Community Nursing: Health Care Behind Closed Doors

Mary Bouchaud, PhD, RN  
*Thomas Jefferson University*, mary.bouchaud@jefferson.edu

Mary Mangiaracina, MSN, RN, 2009 NLN  
*Thomas Jefferson University*, mary.mangiaracina@jefferson.edu

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

Part of the Nursing Commons

Let us know how access to this document benefits you

Recommended Citation

Bouchaud, PhD, RN, Mary and Mangiaracina, MSN, RN, 2009 NLN, Mary, "Community Nursing: Health Care Behind Closed Doors" (2017). *Department of Nursing Posters*. 12.  
[http://jdc.jefferson.edu/nursingposters/12](http://jdc.jefferson.edu/nursingposters/12)

This Article is brought to you for free and open access by the Jefferson Digital Commons. The Jefferson Digital Commons is a service of Thomas Jefferson University's Center for Teaching and Learning (CTL). The Commons is a showcase for Jefferson books and journals, peer-reviewed scholarly publications, unique historical collections from the University archives, and teaching tools. The Jefferson Digital Commons allows researchers and interested readers anywhere in the world to learn about and keep up to date with Jefferson scholarship. This article has been accepted for inclusion in Department of Nursing Posters by an authorized administrator of the Jefferson Digital Commons. For more information, please contact: JeffersonDigitalCommons@jefferson.edu.
Introduction

Focus of nursing education in the 21st century is to teach students how to work with individuals & families within a community setting & to develop skills in providing nursing care that stresses community as the client.

The expectation of the APHA is that BSN students will be educationally prepared to work with & improve the health of individuals, families, & diverse populations within the community.

Pilot Program

Jefferson Nursing Students Go to Prison

South Woods State Prison

Why Prison?

It is a community with diversity in culture, gender, race, language, religious practice, age, educational and socio-economic backgrounds.

Students learn to provide care to people with diseases resulting from high risk lifestyles, drugs & alcohol, poor living conditions, & lack of access to medical care. (90% of inmates have a diagnosable mental illness, substance abuse problem, or often both).

Students are challenged to deliver compassionate & quality care within a custodial setting while maintaining a secure and safe environment for all.

Students learn to see past the "crimes" and treat the person.

The nurses’ role in improving health behavior & mental health have a significant impact on preventing recidivism which directly affects the community, inmates, their friends, & families.

Evaluation Methods

Daily post-conference meetings with prison administration
Weekly clinical logs related to course objectives and correctional health
Presentation of evidence-based practice health topics specific to the prison community
Public poster presentations at TJU last day of community course
Written clinical site evaluations
Face to face evaluations with prison administrators

Summary

100% reciprocal satisfaction with clinical experience—students, prison, and inmates
Improved therapeutic communication skills & clinical skills esp. patient teaching & wound care
Appreciation of community & their role in health & wellness promotion & maintenance
In 2009, students & faculty instrumental in implementing the first disaster management & preparedness drills inside prison compound
Prison has re-evaluated/updated policies and procedures related to documentation, wound care, patient care, and security based on student input