

INTRODUCTION TO ALASKA PHN ACADEMY  
SEPTEMBER 2006  
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**Introduction**

Enclosed please find the entire curriculum, revised in September 2006, for the PHN Academy. The PHN Academy is designed to be taught in one hour segments, offered weekly, over a period of approximately 26 weeks. Using iLinc webcasting software and telephone audio capabilities, classes are broadcasted via the internet to sites throughout Alaska. This class is targeted to new PHNs and experienced PHNs who may be new to the Alaska PHN system, though anyone is invited to attend. CEUs are offered each week.

Attendees receive the syllabus at the start of the program, then receive an outline for each quarter. Before each class they also receive an agenda, corresponding powerpoints, and assignments. Below find a table of contents which suggests the order in which one should view this content, notwithstanding the electronic formats. Start with...

**Teaching Modules**

Teaching modules describe the goals of each lesson, and tie that lesson to PHN competencies as described by the Quad Council. They also include the outline/agenda for each class, and next week's assignments.

**Syllabus, Outlines and Agendas**

The overall syllabus of the course is included here, as well as each quarter's outline. Weekly agendas are also included here. In practical terms, sometimes the weekly agendas adjust somewhat, depending on the class's progress, though those here might not reflect that.

**Assignments**

Readings and videos are assigned to supplement the lessons. Two video series, "Public Health Nursing in the 21<sup>st</sup> Century" from the State of Minnesota, and "Communicating Across Cultures" by Fr. Michael Oleksa are used, as well as numerous articles and web sites.

**Powerpoints**

Each lesson has an accompanying powerpoint slide show or shows, emailed to students prior to the class. Powerpoints are divided by quarter, then numbered according to the class they are scheduled to be used for. Sometimes a larger powerpoint may be divided into smaller parts because of the logistical challenges of emailing over small-capacity internet connections.

**PHN Theory Materials**

This is supplemental information that may be handed out for corresponding assignments.

**Supplemental Information**

Additional information/teaching resources.

**Evaluation**

Included here is the pre-test/post-test.

# PHN ACADEMY SYLLABUS

## ALASKA PHN ACADEMY INTRODUCTORY NOTE TO STUDENTS

Welcome to the PHN Academy! The PHN Academy is a virtual classroom, using telephone and webcasting technology to bring public health education to PHNs throughout Alaska. As a “Cadet” you will be expected to meet for an hour once a week, and to complete various homework assignments. The PHN Academy comprises 25 sessions and lasts approximately 6 months, though schedules may vary.

Every week you will call into this number: 1-800-791-2345 code 14804#. You will also receive an electronic invitation from the *iLinc* system, University of Washington’s Northwest Center for Public Health Practice each week. The invitation will include a link that you can click on to get you into the scheduled meeting via internet.

Also each week via email you will receive an agenda and any other content, like powerpoint presentations, reading assignments, etc. Because powerpoint presentations can be pretty big files, it might be useful for you to download them during times that you don’t need your computer for other tasks, such as times you are in clinic or even overnight. Because technology failures sometimes occur, you should also print the powerpoints out so you have them to follow along with.

We hope that you are able to attend each week. That is the expectation, and completing the PHN Academy is one of the requirements for PHN I’s. However, that being said, I also realize that, realistically speaking, no one will be able to attend every class. The sessions are designed “a’ la carte”, that is each can be attended individually. You get CEUs for the classes, but only for those you attend.

Classes are generally offered in the afternoon. This may conflict with scheduled clinic times, but your manager will try to free you up for these class sessions. Because we share the *iLinc* system with participants from other states in the Northwest, competition for webcast times is less in the afternoon. Our time zone works in our favor here.

Below you will find a rough outline of the entire course. We will try to stay consistent with the outline, but may deviate for any number of reasons (scheduling conflicts, other priorities arise, etc.). So, take it as a guideline and roadmap, but not an exact document or contract.

### **FIRST QUARTER – PHN Theory**

1. Introduction to the PHN Academy
  - a. Introductions of Cadets
  - b. *iLinc* Orientation
  - c. Telephone/teleconference etiquette
  - d. Review syllabus

- e. Local Community Assignment
- f. Assign PHN in 21<sup>st</sup> Century videos
- 2. Knowing Your Local Community (Community Assessment)
  - a. Survey of community assessment tools
    - i. MAPP
    - ii. Other tools (Apex, PATCH, Compass, etc.)
  - b. Data resources for local communities
    - i. DHSS data page
    - ii. Other internet resources
    - iii. Local assessment efforts
      - 1. Local HHS agencies
      - 2. Chamber of Commerce
      - 3. Resource and Conservation agencies
      - 4. University resources
- 3. Core Functions and 10 Essential Services of Public Health (IOM Report)
  - a. Core Functions of Public Health
    - i. Core functions in your health center
    - ii. Core functions as they apply to SON
  - b. 10 Essential Services of Public Health
    - i. 10 Essential services and your practice
    - ii. 10 Essential services and SON
- 4. Competencies, Scope and Standards
  - a. PHN Competencies and the Quad Council
    - i. 8 domains of PHN competency
    - ii. Population-based PHN
    - iii. Levels of Practice
    - iv. Levels of Prevention
  - b. ANA Scope and Standards of PHN Practice
    - i. Basic Tenets of PHN
    - ii. PHN Distinguished from other Specialties
    - iii. Ethical Responsibilities
    - iv. Education
    - v. 8 Standards of Care
- 5. PHN Intervention Wheel
  - a. Individual, Community and Systems focus
  - b. Population based
  - c. The interventions
- 6. Competency Development in Population-Based Practice
  - a. History of Public Health
  - b. History of PHN
  - c. Cornerstones of PHN
  - d. Alaska PHN “Culture”
  - e. Public Health in America
  - f. Population-based PHN Practice
- 7. Competency Development (cont)
  - a. Report on Community Assessment assignment

- b. Data
- c. Applications of data to your community
  - i. Identifying and prioritizing community needs
  - ii. Evaluating health status in your community
  - iii. Making data available
- d. Program evaluation, planning and outcomes measures, quality assurance

## **SECOND QUARTER – Communicable Disease Focus**

1. How we get our data
  - a. The RPMS system
  - b. NIPS
  - c. Community Surveys
  - d. Community Assessments
  - e. The Census
2. Communicable Disease Prevention
  - a. Statutory Authority
  - b. Reportable Communicable Diseases
  - c. Roles of PHN and roles of EPI
  - d. Alaska State Labs
  - e. Other providers (Native Health system, private providers)
  - f. Communicable Disease prevention as a Core Function
  - g. Communicable Disease prevention and the 10 essential services
3. Communicable Disease Prevention (cont) - Investigation
  - a. A Primer in Epidemiology
  - b. Using the Community Assessment to facilitate investigation
  - c. Outreach/Intervention/Prevention
4. Communicable Disease Prevention (cont) – Bioterrorism and Preparedness
  - a. Potential Agents
  - b. Potential Scenarios
  - c. Newly emerging diseases
  - d. Interventions, planning and preparation
5. Vaccine preventable Diseases and DPH/PHN interventions
  - a. Review of the diseases
  - b. Outreach and social marketing
  - c. Role of surveillance
  - d. Outbreak investigation
  - e. Core Functions, 10 Essential Services, PHN competencies, PHN Interventions
6. Tuberculosis
  - a. History in Alaska
  - b. Current rates
  - c. At-Risk populations
  - d. Prevention Strategies
  - e. Screening and treatment
  - f. DOT and accountability

- g. Hard to reach populations
- h. TB “sweeps

### **THIRD QUARTER – Systems and Cultures**

1. PHN Systems Orientation
  - a. DHSS
  - b. DPH
    - i. SOPHN
    - ii. Other Sections
  - c. Section of PHN
    - i. Nursing Administration
    - ii. Regional organization
    - iii. Local organization
  - d. Our PHN Partners
    - i. Native Health Corporations
    - ii. Community Partners
    - iii. Private Sector
2. PHN Mission and Values
  - a. Rhonda Richtsmeier, Chief of PHN
    - i. Mission
    - ii. Values
    - iii. Alaska PHN Culture
3. Cultural Competency
  - a. Fr. Oleska Tapes and cross-cultural communication
  - b. Specific local cultures
  - c. Tribal system
4. Cultural Competency (continued)
  - a. Tribal and Native law
  - b. Sovereignty issues
  - c. Other Alaskan cultures
  - d. Rural/urban differences

### **FOURTH QUARTER – Specific PHN programs and skill development**

1. Child Health
  - a. Well Child/EPSTD program
  - b. Home Visiting Programs
  - c. Child care consultation
  - d. Other PHN Child Health Services
2. Child and Domestic Abuse
  - a. Resources in your community
  - b. Relevant statutes
  - c. Safety issues for PHNs
  - d. Child Abuse and Neglect Reporting

- e. Statutory and professional obligations
  - f. Child abuse/neglect in Alaska
  - g. OCS and PHN
  - h. Population based approach
3. Reproductive Health
    - a. Statutes in Alaska
    - b. Statewide statistical picture
      - i. Family planning
      - ii. STIs
    - c. Family planning interventions
    - d. STI interventions
    - e. Options and resources
    - f. Population based approach
  4. Behavioral Health in Alaska
    - a. Statewide statistical picture
    - b. Services throughout the state
    - c. Suicide Prevention efforts
    - d. Substance Abuse in Alaska
    - e. Core Functions...
  5. Chronic Disease and Health Promotion
    - a. Chronic Disease in Alaska
    - b. Prevention and Promotion Strategies for the community
    - c. Resources in Alaska
    - d. Core Functions...
  6. Advanced Training in Public Speaking
    - a. Communication principles
    - b. PHN role in community communication
    - c. Powerpoint principles
    - d. Core Functions...
  7. Management – Budget and hiring process
    - a. PHN budget and how it works
    - b. The state hiring process
    - c. Core Functions...
  8. Wrap-up and evaluation