

Preparing Nursing Students for Social Advocacy through Scholarly Writing: BSN Faculty Toolkit

Lorena Paul, DNP, RN

Christina Hernandez, PhD, RN



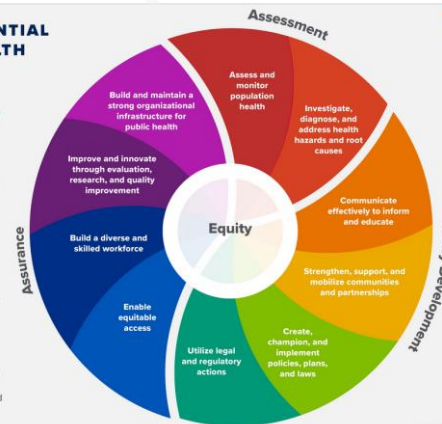
What is RE-AIM?

RE-AIM is a framework to guide the planning and evaluation of programs according to the 5 key RE-AIM outcomes: Reach, Effectiveness, Adoption, Implementation, and Maintenance.

THE 10 ESSENTIAL PUBLIC HEALTH SERVICES

To protect and promote the health of all people in all communities

The 10 Essential Public Health Services provide a framework for public health to protect and promote the health of all people in all communities. To achieve optimal health for all, the Essential Public Health Services actively promote policies, systems, and services that enable good health and seek to remove obstacles and systemic and structural barriers, such as poverty, racism, gender discrimination, and other forms of oppression, that have resulted in health inequities. Everyone should have a fair and just opportunity to achieve good health and well-being.



What are social determinants of health?

Social determinants of health (SDOH) are the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks.

SDOH can be grouped into 5 domains:



Suggested citation

Healthy People 2030, U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. Retrieved [date graphic was accessed], from <https://health.gov/healthypeople/objectives-and-data/social-determinants-health>



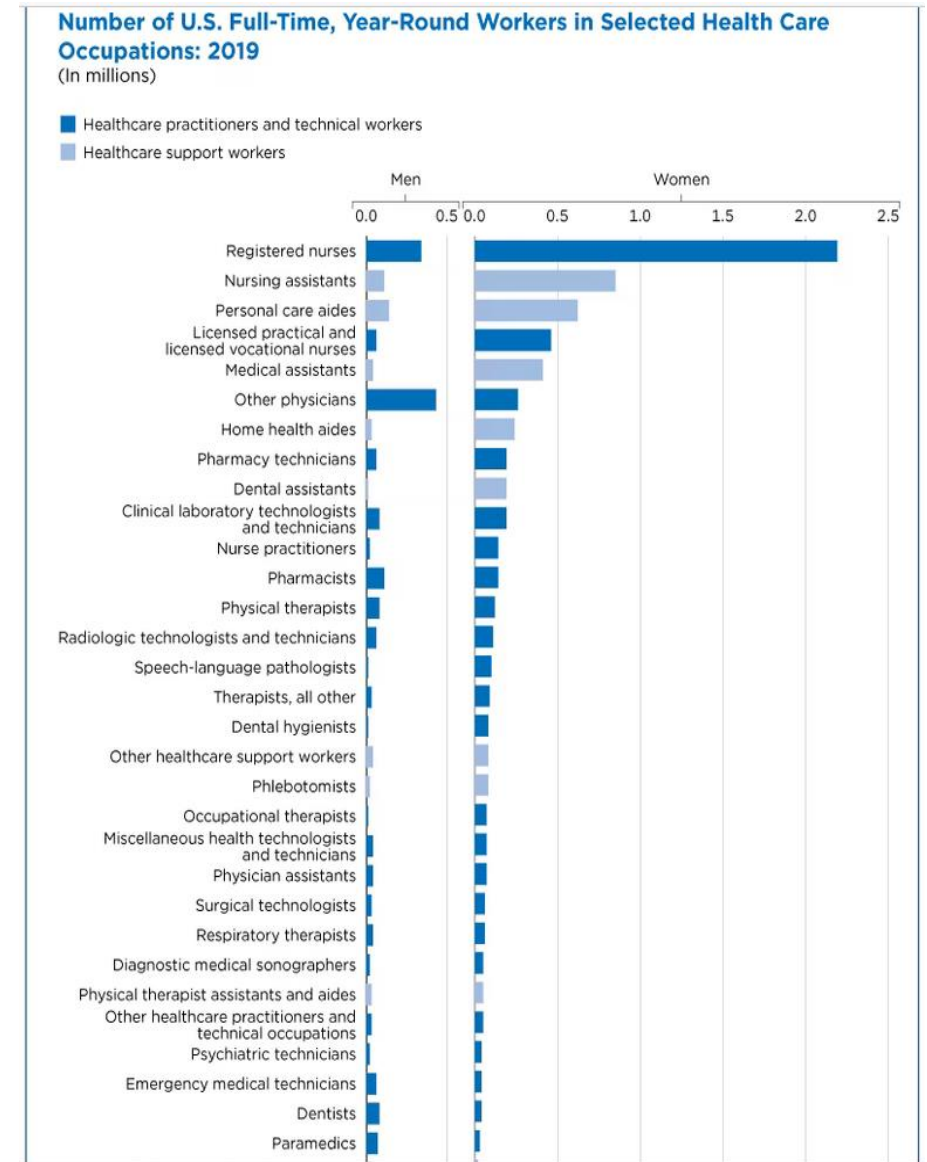
www.clker.com

Conference Objective

- Offer scholarly writing assignment facilitation toolkit for nursing faculty to prepare nursing students for social advocacy roles and responsibilities related to addressing social health needs
 - Our best fit – Community Health Nursing course; Senior BSN students

Social Advocacy Competencies are Important

- Faculty have key role in preparing students to build a culture of health and health equity in varieties of practice contexts (National Academy of Medicine, 2021)
- Great potentials to improve social health outcomes (National Academy of Medicine, 2021)
 - RNs majority of health care workforce (U.S. Census Bureau, 2019)
- Opportunities to apply across health care spectrum
 - Majority of RNs in hospitals (U.S. Bureau of Labor Statistics, 2022)
 - SDOH considered during admission and discharge



Scholarly Writing Assignment: “Capstone Community Health Nursing Paper”



Purpose: Prepare students to assess and address social health problems/needs



Goal: Evaluate students' application of nursing process framework and clinical judgment model to an identified population health need or problem

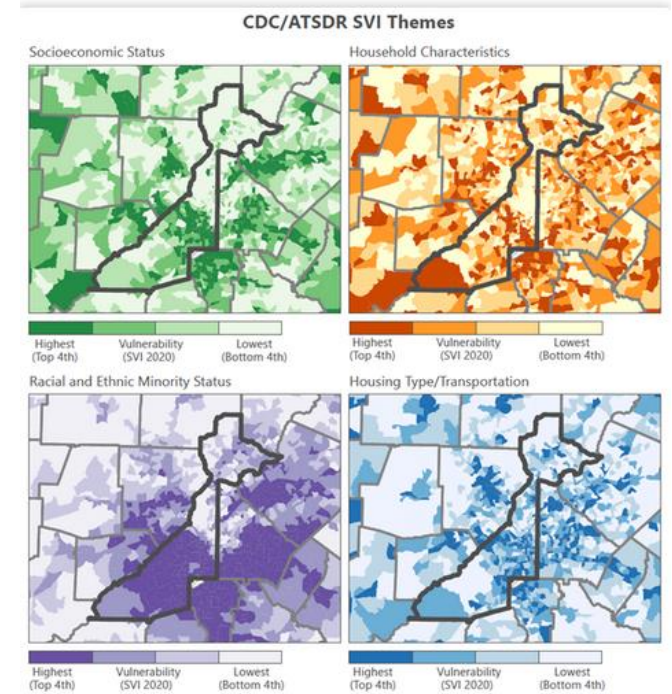


Focus: Developing and Evaluating Students' Social Advocacy Potentials

- Awareness: Difference between social determinants of health and social health disparities
- Comprehension: Contextual factors and challenges
 - Urban, rural, regional, national
- Application: Nursing process/clinical judgment model
 - Populations and communities
- Acquisition: Information analysis, synthesis, evaluation skills
- Advocacy: Justify, propose, develop, manage projects/programs
- Advancement: Preparedness for higher education and practice

Focus: Evaluating Students' Application of Clinical Judgment Processes (National Council of State Boards of Nursing, 2019)

- Recognize cues
 - Social Vulnerability Indices (CDC/ATSDR, 2023)
 - Demographics, Self-reported health behaviors and outcomes, SDOH (County Health Rankings.org, 2023)
- Analyze cues
 - Community strengths, weaknesses, opportunities, threats
- Prioritize hypotheses
 - Population problem/need statement (Muecke, 1984)
- Generate solution
 - Community nursing project to address population problem/need;
 - Align with DHHS (2023) *Healthy People* priorities, goals, objectives



Health Outcomes

Health outcomes represent how healthy a county is right now, in terms of length of life but quality of life as well.

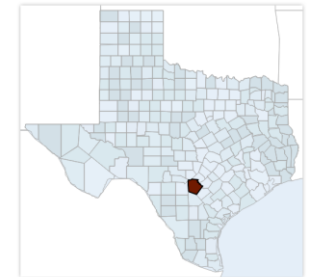
Bexar (BEX) is ranked among the healthiest counties in Texas (Highest 75%-100%).



Health Factors

Health Factors represent those things we can modify to improve the length and quality of life for residents.

Bexar (BEX) is ranked among the healthiest counties in Texas (Highest 75%-100%).



County Demographics

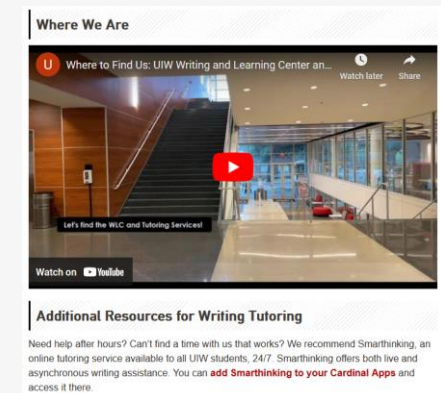
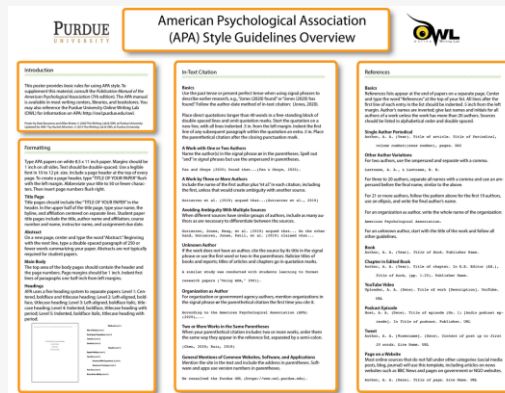
The health of a place results from past and present policies and practices. The land known as Bexar County, along with the entirety of the U.S., has been home for many thousands of years to hundreds of Indigenous nations. [Native Land Digital](#) "strives to create and foster conversations about the history of colonialism, Indigenous ways of knowing, and settler-Indigenous relations."

BSN Faculty Toolkit

- Motivate
- Prepare
- Pace
- Support



clipart-library.com





*“This
assignment”
scripts*

Faculty Facilitation Toolkit: Motivate

- Prepares for higher education, advanced nursing practice and professional scholarship
- Results in scholarly writing example which may be needed when you apply to MSN or DNP program
- Develops information management and project proposal competencies which may be valuable to future employers—would mention this in portfolio
- Helps focus on a population that really needs some help
- Applies nursing process—this is something you already know how to do
- Takes time--get started, don't procrastinate, contact faculty if need help

Faculty Facilitation Toolkit: Prepare

- Instructions
- Cognitive tools
- APA style resources and review
- Grading rubric

Spring 2023

1

NURS 4462 Community Health Nursing Paper Part 1: Introduction and assessment of county, state, nation

The **purpose** of this assignment is for the student to analyze a community based on public health nursing and population health principles and generate solutions for community problems using a variety of scholarly resources.

In part 1 of this paper the student will accomplish the following:

- Describe the role of the community/public health nurse as it relates to population health and vulnerable populations. (Part 1)
- (Recognize/analyze cues). Assess and compare demographic, health, and behavioral factors of the county where your school nurse rotation is located (Bexar or Guadalupe), in the state of Texas, and in the U.S. (Part 1)
- Analyze data cues to identify health risks among vulnerable population and prioritize population needs **develop a problem list** (Part 1)

I. Introduction

- Describe the roles of the public/community health nurse as it relates to population health (Stanhope & Lancaster, The Intervention Wheel, p. 232)
- State the purpose of the paper

II. Population Demographic Profile and Health Assessment (Level 1 heading)

- Explain why population data is an essential cue for public health nursing (1 paragraph)
- Collect **2022 data** from the [County Health Rankings & Roadmap](#) (scroll to "How healthy is your community?")
- Enter Bexar, or Guadalupe County
- Add Texas and U.S.
- Complete the following 4 tables and write 1-2 paragraphs **after each table** summarizing your **analysis** of the major points

Spring 2023

1

NURS 4462 Community Health Nursing Paper Part II

The **purpose** of this assignment is for the student to analyze a community based on public health nursing and population health principles and generate solutions for community problems using a variety of scholarly resources.

In part 1 of this paper you completed the following:

- Describe the role of the community/public health nurse as it relates to population health and vulnerable populations. (Part 1)
- (Recognize/analyze cues). Assess and compare demographic, health, and behavioral factors of the county where your school nurse rotation is located (Bexar or Guadalupe), in the state of Texas, and in the U.S. (Part 1)
- Analyze data cues to identify health risks among vulnerable population and prioritize population needs **develop a problem list** (Part 1)

In part 2 of this paper you will complete the following:

- Identification of Problem (level 1 heading)**
 - Choose a problem identified in part 1 of the paper that a PBN could address using tools from the Intervention Wheel (Stanhope & Lancaster, p. 232, 2020) and state why you have chosen this problem (i.e. why is it important to the community that you as a PBN address this problem?)
- Community Nursing Diagnosis (level 1 heading)**
 - Convert the problem into a community nursing diagnosis following Mosher's (1984) framework (1984).
 - Cite Mosher as the foundation for the nursing diagnosis formula.

Example: The following nursing diagnosis has been formulated based on the priority problems chosen. The community diagnosis formulated by Mosher (1984) represents a

Use this formula from Mosher (1984):

Risk of _____ among _____

Related to _____

As demonstrated by _____

Here is an example based on the data from Starr County which we discussed in class:

Spring 2023

2

Risk of increased teen births among females age 10-17 living in Starr County related to insufficient sex education and lack of access to birth control as demonstrated by teen birth rate of 59 per 1,000 live births in the county which is much higher than state rate of 29 per 1,000 live births and national rate of 19 per 1,000 live births.

- SWOT Table (level 1 heading)**
 - Describe what a swot table is and cite a source (your leadership book may have information on this).
 - Create a Strengths, Weaknesses, Opportunities, Threats (SWOT) table based on the data in part one of the paper, your windshield assessment, your time at the schools, and in the community around the assigned school and any other information you can obtain about your community. (See table 2 example below).
- Generate solutions & Evaluate Outcomes (plan of care)**
 - Identify a healthy people 2030 objective and target that corresponds to the health problem and community nursing diagnosis. (Look at HP 2020 objectives: <https://health.gov/healthy-people/objectives-and-data/healthy-people-2030>).
 - Analyze data cues to identify health risks among vulnerable population and prioritize population needs **develop a problem list** (Part 1)
 - Cite U.S. Department of Health and Human Services for the HP 2030 data and add to reference list.
 - Use the table below to develop the plan of care. (See table 6 example below).
- Summary (level 1) the process you have used to assess, analyze, practice, generate solutions and how you would evaluate the diagnosis you have formulated.**
 - Re-enter the importance of addressing the diagnosis for the community.
 - Re-state the role the PBN can play in addressing the problem.
 - State what may happen if the problem remains unchanged or worsens.
- References:** add any new references to the reference list you created for part 1 and place the full list at the end of this paper. Check, HP 2030, leadership textbook about SWOT, Stanhope and Lancaster if not already on reference list.

Level 1 headings for part 2 of paper:

Identification of Problem

The priority problem which a PBN could address relates to the teen birth rate in Starr County: _____

1,000 live births and national rate of 19 per 1,000 live births.

Strength, Weakness, Opportunities, & Threats

Before generating a plan of care, the PBN needs to inventory the strengths, weaknesses, opportunities, and threats to the community so that the nurse can: _____

Community Paper: Specific instructions for each part of the community paper are provided in the course documents section of the CANVAS learning management system. Depending on the circumstances, late submissions may receive a 2 point per day deduction (25 point maximum) unless prior arrangements have been made with faculty depending on circumstances. The following rubric will be applied to the community paper assignments:

Community Paper Grading Rubric					
	Excellent	Above Average	Satisfactory	May be offered opportunity to improve	Score:
Content	=40 Exceeds assignment requirements; cites and relates social determinants of health; ethical principles; and/or theories learned in course text, or other reading/video assignments	35 – 39.9 Incorporates all the assignment requirements in accordance with the instructions	30 – 34.9 Incorporates most of the assignment requirements	<29.9 Demonstrates an effort	/40
Critical Thinking and Writing	=30 Demonstrates a logical, clear, and coherent sequence of ideas. Paragraphs are organized, coherent, and appropriate order	25.0-29.9 Demonstrates mostly logical, clear, and coherent sequence of ideas. Paragraphs are organized and coherent	22.0 – 24.9 Demonstrates loosely linked sequence of ideas. Paragraphs are loosely organized and lack order	<21.9 Demonstrates an effort	/30
References cited in text	=10 Statements of fact are supported by references that are appropriate to the content, no attempt to paraphrase; relies completely on student's own words	8 – 9.9 Statements of fact are supported by references that are appropriate but insufficient to support content.	6.0-7.9 References frequently do not relate to the content; no attempt to paraphrase; relies completely on direct quotes as evidence	<5.9 Statements of fact are not supported by references	/10
Grammar and Mechanics	=5 Fewer than three errors in grammar, spelling, syntax, or punctuation	3.0-4.9 Fewer than 5 errors in grammar, spelling, syntax, or punctuation, but does not overly distract from the meaning of the paper	1 – 2.9 3 or more errors in grammar, spelling, syntax, or punctuation, but does not overly distract from the meaning of the paper	<0.9 Continuous pattern of errors in spelling, grammar, syntax, or punctuation which distracts from meaning of paper	/5
Structure and format/APA	=15 1. 1" margins all sides double spaced 2. In-text citations are cited correctly (author, date). 3. References section in accordance with APA 7 th ed. table 1.1 errors or less.	10-14.9 2 of the 3 requirements are met	8.0-9.9 1 of the 3 requirements are met	<7.9 Requirements not met	/15

Faculty Facilitation Toolkit: Pace

- Weekly writing milestones aligned with module topics (accelerated track)
- Weekly progress check (accelerated track)
- Multiple submissions (2 good; 6 too many)

Module 1 Tasks: Community Paper Project



Introduction

By the end of this module, you should have the following paper component completed/identified:

Documentation of the community paper introduction with consideration for:

- roles of the community nurse/public health nurse related to population health promotion and vulnerable populations,
- a specific population/community of interest, and
- application of the nursing process (assessment, analysis, planning, intervention, evaluation).



Resources

Utilize the following resources to guide your work.

- Resource 1: Clinical Evaluation Tool. Review the contents of this document. *Focus on the descriptions of the 4 Texas Board of Nursing roles and competencies.*
- Resource 2: Course Text readings. *Focus on populations of interest.*
- Resource 3: Learning Guide Figure 1.3. *Focus on the 10 essential public health services/interventions.*
- Resource 4: APA Publication Manual, 7th Edition. Review Chapter 2 guidelines for formatting a scholarly paper. Additional resources include [APA Paper Style Format](#) and [Purdue OWL® General Format](#).




Module 1 Tasks

By the end of this module, the following paper components should be completed to keep you on track to meet the project deadline.

1. Write a draft of the introduction. Describe the roles of the community/public health nurse and related populations of interest. State the purpose of the paper.
2. Format the paper according to APA 7th Edition guidelines for font, margins, line spacing, and page header. Create the title page and insert *place holders* for level 1 and level 2 headings based on the grading rubric. Begin drafting the **References** pages, beginning with a bold and centered heading.

Data on importance of marketing issues (mean scores) (strongly agree/ agree/ neutral/ disagree/ strongly disagree)				
	Domestic	International	Personal	Academic
1. New organizational goals	4.00	3.80	3.80	3.80
2. New organizational strategy	4.00	3.80	3.80	3.80
3. New organizational structure	4.00	3.80	3.80	3.80
4. New organizational culture	4.00	3.80	3.80	3.80
5. New organizational policies	4.00	3.80	3.80	3.80
6. New organizational procedures	4.00	3.80	3.80	3.80
7. New organizational systems	4.00	3.80	3.80	3.80
8. New organizational methods	4.00	3.80	3.80	3.80
9. New organizational techniques	4.00	3.80	3.80	3.80
10. New organizational tools	4.00	3.80	3.80	3.80
11. New organizational equipment	4.00	3.80	3.80	3.80
12. New organizational facilities	4.00	3.80	3.80	3.80
13. New organizational services	4.00	3.80	3.80	3.80
14. New organizational products	4.00	3.80	3.80	3.80
15. New organizational processes	4.00	3.80	3.80	3.80
16. New organizational systems	4.00	3.80	3.80	3.80
17. New organizational methods	4.00	3.80	3.80	3.80
18. New organizational techniques	4.00	3.80	3.80	3.80
19. New organizational tools	4.00	3.80	3.80	3.80
20. New organizational equipment	4.00	3.80	3.80	3.80
21. New organizational facilities	4.00	3.80	3.80	3.80
22. New organizational services	4.00	3.80	3.80	3.80
23. New organizational products	4.00	3.80	3.80	3.80
24. New organizational processes	4.00	3.80	3.80	3.80
25. New organizational systems	4.00	3.80	3.80	3.80
26. New organizational methods	4.00	3.80	3.80	3.80
27. New organizational techniques	4.00	3.80	3.80	3.80
28. New organizational tools	4.00	3.80	3.80	3.80
29. New organizational equipment	4.00	3.80	3.80	3.80
30. New organizational facilities	4.00	3.80	3.80	3.80
31. New organizational services	4.00	3.80	3.80	3.80
32. New organizational products	4.00	3.80	3.80	3.80
33. New organizational processes	4.00	3.80	3.80	3.80
34. New organizational systems	4.00	3.80	3.80	3.80
35. New organizational methods	4.00	3.80	3.80	3.80
36. New organizational techniques	4.00	3.80	3.80	3.80
37. New organizational tools	4.00	3.80	3.80	3.80
38. New organizational equipment	4.00	3.80	3.80	3.80
39. New organizational facilities	4.00	3.80	3.80	3.80
40. New organizational services	4.00	3.80	3.80	3.80
41. New organizational products	4.00	3.80	3.80	3.80
42. New organizational processes	4.00	3.80	3.80	3.80
43. New organizational systems	4.00	3.80	3.80	3.80
44. New organizational methods	4.00	3.80	3.80	3.80
45. New organizational techniques	4.00	3.80	3.80	3.80
46. New organizational tools	4.00	3.80	3.80	3.80
47. New organizational equipment	4.00	3.80	3.80	3.80
48. New organizational facilities	4.00	3.80	3.80	3.80
49. New organizational services	4.00	3.80	3.80	3.80
50. New organizational products	4.00	3.80	3.80	3.80
51. New organizational processes	4.00	3.80	3.80	3.80
52. New organizational systems	4.00	3.80	3.80	3.80
53. New organizational methods	4.00	3.80	3.80	3.80
54. New organizational techniques	4.00	3.80	3.80	3.80
55. New organizational tools	4.00	3.80	3.80	3.80
56. New organizational equipment	4.00	3.80	3.80	3.80
57. New organizational facilities	4.00	3.80	3.80	3.80
58. New organizational services	4.00	3.80	3.80	3.80
59. New organizational products	4.00	3.80	3.80	3.80
60. New organizational processes	4.00	3.80	3.80	3.80
61. New organizational systems	4.00	3.80	3.80	3.80
62. New organizational methods	4.00	3.80	3.80	3.80
63. New organizational techniques	4.00	3.80	3.80	3.80
64. New organizational tools	4.00	3.80	3.80	3.80
65. New organizational equipment	4.00	3.80	3.80	3.80
66. New organizational facilities	4.00	3.80	3.80	3.80
67. New organizational services	4.00	3.80	3.80	3.80
68. New organizational products	4.00	3.80	3.80	3.80
69. New organizational processes	4.00	3.80	3.80	3.80
70. New organizational systems	4.00	3.80	3.80	3.80
71. New organizational methods	4.00	3.80	3.80	3.80
72. New organizational techniques	4.00	3.80	3.80	3.80
73. New organizational tools	4.00	3.80	3.80	3.80
74. New organizational equipment	4.00	3.80	3.80	3.80
75. New organizational facilities	4.00	3.80	3.80	3.80



Results – Indicators of Students’ Learning

- Students demonstrate preparedness for social advocacy as indicated by abilities to document discussions of the following:
 - Who is the community health nurse’s client?
 - What are community health nurse’s roles, responsibilities?
 - What does client need to become *Healthy People*?
 - What if the client doesn’t have basic needs met?
 - What are important community health nursing priorities?
 - What are related factors, SDOH?
 - What is a high priority problem/need that the community health nurse could address?
 - What community nursing project would I propose?
 - Does my project align with *Healthy People* priorities, goals, objectives?
 - How would I evaluate proposed project’s effectiveness?



Conclusions/Lessons Learned

- Capstone paper is effective and labor-intensive method for evaluating BSN students' social advocacy competencies and application of clinical judgment process to community and population
- Faculty facilitation strategies developed and refined over several semesters
- Information sources can change
- Enthusiastic/helpful faculty facilitates students' positivity
- Review or proctor quiz about plagiarism policies and specific examples
- Remind students to paraphrase sources of information and to avoid overuse of quotes
- Faculty commitment to writing intensive course is key factor
 - 40 – 45% of course grade as approved by BSN curriculum Committee
 - Grading time/effort – 30 to 40 pages per student
 - Faculty inter-rater reliability

Point of Contact

ldpaul@uiwtx.edu



References

- Centers for Disease Control and Prevention. (2020). *The ten essential public health services*. Retrieved from <https://www.cdc.gov/publichealthgateway/publichealthservices/essentialhealthservices.html>
- Centers for Disease Control and Prevention/Agency for Toxic Substances and Disease Registry. (2023). CDC/ATSDR social vulnerability index. <https://www.atsdr.cdc.gov/placeandhealth/svi/index.html>
- CountyHealthRankings.org. (2023). Explore health rankings: Bexar County, TX. <https://www.countyhealthrankings.org/explore-health-rankings/texas/bexar?year=2023>
- Department of Health and Human Services. (2023). Healthy people 2030. <https://health.gov/healthypeople>
- Health Resources & Services Administration. (2022). *HRSA announces availability of nearly \$15 million to expand and support the nursing workforce*. <https://www.hrsa.gov/about/news/press-releases/hrsa-expand-and-support-nursing-workforce>
- Minnesota Department of Health. (2019). *Public health interventions: Applications for public health nursing practice* (2nd ed.). Retrieved from <https://www.health.state.mn.us/communities/practice/research/phncouncil/wheel.html>

References

- Muecke, M.A. (1984). Community health diagnosis in nursing. *Public Health Nursing*, 1(1), 23-35.
- National Academy of Medicine. (2021). *The future of nursing 2020-2030: Charting a path to achieve health equity: A consensus study from the national academy of medicine*. Retrieved from <https://nam.edu/publications/the-future-of-nursing-2020-2030/>
- National Council of State Boards of Nursing. (2019). Clinical judgment measurement model and action model. https://www.ncsbn.org/public-files/NGN_Spring19_ENG_29Aug2019.pdf
- RE-AIM.org. (2022). *What is RE-AIM?* Retrieved from <https://re-aim.org/learn/what-is-re-aim/>
- U.S. Bureau of Labor Statistics. (2022). *Registered nurses: Work environment*. <https://www.bls.gov/ooh/healthcare/registered-nurses.htm#tab-3>
- U.S. Census Bureau. (2019). *Health care occupations*. <https://www.census.gov/library/stories/2021/04/who-are-our-health-care-workers.html#:~:text=There%20were%209.8%20million%20workers%20employed%20as%20health,and%20practitioners%2C%20including%20physicians%2C%20surgeons%2C%20and%20registered%20nurses>.
- U.S. Department of Health and Human Services Office of Disease Prevention and Health Promotion. (2022). *Social determinants of health*. Retrieved from <https://health.gov/healthypeople/priority-areas/social-determinants-health>