

The H.E.R.E.© Curricular Model...Educating Nursing Students for 21st Century Health Care

Susan Egger, PhD, RN, Mary Bouchaud, PhD, RN,
Beth Ann Swan, PhD, CRNP, FAAN and
Ann Phalen, PhD, APRN, NNP-BC
Jefferson College of Nursing, Philadelphia, Pennsylvania

Background

The focus on traditional acute, hospital-based health care is being replaced with a new paradigm aimed at providing primary care, care of populations, and care across transitions and providers. As changes unfold, nursing education is challenged to prepare graduates who can effectively function in new healthcare environments of the 21st century. In response, the Jefferson College of Nursing (JCN) embarked on the ambitious task of designing a new 21st century baccalaureate nursing curriculum over a 13-month period. Although a 13-month turnaround time for curriculum design is unprecedented, what is most unique about JCN's initiative is that it began with a charge of developing an *idealized* curriculum from a *blank slate*. Advised by a curriculum consultant, a group of nine faculty and six key stakeholders (known as the Curriculum Navigators) created "The **H.E.R.E.© Curricular Model**" which provides a framework for a nursing curriculum that is forward thinking and contemporary.

The four major themes of the H.E.R.E.© model, **Interprofessional Collaboration, Innovation, Population Health and Practice Excellence**, are the foundation for the curriculum model as well as the curriculum's organizing framework statement, **Promoting Health and Quality of Life along the Care Continuum**. A concept-based approach based on Giddens book (2013) organizes the curriculum concepts. Traditional clinical experiences were replaced with "Immersion" that encompass objectives from concurrent courses and connect didactic concepts to patient care experiences across the health care continuum and settings.

The H.E.R.E.© Curricular Model

The H.E.R.E. Curricular Model©

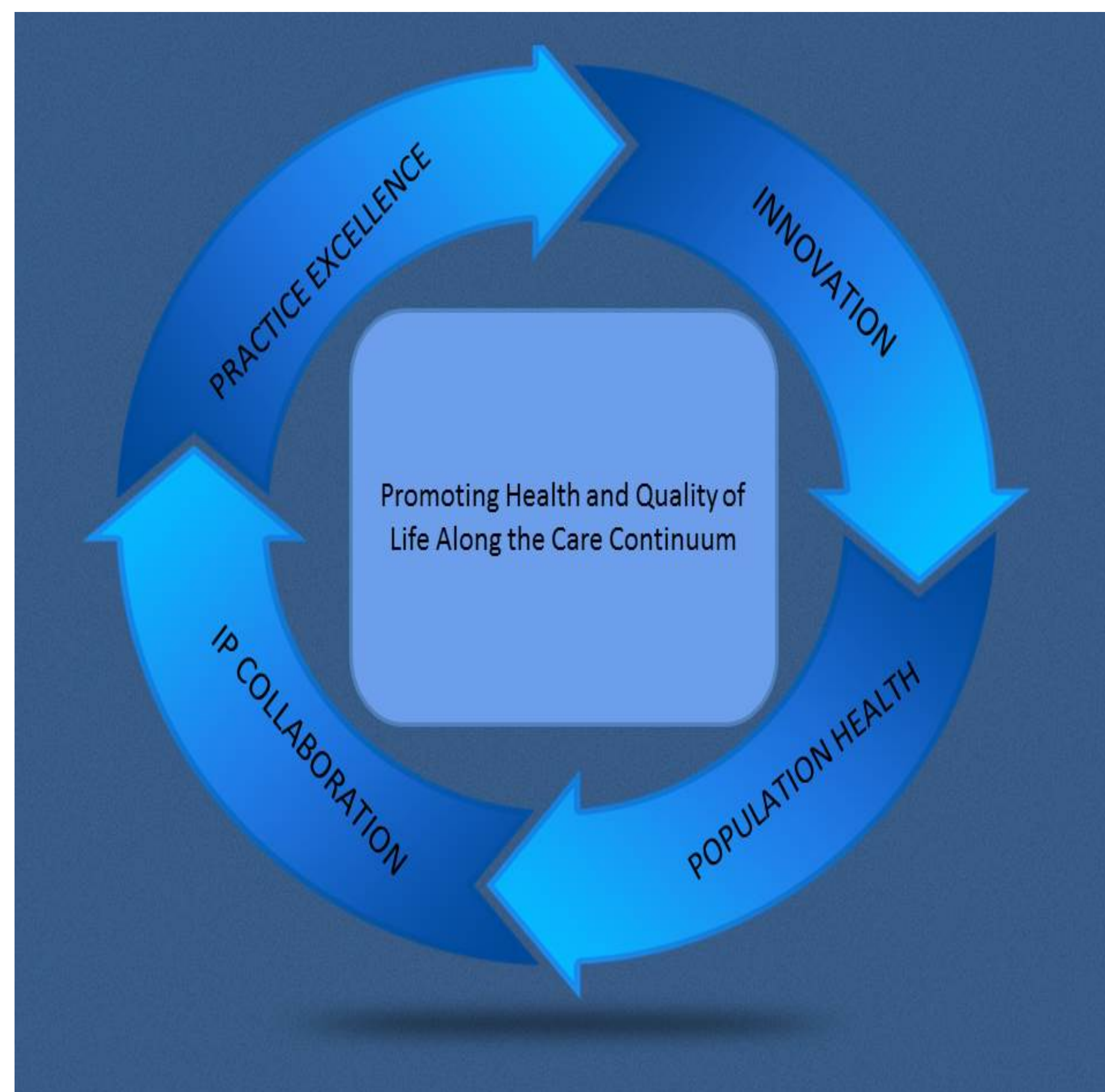
H: Humanistic
E: Evidence-based
R: Reflective
E: Excellence in practice

The H.E.R.E. © curricular model aligns with the Jefferson Health mission, "**Health is All We Do**".

The **H.E.R.E.© curricular model** provides a framework for a concept-based baccalaureate nursing curriculum that focuses on promoting health and quality of life along the care continuum. The four themes, Practice Excellence, Interprofessional Collaboration, Population Health and Innovation, provide a foundation for the curricular elements, concepts, interrelated concepts, and exemplars. The course objectives, leveled outcomes, and program outcomes were mapped to:

The BSN Essentials
Quality, Safety & Education in Nursing (QSEN)
Jefferson College of Interprofessional Education
IPE Competencies
Clinical Prevention and Population Health
Curricular Framework

The Four Curricular Themes



Practice Excellence

Caring
Clinical Reasoning
Evidence-Based Practice
Leadership
Quality & Safety

Interprofessional Collaboration

Professionalism
Interprofessional Communication
Teamwork
Collaborative Practice

Population Health

Cultural Awareness & Sensitivity
Care Coordination
Civic & Social Responsibility

Innovation

Research
Informatics
Health Care Technology
Clinical Inquiry
Health Care Infrastructure

The Student Experience

The student learning experience has changed in both the didactic and practice settings to align with 21st century health care needs and expectations:

Practice Excellence

NU319 Professional Practice 1: Students enroll in a series of 4 professional practices courses throughout the curriculum. In PP1, students use *Portfolio* to begin building an electronic CV to capture their individual experiences related to each of the four curricular themes in the curriculum. *Portfolio* helps to prepare students for today's competitive job search.

Interprofessional Collaboration

NU329 Immersion 2: Students participate in *Team STEPPS*. The purpose of Team STEPPS is to improve students' communication and teamwork skills in an interprofessional setting.

Population Health

NU416 Population Health & Health Disparities: In addition to class, students complete 14 hours of *service learning* in local Philadelphia communities and focus on health determinants, social determinants or health disparities.

NU415 Care Coordination: In addition to class, students complete 14 hours of *experiential learning* focused on the role of the nurse in care coordination and/or care transitions. Students work with nurses and other health care professionals, in the health insurance industry and case management as part of the experiential learning.

Innovation

NU328 Immersion 1: Students identify a problem in the Immersion setting and present an *evidence-based poster and innovative idea*.

2 Recent Examples :

A student group created a L.E.D. light to sense appropriate hand washing upon entering and leaving a patient's room

A student group created a research instrument to evaluate "discharge" and "transfer" readiness from the patient/family member and health care provider perspective

Future Direction

The FACT (facilitated accelerated course track) nursing students are in the third semester and the junior traditional nursing students are currently completing their first semester of the new curriculum.

Ongoing and future plans include:

Curriculum Evaluation Team
Small group faculty meetings
Student evaluations
Practice partner evaluations and focus group discussions

References

- American Association of Colleges of Nursing (2008). The essentials of Baccalaureate education for professional nursing practice. Retrieved from: <http://www.aacn.nche.edu/education-resources/essential-series>
- Association for Prevention Teaching and Research (2002). Clinical Prevention and Population Curricular Framework. Retrieved from: <http://www.teachpopulationhealth.org/>
- Bouchaud, M., Swan, Beth, B.A., Gerolamo, A., Black, K., Alexander, K., Bellot, J., Shaffer, K., Levonian, C., Brown, D., Egger, S., Scherzer, R., and Sullivan, D.T. (2016). Accelerating design and transforming baccalaureate nursing education to foster a culture of health. *School of Nursing Faculty Papers & Presentations*. Paper 80. <http://jdc.jefferson.edu/nursfp/80>
- Foret-Giddens, Jean (2017). *Concepts for nursing practice, 2nd edition*. St. Louis, MO: Elsevier
- Jefferson College of Interprofessional Education (2016). IPE Competencies. Retrieved from: http://www.jefferson.edu/university/interprofessional_education/about/welcome.html
- Jefferson Health (2016). Mission, vision and values: Health is all we do. Retrieved from: <http://www.jefferson.edu/university/about/mission-vision-and-values.html>
- Quality Safety and Education in Nursing (2014). QSEN competencies. Retrieved from: <http://qsen.org/competencies/pre-licensure-ksas/>