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Community Nursing: Health Care Behind Closed Doors

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Community Nursing: Health Care Behind Closed Doors

Jefferson School of Nursing

Mary T Bouchaud MSN, CNS, RN, CRRN and Mary Mangiaracina MSN, RN 2009 NLN

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

- 6 FACT students (4 females, 2 males) & 2 nursing faculty, one clinical rotation, in 2003
- FBI criminal background checks & an 8 hour orientation by DOC
- Students traveled over 55 miles, no cell phones, beepers, equipment, money, lunch, pens, wallets or purses-only drivers license
- 65 students (waiting list), 8 clinical rotations, 2 faculty (with unrestricted compound access), since 2005

South Woods State Prison

- Opened spring, 1997 in Bridgeton, NJ
- Known as the premier medical facility for all NJ prisons
- 4000 all male medium security-now a maximum security prison
- A community within a community

Jefferson Nursing Students Go to Prison



Limited Resources



South Woods Prison



Care With Dignity
The DOC Way



Restricted Environment

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

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