

A Communications Service to Nursing School Deans, Administrators, and Faculty

Published by Anthony J. Jannetti, Inc. as a service to the National Student Nurses' Association, Inc.

EDITOR: JUDITH A. TYLER, MA, RN

Broadening the Educational Environment for Associate Degree Nursing Students: The 19130 Zip Code Project



The 19130 Zip Code Project at the Community College of Philadelphia represents the Department of Nursing's local response to the national health care shift to community-based care. The project has resulted in the refocusing of the nursing curriculum to a community-based model and the development of partnerships with the college's neighbors in the 19130

community. Nursing care is provided to residents of the zip code by extending existing services rather than creating new ones.

When the 19130 Zip Code Project began, faculty realized that, even with their deep commitment to students and to the health of Philadelphians, the nursing department did not know and fully understand the health care needs of the neighborhood around the college. As faculty began an initial assessment of the college's neighborhood, it became apparent that a wide variety of health care services and gaps in delivery of primary health care services existed within the immediate College community.

Initially supported by a grant from the Independence Foundation, Philadelphia, PA, the project's original purposes were: to develop an understanding of the characteristics and health and human service resources in the 19130 community and to develop linkages with local agencies which provide health promotion and support services to individuals and families across the life span who reside in the 19130 zip code. Currently, the Department of Nursing, with funding from the Independence Foundation, has initiated the Zip Code Evaluation Project to develop and implement evaluation measures to assess the impact of health promotion and disease prevention activities carried out by nursing faculty and students in partnership zip code agencies.

What are the benefits of a project like this?

Development of a Community-Based Model to Educate Local Health Professionals

Community College of Philadelphia enrolls about 40,000 students. Each year approximately 100 students graduate

from the nursing program. Since 1968, more than 2,400 RN's have graduated from the Community College of Philadelphia. Over 40 percent of nursing students begin courses at the pre-college level and over 40 percent are minority students.

Students at the Community College of Philadelphia are intrinsically community-based. Nursing students at the college typically live, work, and complete their education within the Philadelphia community. Eighty percent of the College's nursing graduates remain in Philadelphia to serve their neighbors as RN's contributing to the health and economy of the region. They are rooted deeply into the community. This is not unlike the national profile of nurses who graduate from community college nursing programs. The majority of these individuals, who traditionally represent diversity in age, gender, race, academic ability, and socioeconomic status, stay to work in their local community, providing health care services across the life span in a wide variety of settings; acute care, long-term care, ambulatory care, and community health settings. Projects like the 19130 Zip Code Project provide these students with a foundation to plan nursing care that is responsive to community-based nursing needs. Their frame of reference for the provision of health care to diverse groups is firmly grounded in an understanding of the need for a continuum of care, with the local neighborhood as the common ground for delivery of essential services. A Community College of Philadelphia nursing student wrote about this perspective in his weekly log, "Being involved in a project that needed doing for years reinforced, for me, the *community* that is part of the Community College of Philadelphia's name. What took so long?"

Development of a Cadre of Minority Nurses to Care for the Emerging Majority

One of the most crucial issues currently facing nursing practice and nursing education today is the under-representation of nurses from minority backgrounds (O'Neil & Coffman, 1998; Griffiths & Tagliareni, 1999) Though individuals from minority populations represent between 25 percent to 35 percent of the United States population, individuals from minority backgrounds comprise only 12.3 percent of the approximately two and one-half million nurses currently licensed to practice and a significantly lower percentage of these professionals have been prepared in higher degree programs (US DHHS, 2001). Yet despite the rising number of racially and ethnically diverse members of society, no concomitant increase in the number of RNs from these populations is evident.

Projects like the 19130 Zip Code Project have the potential to change that reality. The Community College of Philadelphia, the city of Philadelphia's only community college, has provided comprehensive education and training to more than 450,000 students since 1964. Currently, the college

enrolls more than 38,000 students in credit and non-credit courses. The student population for academic year 1999-2000 represents the truly diverse nature of Philadelphia's population: 54.9 percent African American, 7.1 percent Latino, 9 percent Asian and, 29 percent White (College Fact Book, 2001). The majority of minority students in Pennsylvania begin their college education at the Community College of Philadelphia.

Racial/ethnic minorities comprise about 45 percent of the nursing students at the Community College of Philadelphia. During their experiences in the local neighborhood, minority students often interact as nurses, for the first time, in environments where their cultural group is dominant. These students speak frankly about what it means to them to be accepted and recognized as professionals among their own cultural group. Working in groups, the minority students challenge their peers and themselves to question assumptions about how individuals and families access health care in the community, and how and why families make decisions about utilization of neighborhood resources. They often realize, for the first time, that a career in nursing is not necessarily acute-care based and that meeting the health care needs of vulnerable populations in local neighborhoods is important and relevant work.

Additionally, minority students often enter the nursing program seeing the associate degree in nursing as a terminal degree. They leave the program with a heightened curiosity and increased awareness of the importance of being life-long learners. Based on their experiences in a wide variety of health care settings, they are confident of their ability to pursue advanced degrees in nursing, a route that is supported by strong articulation agreements with local universities.

An outstanding example is Project IMPART, (Improving Minority Professionals' Access to Research Tracks), a collaborative effort between the nursing departments at the College of Health Professions at Thomas Jefferson University (TJU) and the Community College of Philadelphia (CCP), designed to increase the number of minority nurses who are engaged in nursing research (Griffiths & Tagliareni, 1999). Since 1994, Project IMPART has been funded by the National Institute of General Medical Sciences, National Institutes of Health. Project IMPART students complete coursework applicable to the baccalaureate and master's degrees while enrolled in the associate degree nursing program. The IMPART students also work with researchers to learn about the various components of the research process, the role of research in improving health care, and career opportunities in research.

Of the IMPART graduates between 1996-2000, 60% have completed a baccalaureate and/or a master's degree in nursing. Most of the remaining graduates currently are enrolled in baccalaureate or graduate nursing programs. This program has been highly successful with an 88% retention rate. It is our hope that programs like the 19130 Zip Code Project and Project IMPART will provide a culturally and ethnically diverse workforce of advanced practice nurses committed to working in the local community.

Development of a Model to Deliver Cost-Effective Primary Health Care Services and to Describe Those Services

Increasing services to vulnerable populations by extending existing services is less costly than creating new models of care. As part of their learning, nursing students design and offer health promotion and disease prevention programs that

meet the needs of individuals and families in the local neighborhood. Assessment of the neighborhood's needs indicates that health promotion and disease prevention strategies are often neglected in local agencies because of more pressing health and safety needs. School nurses, for example, often find their health promotion goals and program displaced by the immediate needs of children who come to school sick or in crisis. By making the delivery of primary health care programs a part of every nursing student's education, service to clients in the zip code is expanded at minimal cost.

An outcome of the evaluation project is to develop and merge project health promotion and disease prevention data with data currently being collected by the National Nursing Centers Consortium (NNCC), Philadelphia, PA. The NNCC is an association of nurse-managed health centers, and an affiliate of Philadelphia Health Management Corporation. The NNCC was established in 1996 with a grant from the Independence Foundation, Philadelphia, PA, and is the pioneering association of nurse-managed community health centers in the United States. Currently, there are 36 NNCC-member nurse-managed health centers across ten states, with the majority located in Pennsylvania. The vision of the NNCC is to improve the health of local communities through neighborhood-based health care services that are accessible, acceptable, and affordable. The mission is to serve its members by enhancing their potential for sustainability and growth.

Nurse-managed health centers traditionally employ a model of care established in the early 1900s that emphasizes health promotion and disease prevention, and treats individuals within the context of their family. Nurse managed health centers that belong to the NNCC are located in medically under-served areas; they are found in public housing communities, schools, and community centers. Primary care and comprehensive health education are provided by nurse practitioners, nurses, health educators, community outreach workers, and collaborating physicians. Client support systems successfully address barriers that often face vulnerable populations.

The majority of the NNCC participating centers offer primary care services; the remaining centers address health promotion and disease prevention needs. The 19130 Zip Code Project, a health promotion and disease prevention nursing center, is a member of the NNCC. All NNCC member centers exist at the mandate of the community in which they are located, have established community boards, and are consequently in a position to respond directly to the expressed needs of their target populations.

Presently, nursing faculty and students, together with the NNCC staff, are engaged in a project to develop a data tool to describe and track neighborhood-based, nurse-delivered comprehensive health promotion/disease prevention services to vulnerable populations. Nursing students collect descriptive data, such as the number of client encounters and types of health teaching and screening activities provided in partner agencies. 100% of the second year nursing students participate in the 19130 Zip Code Project and in data collection activities, representing over 5,000 group and individual encounters each semester. Currently, faculty is refining the tool to assess the impact of health promotion and disease prevention initiatives. The tool will utilize objectives and nation-

al targets from Healthy People 2010 goals to guide development of these outcome measures.

Development of Strong AD-BSN/MSN Articulation Pathways with Community-Based Nursing as the Common Ground

As a result of the 19130 Zip Code Project, nursing faculty at the Community College of Philadelphia encourage students to regard the baccalaureate degree as an extension of their current learning, rather than as a distinct and perhaps intimidating course of study. Faculty have introduced students to concepts of population-based health care, beginning research skills and problem based critical thinking methodologies to prepare students for the university learning environment. Competency in community based care has become the common ground for articulation as associate degree nursing students seek to further their education to provide health care that is based solidly on an understanding of neighborhood health care needs (Tagliareni & Marckx 1999).

Conclusion

The 19130 Zip Code Project represents the nursing department's commitment to a new community-based approach to curriculum design. Through development of a service-learning program, faculty and students extend primary health care services in zip code partnership agencies. By providing a cadre of nurses committed to working in local communities, nursing faculty at the Community College of Philadelphia believe that involvement in the 19130 Zip Code Project will continue to make a positive, lasting difference in the lives of our students and our community. As one student wrote in her weekly log, "You cannot walk away from a program like the 19130 Zip Code Project and not have learned more than you ever believed you could learn. Take a five minute walk around any neighborhood, and think how you can use your nursing skills to impact on that community. That's what the 19130 Zip Code Project does; it makes you think."

For more information about Project IMPART contact Margaret Griffiths, Professor and director, Project IMPART, Thomas Jefferson University Department of Nursing at Margaret.Griffiths@mail.tju.edu.

For information about the NNCC and about membership, contact Tine Hansen-Turton, Executive Director, at Tine@phmc.org.

M. Elaine Tagliareni EdD, RN is Professor and Independence Foundation Chair, Community Based Nursing Education, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA19130, etagliareni@ccp.cc.pa.us

References

- Griffith, M and Tagliareni, M.E. (1999). Challenging traditional assumptions about minority students in nursing education. *Nursing and Health Care Perspectives*, 20(6):290-295.
- O'Neil, E. & Coffman, J. (Eds.) (1998). *Strategies for the future of nursing*. San Francisco, CA: Jossey-Bass Inc.
- Tagliareni, M.E. & Marckx, B.B. (Eds.) (1999). *Teaching in the community, preparing nurses for the 21st Century*. Boston: Jones and Bartlett Publishers.
- U.S. Department of Health and Human Services. (2000). *Healthy People 2010: National Health Promotion and Disease Prevention Objectives*. Washington, DC: Government Printing Office
- U.S. Department of Health and Human Services. (2001). *National Sample Survey of Registered Nurses 2000*. Washington, D.C.: U.S. Government Printing Office.

Additional FNSNA Scholarship Funding Available in 2003

The Foundation of the National Student Nurses Association (FNSNA) distributed over \$100,000 in scholarship awards in 2002. Scholarship applications are now available for 2003 and can be easily downloaded from www.nсна.org (click on the Foundation icon).

Additional 2003 scholarship awards are available for students attending undergraduate nursing programs in San Francisco, CA; Chicago, IL; Dallas/Fort Worth, TX; Miami, FL; Boston, MA; and Detroit, MI. Funding for these scholarships is supported by fund-raising events sponsored by Johnson & Johnson.

FNSNA is also pleased to announce the first endowed scholarship in the The Promise of Nursing Endowed Scholarship Campaign. The 3M™ Company has contributed \$50,000 to establish the 3M™ Littmann® Stethoscopes scholarship.

Other funds established this year include the Robert Wood Johnson Executive Nurse Fellows *Leadership Legacy Fund* which supports an annual Leadership Lecture at the NSNA annual convention. In the future, the *Leadership Legacy Fund* will develop a mentoring experience for NSNA student leaders to work with RWJ Nurse Executive Fellows. Another new FNSNA fund was established by Dr. Marilyn Bagwell, retired professor from Arizona State University in Phoenix, to support NSNA chapter and leadership development. The purpose of this fund, once endowed, is to acknowledge the outstanding achievements of a school chapter and to provide funds for NSNA members in that chapter to attend state association or NSNA meetings or conferences.

Since 1974, the FNSNA has awarded over two million dollars representing 1,534 scholarships to undergraduate nursing students. We are pleased that the fund is growing at a time when the need for scholarships is so great. For further information, contact Dr. Diane Mancino, FNSNA Executive Director at 718-210-0705, ext. 103.

*Once you have finished with this newsletter,
please pass it along to share with a colleague or friend.*

PRSRT STD
US POSTAGE
PAID
Bellmawr, NJ
Permit #58

Editor Judith A. Tyler, MA, RN
President, NSNA Tom Quinn
Executive Director Diane Mancino, EdD, RN, CAE
Art Director Jack Bryant
Publisher Anthony J. Jannetti
Advisory Board Pamela Hammond, PhD, RN, FAAN
Cathleen M. McCormack, MA, RN
Erline McGriff, EdD, RN, FAAN

DEAN'S Notes is indexed in Cumulative Index to Nursing & Allied Health Literature.

DEAN'S Notes is published five times a year (September, November, January, March and May) by Anthony J. Jannetti Inc., East Holly Avenue Box 56, Pitman, New Jersey 08071-0056. Telephone 856.256.2300. FAX 856.589.7463. All rights reserved. No part of this publication may be reproduced without the express written permission of the publisher. Address changes should include mailing label and be forwarded to the publisher.

Spirit of Nursing Award

The 2003 Spirit of Nursing Award, sponsored by the Army Nurse Corps in cooperation with NSNA, is presented to a student who demonstrates outstanding achievement and commitment to the nursing profession.

Each participating school selects one student for the Spirit of Nursing Award through a process determined by the dean or director of the school. Any NLN or AACN accredited nursing school may participate and confer the award on an undergraduate in a two-three-or four-year program. There are currently over 1600 schools eligible to nominate a worthy student for this award.

The recipient of the Spirit of Nursing Award is selected in early March from among school nominees. A selection committee composed of two NSNA representatives and one Army Nurse Corps representative judges the entries.

The student selected for this national honor receives an award at the National Student Nurses Association Foundation Awards Ceremony, on April 24, 2003 and an all expense paid trip to NSNA's annual convention in Phoenix, Arizona

The criteria for selection of the national award winner includes:

- academic achievement
- demonstrated excellence in nursing practice
- involvement in community activities
- professional involvement
- leadership experience

Information about the award program is mailed to schools in the late fall or can be obtained from local Army Nurse Corps recruiting stations. Entries must be postmarked by March 1, 2003. The nominee should be a member of the National Student Nurses Association.

**Join NSNA This Fall
...In The Heart Of America!**

Kansas ♥ *City*
"A Flavor All Its Own"

20th Annual MidYear Conference
Hyatt Regency Crown Center
November 14-17, 2002

NSNA

For more information, contact:
National Student Nurses' Association
45 Main Street • Suite 606 • Brooklyn, New York 11201
(718) 210-0705 • www.nsna.org