

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.



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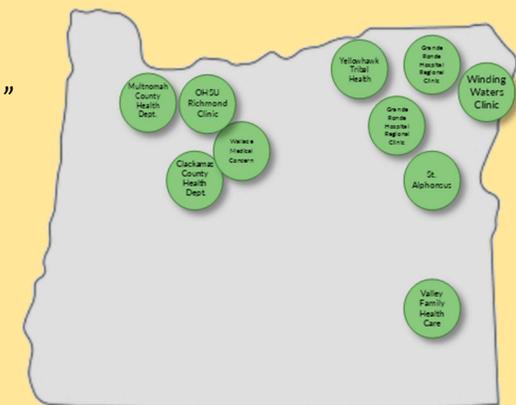
Methods

- 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.

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