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

Susan Egger, PhD, RN  
*Thomas Jefferson University*

Mary Bouchaud, PhD, RN  
*Thomas Jefferson University*

Beth Ann Swan, PhD, CRNP, FAAN  
*Thomas Jefferson University*

Ann Phalen, PhD, APRN, NNP-BC  
*Thomas Jefferson University*

Follow this and additional works at: [https://jdc.jefferson.edu/nursingposters](https://jdc.jefferson.edu/nursingposters)

Part of the *Nursing Commons*

Let us know how access to this document benefits you

**Recommended Citation**

Egger, PhD, RN, Susan; Bouchaud, PhD, RN, Mary; Swan, PhD, CRNP, FAAN, Beth Ann; and Phalen, PhD, APRN, NNP-BC, Ann, "The H.E.R.E.© Curricular Model...Educating Nursing Students for 21st Century Health Care" (2016). *College of Nursing Posters*. 10.  
[https://jdc.jefferson.edu/nursingposters/10](https://jdc.jefferson.edu/nursingposters/10)
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

The H.E.R.E.© Curricular Model

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

Practice Excellence
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 Four Curricular Themes

Promoting Health and Quality of Life along the Care Continuum

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
NU302 Professional Practice 1: Students enroll in a series of 4 professional practice courses throughout the curriculum. In PPs, students use Portfolium to begin building an electronic CV to capture their individual experiences related to each of the four curricular themes in the curriculum. Portfolium helps to prepare students for today’s job search.

Interprofessional Collaboration
NU303 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
NU104 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.

NU304 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
NU307 Immersion 1: Students identify a problem in the Immersion setting and present an evidence-based poster and innovative idea.

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


