

Genomic Nursing in the Heartland Initiative

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Goal

- To promote genetic/genomic education for nurses. To do this we've created the Genomic Nursing in the Heartland Initiative. This Initiative is designed to provide consultation to baccalaureate degree nursing faculty related to the integration of genetics into nursing curriculum.

Identify target population

- Identify baccalaureate degree nursing programs in the Heartland scheduled to host a CCNE on-site evaluation between these dates: 1/1/2010 and 21/31/2011
- Invite those programs to apply for consultation services.
- Select 2-3 programs based on predetermined criteria.

Selection Process

- Criteria
 - Complete application
 - Strength of application
 - Objectives for receiving consultation
 - Curriculum change experience
 - Previous training and experience in genetics
 - Letter of support
 - Strength of letter of support
 - Why they should be considered
 - School's commitment to integrating content

Pre-consultation visit

The consultant will send a packet of readings on the topics of genomic competencies and integrating genomics into curricula.

- NCHPEG
- American Academy of Nurses White Paper
- Essential Nursing Competencies and Curricula Guidelines for Genetics and Genomics

Pre-consultation visit

B. The faculty will

- 1. Take the Genetic Literacy Assessment Instrument (GLAI Bowling et al, 2008). This is to help faculty members get idea of where she or he is at in terms of their own genetic literacy.
- 2. Complete a self study and produce an outline or grid that displays current or planned course, which baccalaureate essential(s) is addressed in the course, identify where genetics content currently is taught and/or where you think it should be included.

Consultation visit

A. The consultant will develop a workshop with the faculty change agent to include the following:

- 1. Background and significance of integrating genetics into curricula
- 2. Models or examples of how genetics/genomics is placed in curriculum.

Consultation Visit (continued)

- 3. Faculty teaching resources
- 4. Faculty recourses for acquiring skill/knowledge in genetics/genomics
- 5. Other content the faculty change agent feels appropriate for her or his colleagues.

B. The faculty will participate in a workshop with the consultant and present their curricula and identify needs in terms of genetic/genomic content.

AACN (9 Essentials of Baccalaureate Education for Professional Nursing Practice)

- **Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice-** life sciences (e.g., biology and genetics)
- **Essential V: Healthcare Policy, Finance, and Regulatory Environments-** impact of social trends such as genetics and genomics, childhood obesity, and aging on health policy
- **Essential VII: Clinical Prevention and Population Health-** Conduct a health history, including environmental exposure and a family history that recognizes genetic risks, to identify current and future health problems.
- **Essential IX: Baccalaureate Generalist Nursing Practice-** Recognize the relationship of genetics and genomics to health, prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness, using a constructed pedigree from collected family history information as well as standardized symbols and terminology.

Courses	Essential Outcome VII: Clinical Prevention and Population Health												
	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9	7.10	7.11	7.12	7.13
NURS 215	Lab		Lab										
NURS 220		2 (c)				6	10						
NURS 230													
NURS 250	1		1				1		2		2, 8, 9	1, 8, 9	
NURS 305					5	5				5, 6		8	
NURS 330	2	2, 7	2		4 (c)	3	3		1	2, 3	2 (c)		
NURS 335		4 (c)					5						
NURS 340			2	3	3		6		5	6			
NURS 355			2	6	6	3	5						
NURS 410	2, 4	2, 4	2, 4	4	4	4	5	2, 4	4	5, 6	4	7	7
NURS 435			Consumer interview										
NURS 440			5	5	5		6	5					
NURS 445			5		3					4		5	
NURS 455	1, 3	1, 3	1, 3	3	3	3	4	1, 3	3	4, 5	3	6	6
NURS 465					9 (new)	2 (redone)				2 (redone)			
NURS 475													
Old 09 IR													
RN-BSN students only													
NURS 310													
NURS 320													
NURS 58/63	1, 4	1, 2, 3	2, 3					6		6			
IR													

Post consultation visit

- A. The consultant will continue as needed to assist and mentor the change agent or other designated faculty members.
- B. The consultant, change agent and other identified faculty will participate in an evaluation of the process.
 - 1. Evaluate the curriculum plan
 - Review written plan
 - Review overall BSN curriculum objectives
 - Review course objectives

Post consultation visit (continued)

- 2. Evaluate the change agent's (or other faculty's) skills
 - Document the continuing education strategies that faculty participate in.
- 3. Evaluate the change process
 - Determine the strengths and the barriers related to implementation of change agent process.
- 4. Document results of the accreditation

Progress Report

Three Schools of Nursing have been accepted into the Genomics Nursing in the Heartland Initiative.

- Briar Cliff in Sioux City, IA consultation visit in August 2010. Implementing change and have a post-visit conference planned.
- University of North Dakota in Grand Forks, ND. (February 2011) just beginning pre-visit sequence.
- Creighton in Omaha, NB (December visit planned)
- Next round of applicants.

Questions?



References

- American Academy of Nursing. (2008). Nurses transforming health care using genetics and genomics. Retrieved March 2, 2009, from www.aannet.org
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- Bowling, B. V., Acra, E. E., Wang, L., Myers, M. F., Dean, G. E., Markle, G. C. et al. (2008). Developing and evaluation of a genetics literacy assessment instrument for undergraduates. *Genetics*, 178, 15-22.
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