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Emerging models of health care in the 21st century: Preparing Baccalaureate Nursing Students (BSN) to lead the way

Facts:

- Clinical sites are harder to secure for our baccalaureate-prepared nursing students, challenging college to look for creative solutions, while providing sound clinical learning.
- Patients are discharged from the hospital to their homes with little or no health supports in place.
- Education and follow-up are needed for clients in the environment where the health care system expects them to function and live.
- Healthcare is shifting from the acute care setting into community-based settings.
- Baccalaureate Nursing Students need to practice in non-hospital environments, thereby addressing healthcare gaps, decreasing health care disparities in the underserved and improving healthcare outcomes as defined in the social determines of health.
- Solution: As a creative solution our baccalaureate nursing (BSN) program looked to the community in which we are located and partnered with a group of community buildings. These buildings had in place a registered nurse, who oversees the general health of the community and a social worker. Assigning 8 senior BSN nursing students to 4 of the buildings under the guidance of 1 clinical faculty, the students completed a needs assessment of assigned buildings, creating education programs.

Sample schedule:

- 8 am: BSN students: opened an office in which they would conduct interviews, assessments, and client-specific education.
- 8:30 am: BSN students met with the Social Worker to review and follow-up on any client needs.
- 9:00 am to 11:00 am: BSN students open the office. Records reviewed. Collaboration and communication were constant and consistent among students, instructor, RN, and social workers.
- 11:00 am to 12 pm: Education Sessions were presented in the community rooms, based on the needs assessment of the buildings' population.
- 12pm to 1pm: Apartments visits
- 1 pm to 2 pm: Care Plans were updated, referrals made, and needed follow-ups were identified.

The clinical experience provided the students with a first-hand experience of working as leaders in a collaborative setting and patient advocates; increasing their self-efficacy as future registered nurses.

Biography

Mary E Fortier is a seasoned clinical nurse and hands-on educator and leader with the community and medical-surgical expertise who is a capable instructor with proven skills at ensuring student success and self-efficacy. An Associate Professor and Curriculum Committee Chair in the New Jersey City University Department of Nursing, she has expertise in curriculum development at the baccalaureate, master's and doctoral levels and is well-versed in current trends and requirements in nursing. She had published and has presented her work locally, nationally, and internationally. She has held various leadership roles in college, university, hospital, professional, and community organizations.

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