Preventing Pre-Licensure Baccalaureate Nursing Students for Primary Care

Patricia A. Barfield, PhD, PMHNP-BC, Anne E. Nielsen, PhD RN, Belinda E. Brooks, MSN, RN, Carla M. Hagen, PhD, MPH, RN

Background

- The accelerating demand for primary care is changing health care delivery models and expanding the RN role beyond the acute care setting (Smolowitz et al., 2015).
- Most primary care nursing education occurs post licensure or at the graduate level. Pre-licensure baccalaureate nursing students are seldom exposed to primary care focused knowledge and skills (Shaffer, Swan, Bouchaud, 2017; Wojnar & Whelan, 2016).
- Pre-licensure nursing students need to be prepared to meet patient, family, and interprofessional practice needs in the primary care setting (Bauer & Bodenheimer, 2017).

Purpose

- To expand the primary care RN workforce in Oregon’s rural and urban underserved areas, by:
  1. Modifying curricula and teaching strategies to prepare students for primary care nursing practice.
  2. Developing and expanding academic-practice partnerships (clinic/preceptor) in primary care.

Methods

- Multi-site, mixed-methods, longitudinal design
- Purposive, criterion-based sampling of students (n = 23) and preceptors (n = 8)
- Data collection via interviews, focus groups, and electronic survey
- Data analysis is descriptive

Year One Results

Curricular Modifications and Teaching Strategies

- Eight 3-hour primary care focused concept-based learning activities (CBLAs) were developed and piloted using both face-to-face and virtual platforms.
- Some CBLAs yielded greater learning than others:
  - 100% of students reported increased knowledge/understanding of health equity (u = 2.29; sd = 1.54)
  - 73% of students reported increased knowledge/understanding of population health (u = 2.27; sd = 1.54)
- Thematic analysis of student commentary yielded three themes:
  - Acquiring new knowledge “I learned what health equity means…”
  - Expanding existing knowledge “I gained a better understanding of value-based care…”
  - Participating in shared learning “I would like to listen to everyone talk…”

Academic-Practice Partnerships

- Eight new academic practice-partnerships were developed in primary care clinics
  - Rural (n = 6)
  - Urban underserved (n = 2)
- Eight new primary care RN preceptors were identified
- Preceptor satisfaction was high in overall OPACT experience (100%) and communication (87%) with noted areas for improvement in organization and delivery (71%), value-added service (57%), and knowledge (50%).

Conclusions

- CBLAs are an effective strategy to modify curricula and increase student learning.
- Cross-pollination of rural and urban students enriches the clinical discourse and opportunity for shared learning.
- Expanding academic-practice partnerships into primary care helps to inform curricula modifications and increase student knowledge and interest in primary care nursing.

References