**ACHNE INNOVATIVE TEACHING STRATEGY DIRECTIONS AND SUBMISSION FORM**

**Directions for Submitters:**

Thank you for submitting an innovative teaching strategy (ITS) for possible publication on the Member’s Only section of the ACHNE website. The following provides directions for completing the ITS submission form.

**Submitting the Strategy:**

*Save your ITS File(s) (Word document) using the following format:*

Strategy Title Date (e.g., Virtual Poverty Simulation Strategy June 17, 2014)

Submit the completed ITS submission to: Joy Hoffman, DNP, RN, PHNA-BC at joy.hoffman@gmail.com, Editor ACHNE Innovative Teaching Strategies Website.

**Peer Review Process:**

Once an ITS is received by the editor, personally identifying information is removed from the submission prior to sending to the ITS review team for blind peer review. All feedback received from the reviewers is summarized and sent to the ITS author for consideration and revision of the ITS as appropriate. Depending on the extent of the revisions, the ITS may undergo a second review or be submitted for publication by the ITS Editor. (See ITS Review tool at the end of this document)

Following approval, the strategy is posted on the ACHNE website Members-only section.

**SUBMISSION FORM**

**Directions:**

Provide the following information for your Innovative Teaching Strategy. The Appendix located following the ITS content will assist you to complete items 3 through 7.

**Author Information:**

Name:

Title:

Credentials:

Co-Authors:

Organization:

Email Address:

Office Phone:

Address:

City:

State:

Zip:

**Be succinct in describing your strategy. Use of bulleted points is encouraged.**

1. Title of Teaching Strategy: Title should sufficiently describe the essence of the strategy in 12 words or less.
2. Date of Submission:
3. Topical Area: (See Appendix)
4. Public Health Nursing competencies and standards: PHN competencies are inter-related, therefore more than one competency may be addressed by the ITS. Select the appropriate competencies and standards from the lists provided. (See Appendix)
5. Learner Level(s): Select all that apply (see Appendix)
6. Learner Setting(s): Select all that apply (see Appendix)
7. Strategy Type: Select all that apply (see Appendix)
8. Learning Goals/Objectives: Written as SMART objectives (Specific, Measurable, Action oriented, Realistic/Relevant, Time-based). Reflects Bloom’s Taxonomy- Action Verbs written at application, analysis, synthesis, and evaluation levels.
9. Estimated time for the activity:
10. Strategy Overview: Brief description of the strategy.
11. Detailed Strategy Directions: Provide detailed steps to implement the strategy including faculty/student directions if available. (Attach additional documents as necessary-Be sure document title clearly identifies the content of the file)
	1. Strategy Materials/Resources: Materials needed to implement the strategy (e.g., PowerPoint files, computer lab, index cards, large paper, videos, etc.)
	2. Website Links: Provide a description of how to use the website in the strategy. Note time needed as appropriate. For example: Students view video prior to simulation activity- 15 minutes.
	3. Methods for evaluating student learning: Examples include but are not limited to: Grading rubric, papers, projects, exam/quiz items, clinical conference discussion questions, Student evaluation tool to rate experience.
12. Comment on overall success of this teaching strategy
13. Additional References: Used in the development of the strategy.

**Appendix: List of Criteria for Items 3 through 7**

**Item 3: Topical Areas- Select the main topical area for your strategy**

1. Community Assessment & Diagnosis
	1. Community as Partner
2. Community-based Care: Practice Settings
	1. Local, State and National Levels
	2. Home Health Care Nursing
	3. Hospice Nursing
	4. Faith Community/Parish Nursing
	5. School Health Nursing
3. Communicable Diseases
	1. Surveillance and Outbreak Investigation
	2. Vaccine Preventable Diseases
4. Cultural/Human Diversity
5. Disaster Nursing/Bioterrorism
6. Healthcare Economics/ PH Finance
7. Environmental Health
8. Epidemiology
	1. Natural History of Disease (Primary/Secondary/Tertiary Prevention)
9. Ethics & Social Justice
10. Global Health
	1. Emerging Pandemic Diseases
	2. International Public Health Nursing
11. Health Behavior Change
12. Health Care Systems (Public and Primary Care)
13. Health Policy
	1. National Health Objectives
	2. National/State Health Care Reimbursement
14. Health Promotion Across the Lifespan
	1. Teaching/Learning Principles
15. History of Public Health Nursing
16. Information and Healthcare Technologies
17. Interventions for Public Health Nurses
	1. Intervention Wheel
18. Program Planning & Evaluation
	1. Goals & Objectives
	2. Outcome Measures
19. Public Health Nursing
	1. Core Competencies
20. Public Health Foundations
	1. Population-Focused Practice
	2. Essential Public Health Services
21. Quality Management in Public Health Nursing
22. Vulnerable Populations
	1. Homeless
	2. Migrant Workers
	3. Prison/Incarcerated
	4. Rural Health
	5. Teen Pregnancy
	6. Other

**Item 4: PHN Competencies and Standards**

* **ACHNE Public Health Nursing Core Knowledge and Basic Competencies**(Callen, Block, Joyce, Lutz, Schott, & Smith, 2009)
1. Epidemiology and biostatistics
2. Community/population assessment
3. Community/population planning
4. Policy development
5. Assurance
6. Health promotion and risk reduction
7. Illness and disease management
8. Information and health care technology
9. Environmental health
10. Global health
11. Human diversity
12. Ethics and social justice
* **ANA PHN Scope and Standards of Practice (2013*)*** *Standards of Practice:*
1. Assessment
2. Population and Diagnosis
3. Outcomes Identification
4. Planning
5. Implementation
	1. Coordination of Care
	2. Health Teaching and Health Promotion
	3. Consultation
	4. Prescriptive Authority and Treatment-NA
	5. Regulatory Activities
6. Evaluation

*Standards of Professional Performance for PHN:*

1. Ethics
2. Education
3. Evidence-based Practice and Research
4. Quality of Practice
5. Communication
6. Leadership
7. Collaboration
8. Professional Practice Evaluation
9. Resource Utilization
10. Environmental Health
11. Advocacy
* **QUAD Council Competencies for Public Health Nurses (APRIL 2018)**

The Quad Council Coalition (QCC) of Public Health Nursing Organizations is comprised of:

* Alliance of Nurses for Healthy Environments (AHNE)
* Association of Community Health Nursing Educators (ACHNE)
* Association of Public Health Nurses (APHN)
* The American Public Health Association – Public Health Nursing Section (APHA-PHN)
1. Assessment and Analytic Skills
2. Policy Development/ Program Planning Skills
3. Communication Skills
4. Cultural Competency Skills
5. Community Dimensions of Practice Skills
6. Public Health Sciences Skills
7. Financial Planning, Evaluation, and Management Skills
8. Leadership and Systems Thinking Skills

**Item 5: Learner Level**

RN to BSN

Undergraduate

Graduate students

Staff development

Continuing education

**Item 6: Learning Setting (In what setting(s) would this strategy be appropriate?)**

Clinical settings

Skills or simulation laboratories

Online or web-based modules

Classroom

Independent study

**Item 7. Strategy Type (What descriptor best fits this strategy?)**

Course syllabus

Individual Lesson Plan

Simulation Exercise

Case study

Problem-based learning Activity

Reflective Activity

Audiovisual aid

Paper assignment

Test/evaluation/assessment strategy

Webinar/Audio-video conferencing

Other (describe)