- Illustrate various ways the PACE-EH tool helps to build coalitions for change across agencies and community groups
- Compare and contrast available community engagement tools such as PACE-EH, MAPP, HIA, REACH and others.

**Format:** Webstream

**Source:** The North Carolina Institute for Public Health. This program is part of the Public Health Grand Rounds – a collaborative effort of the Centers for Disease Control and

## Introduction to Public Health Surveillance

### NCCPHP-EPIE 4.1

**Course Description:** This is the 7<sup>th</sup> course in a ten-part series for *non-epidemiologists*. Its intention is to prepare participants to work collaboratively with Epidemiologists and Public Health Surveillance personnel. This series was designed to introduce participants to the history and applications of the public health specialty of Epidemiology. It will also introduce and explain terminology, measures, and resources commonly used by practicing Epidemiologists.

#### Objectives:

At the conclusion of the presentation, the learner will be able to:

- Recognize the applications and limitations of current public health surveillance practices;
- State the function of three different types of surveillance: active, passive, and syndromic;
- Describe federal public health surveillance systems relevant to epidemiology programs;
- Recognize the reciprocal pathway of data exchange through county, state, and federal surveillance efforts; and
- Recognize the major components of surveillance data analysis.

**Presenter:** This presentation, originally developed by Anjum Hajat, MPH, Aaron Kipp, MPH, Sarah Pfau, MPH, and Lesliann Helmus, Surveillance Chief in the Virginia Office of Epidemiology, was adapted by Amy Nelson, PhD, MPH for this online recording, which gives you an overview of public health surveillance.

**Format:** Online narrated presentation

**Source:** North Carolina Center for Public Health Preparedness

## Introduction to Assessment

### NCCPHP-PHE01

**Course Description:** In the first part of this presentation national expert, Dr. Hugh Tilson, provides a brief summary on the recent history of public health and the importance of community assessment. In the second part of this presentation, Rachel H. Stevens, EdD, RN provides an overview of the philosophy, purpose and process of community assessment.

#### **Objectives:**

At the conclusion of the presentation, the learner will be able to:

- Name the 10 essential public health services and understand how assessment relates to them;
- Articulate the purposes of community assessment;
- Be able to create an assessment profile of your community; and
- Explain the concept of upstream thinking and give an example from your area of practice.

**Presenter:** This presentation by Rachel Stevens, EdD, Clinical Professor, North Carolina Institute of Public Health and Senior Faculty Advisor at the North Carolina Center for Public Health Preparedness, gives the viewer an introduction to assessment. This lecture material was developed as part of a graduate level course at the University of North Carolina at Chapel Hill School of Public Health.

**Format:** Online narrated presentation

**Source:** North Carolina Center for Public Health Preparedness

## Practicing Cross-Cultural Communication

### Hepatitis A Outbreak Module – NYNJ-068a

**Course Description:** Developing an effective public health intervention in a time of crisis is challenging. This story of a Hepatitis A outbreak in a Mexican-American community demonstrates how effective cross-cultural communication can lead to good solutions.

**Objectives:** After completing the course, the learner will be able to better apply the following skills in their daily work:

- Ask questions to develop cultural knowledge;
- Distinguish cultural perspectives;
- Build self-awareness;
- Recognize the complexity of cross-cultural communication;
- Avoid stereotyping;
- Respect cultural differences;
- Employ active listening skills;
- Avoid culturally insensitive language and behaviors; and
- Be flexible in choosing communication strategies.

**Format:** Online interactive course

**Source:** New York – New Jersey Public Health Training Center and co-sponsored by the University at Albany, School of Public Health

## Practicing Cross-Cultural Communication

### The Bamboo Dragon Module – NYNJ-068b

**Course Description:** One of the essential services of public health is to enforce laws and regulations that protect health and ensure safety. "The Bamboo Dragon" begins with the health inspection of an Asian restaurant. Can the stakeholders overcome the barriers to communication that cultural differences have created?

**Objectives:** After completing the course, the learner will be able to better apply the following skills in their daily work:

- Ask questions to develop cultural knowledge;
- Distinguish cultural perspectives;
- Build self-awareness;
- Recognize the complexity of cross-cultural communication;
- Avoid stereotyping;
- Respect cultural differences; and
- Avoid culturally insensitive language and behaviors.

**Format:** Online interactive course

**Source:** New York – New Jersey Public Health Training Center and co-sponsored by the University at Albany, School of Public Health

## Practicing Cross-Cultural Communication

### Community Health Worker Module – NYNJ-068c

**Course Description:** There are many facets of organizational culture. It is the awareness of these facets and how communication can affect an organization that is the focus of the "Community Health Worker Program" module. How can three different groups overcome communication challenges to work together?

**Objectives:** After completing the course, the learner will be able to better apply the following skills in their daily work:

- Ask questions to develop cultural knowledge;
- Distinguish cultural perspectives;
- Build self-awareness;
- Recognize the complexity of cross-cultural communication;
- Avoid stereotyping;
- Respect cultural differences;
- Avoid culturally insensitive language and behaviors;
- Be flexible in choosing communication strategies; and
- Employ active listening skills.

**Format:** Online interactive course

**Source:** New York – New Jersey Public Health Training Center and co-sponsored by the University at Albany, School of Public Health

## Practicing Cross-Cultural Communication

### Flood Module – NYNJ-068d

**Course Description:** "Flood" follows the development of a regional flood evacuation plan that includes a very large migrant worker community.

**Objectives:** After completing the course, the learner will be able to better apply the following skills in their daily work:

- Distinguish cultural perspectives;
- Avoid stereotyping;
- Respect cultural differences;
- Be flexible in choosing communication strategies; and
- Employ active listening skills.

**Format:** Online interactive course

**Source:** New York – New Jersey Public Health Training Center and co-sponsored by the University at Albany, School of Public Health

## **From Evidence to Practice: A Systematic Approach to Address Disparities in Birth Outcomes**

### **NYNJ-075**

**Course Description:** "From Evidence to Practice" is a self-paced, web-based course, that teaches the evidence-based public health decision-making process by plunging learners into a realistic situation. In the course, learners are asked to understand and employ the evidence-based framework to research and develop an intervention strategy that addresses disparities in birth outcomes in a local community. Learners make a series of choices about finding data to accurately describe the problem, evaluate interventions based on evidence and applicability to the community, and defend their choices. The course outcome — securing funding for interventions chosen — depends on sound evidence-based decision-making.

**Objectives:** After completing the course, the learner will be able to:

- Use a systematic evidence-based framework to identify and address key issues in the community;
- Assess the credibility and relevance of data and information sources; and
- Select interventions based on existing research.

**Format:** Online interactive course

**Source:** New York – New Jersey Public Health Training Center and co-sponsored by the University at Albany, School of Public Health

## Strategies for Improving Public Health Communications

### NYNJ-89b

**Course Description:** This course continues to introduce the concept of health literacy and provides practical techniques for addressing literacy issues in spoken and written communications.

**Objectives:** After completing the course, the learner will be able to:

- List seven barriers to good communication in public health;
- Provide an example for each barrier;
- List seven techniques to improve health communication;
- Define plain language; and
- Describe three communication strategies you can apply in your daily work.

**Format:** Online interactive course

**Source:** New York – New Jersey Public Health Training Center and co-sponsored by the University at Albany, School of Public Health

## **Messenger Chronicles:**

### **Effective communication strategies for difficult conversations**

#### **NYNJ-182**

**Course Description:** The “**Messenger Chronicles: Effective communication strategies for difficult conversations**” presents a new framework for communication in difficult situations. This framework shifts focus away from managing “difficult” people towards an understanding of the process of difficult conversations and accepting responsibility for one’s own performance.

Given realistic situations and real-world conversations, learners will experience communication strategies and practical techniques in context. This course is organized into a number of modules that simulate realistic conversations. Many of the conversations are split into three sections: Read, Think and Analyze. Learners will **read** a conversation and then will be asked to **think** about certain aspects of the conversation by answering questions or engaging in activities. Further information can be gained from an interactive **analysis** of the conversation.

**Objectives:** After completing the course, the learner will be able to:

- List the four aspects of communication (content, context, conduct, and character) for which individuals are responsible;
- Describe each step in the process of a difficult conversation;
- Describe strategies for effective conversations;
- Analyze conversations in terms of content, context, conduct, and character; and
- Become more aware of their individual communication performance and strive for higher levels of performance.

**Format:** Online interactive course

**Source:** New York – New Jersey Public Health Training Center and co-sponsored by the University at Albany, School of Public Health

## Public Health Works and the Future of Public Health

### UASPH-PHL 031707

**Course Description:** As public health officials, how can we best address the needs of a growing population in an ever changing environment? Public health leaders are already involved in a wide array of health promotion, prevention and disease management programs from AIDS to zoonoses, anti-smoking and immunization campaigns, safe food and water inspections, plus bioterrorism preparedness. But now, as we learn more about the social determinants of health: education, income, housing and transportation - we need to examine an even broader framework for public health action in our communities, large and small. In this program we'll discuss these new challenges for public health professionals.

**Presenter:** Jo Ivey Boufford, MD, President, New York Academy of Medicine

#### **Objectives:**

At the conclusion of the presentation, the learner will be able to:

- Describe public health as a system, including its unique and important features and their role in it, to general audiences.
- Identify, measure, and assess the components of the public health infrastructure.
- Apply principles derived from the basic public health sciences to planning, implementing and evaluating public health interventions

**Format:** Webstream

**Source:** University at Albany, School of Public Health, Center for Public Health Continuing Education, Public Health Live (T2B2) webcast series.