

Background

- The American Association of the Colleges of Nursing (AACN) 2021 Essentials has shifted to **Competency-Based Model**. (<https://www.aacnursing.org/essentials/download-order>)
- The expectation is for learners to develop and demonstrate competence to meet program outcomes.
- Community-focused experiences are crucial for Bachelor of Science in Nursing (BSN) students to develop competence in population and community health.
- Our team uses **innovative teaching strategies** to foster **deep learning** of community health by **bridging experiences across semesters** to prepare the next generation of nurses to be competent community health advocates and change agents to improve health.



Purpose

- To describe an innovative teaching approach used in a Bachelor of Science in nursing (BSN) program in North Central Florida facilitating competence in public health nursing by scaffolding community clinical experiences to nurture affective and cognitive understanding.

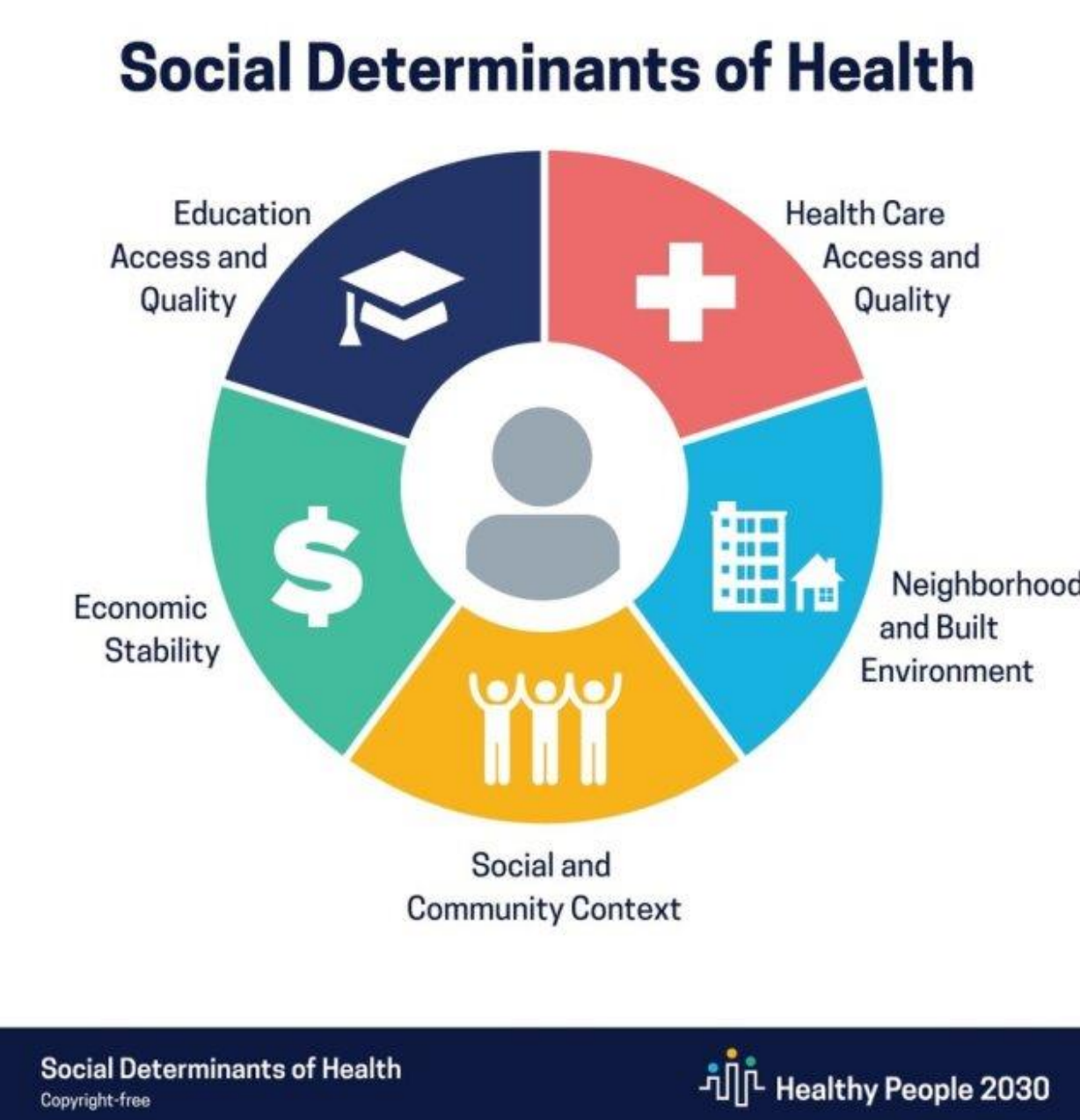
Methods

- Social determinants of health (SDoH)** are integrated throughout the curriculum.
- In the first course, students **research a zip code area** to learn the community as well as elements of the five domains of SDoH.
- Windshield survey field experiences** help students see similarities and differences in neighborhoods and identify challenges and strengths in each of the domains.
- Additional clinical experiences may include school health, ambulatory or alternative community care sites and programs.
- In the final semester, students are paired with a community partner to develop a **relevant and sustainable community impact project** to address crucial needs.
- Faculty confirm objectives, ideas, and engagement with partners and mentor students as they develop and implement their projects.

Results

- Scholarly posters and project materials were presented to stakeholders during the final class of students' senior semester, demonstrating student **competence in community assessment** and population focused concepts including SDoH, health promotion, risk reduction, and disease prevention.

Fourteen community partners



Twenty-four student projects

Project Topics
Marijuana use during pregnancy and breastfeeding
Healthy teens; tobacco use education; aging in place
Career readiness
Money management; food insecurity; postpartum depression
Nutrition; learn to use technology; food insecurity; elder quality of life
Engaging fathers
Nutrition; occupational safety
Education to improve treatment adherence in CF patients
Burn education for parents
Summer feeding program; childhood obesity
Mental well being
Back to school well checks and vaccinations; tobacco education
Food insecurity and chronic illness
Health literacy

Results Continued

- "provided me with a deeper understanding of this community" "really opened my eyes to community and population health as a future career pathway"
- "public health side of nursing" "this wasn't just a project"
- "a place to be creative yet also accomplish their vision for the project" "this experience has been very educational and fulfilling"

Limitations

- Outcomes may be affected by limited opportunities for implementation or low attendance.
- Recruiting and sustaining partnerships** requires significant time and resources. Faculty with community or population health backgrounds and/or professional or personal connections in the community will have an advantage.
- Changes in faculty and community partners may impact availability and resources over time.

Conclusions

- The purpose of this project was to disseminate our innovative approach to community student engagement with a focus on Social Determinants of Health.
- Students reported the experience as meaningful and important.
- Student projects are planned to continue for future cohorts for sustainability.

Student Posters

