

Looking Beyond the Walls for Clinical Experiences

Editor's Note. As faculty forge innovative partnerships to support clinical education, this article features one possibility for a nurse-led, evidence-based experience.

Exposure to specialties in undergraduate programs allows students to explore options for their nursing career. As nursing and health care trends continue to move out of acute care settings and into community settings, it is critical that all nursing students acquire a deep understanding of the health promotion and disease prevention foundations of population-based practice for delivery of people-centered, evidence-based care (Yan et al., 2010). Nurse-Family Partnership® (NFP) is an evidence-based, specialized community health nurse home visitation program that has long been recognized as a public health nursing exemplar. NFP nurses guide first-time pregnant individuals through emotional, social, and physical transitions beginning in pregnancy through their child's second birthday (Olds, 2006). This long-term, trusting relationship continues for 2 years after delivery, supporting parenting and life skills that foster improved outcomes for the parents and children.

NFP is committed to participating in the development of a strong community-based workforce by developing a community- and population-based practice module using the NFP's nursing practice as a framework. In January 2019, the NFP National Service Office partnered with six schools of nursing across the country (South Carolina, California, Virginia, Texas, and two in Pennsylvania) to pilot the "NFP Nursing Student

Module" in the 2019 spring semester. The 3- to 3.5-hour self-directed module includes the following components:

- Four recommended articles describing NFP's history, evolution, and outcomes.
- Three-lesson online eLearning module presents a program overview, highlights program outcomes, and details NFP nursing practice. Each lesson concludes with a knowledge assessment.
- Self-assessment that highlights qualities and characteristics of successful NFP nurses to help nursing students to gauge whether community health nursing fits their career interests.
- Most of the schools chose to include this content in the Community Health Nursing course, and one included completion of the module as part of the students' clinical hours. A link to an online survey to collect student feedback was included as part of the module. The survey was available from January 8 through May 5, 2019, and was completed by a total of 168 students. Most students submitting feedback completed the entire module (97.02%). Key insights about the module's effectiveness and opportunities for improvements include:
 - More than 90% of respondents *agreed* or *strongly agreed* that the learning objectives were met, and 92.3% said the level of the content was appropriate.
 - Almost half of the students found the module content *very interesting* (44.2%) and *engaging* (48.2%), whereas others found it *somewhat interesting* (45.8%) and *somewhat engaging* (44%).

- Students found the online module to be convenient, clear, and easy to understand. They liked the comprehensiveness and reported it provided a clear picture of the role and scope of nursing in this setting. They appreciated learning how NFP's mission was actualized and they were interested in evidence-based nursing practice to support outcomes for families.
- Students recommended that additional pictures and interactivity be incorporated into the module, and faculty requested the addition of a home visit video. Students also requested that a transcript of the module be made available. This feedback informed course revisions completed in December 2019 to make the content more engaging, interactive, and accessible. Students who expressed interest in the NFP nursing career path were connected directly with program recruiters to learn more, and one BSN graduate was hired as a direct result.

Faculty reported that it was easy to incorporate the module into their course curriculum because the module components were suitably prepared and organized for them, and there was no cost associated with the module. Exposure to NFP content facilitated several new collaborations between schools of nursing and local NFP implementing agencies regarding student clinical rotations.

The course met the objective of being a "plug-and-play" module that can be easily and seamlessly integrated into any nursing program's curriculum and learning management system and provides real-life examples of nursing practice to inspire a new generation of nursing leaders. We seek to

build on this initiative by expanding partnerships with additional nursing schools.

During the COVID-19 pandemic, NFP and other home visiting programs are staying connected with families and delivering services using telehealth. Following completion of the NFP Nursing Student Module, community-based nursing programs and schools of nursing can establish and deepen partnerships that build on students' understanding of NFP by creating opportunities to shadow nurses on telehealth visits. This expands students' skills to establish therapeutic relationships and utilize the nurse process while supporting clients using virtual technology as part of their clinical

rotations. These specialized skills will later translate forward into their nursing careers, particularly for nurses practicing autonomously in public health settings serving at-risk populations.

Although this effort was focused on exposing baccalaureate students to community health nursing with at-risk populations, the underlying principles, instructional design, and partnership strategies can apply to any nursing organization or sector seeking to build a high-quality, diverse public health nursing workforce to advance health equity.

References

Olds, D. L. (2006). The nurse-family partnership: An evidence-based preventive interven-

tion. *Infant Mental Health Journal*, 27(1), 5–25. <https://doi.org/10.1002/imhj.20077>

Yan, J., Chan, E., Phiri, M., Malvares, S., Aldarazi, F., Sivertesen, B., Suchaxaya, P., Fritsch, K., Nkowane, A., Largado, V., Land, S., & Anderson, D. (2010). *Nursing and midwifery services: Strategic directions 2011-2015*. World Health Organization.

Kim Weber Yorga, MSN, RN

Education Director

Nurse-Family Partnership

National Service Office Center

Denver, Colorado

nursingeducation@nursefamilypartnership.org

The author has disclosed no potential conflicts of interest, financial or otherwise.

doi:10.3928/01484834-20200723-01