Students’ Perceptions of Home Visiting

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Presenter Disclosures

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• The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

No Relationships to disclose
Introduction

• Nursing is provided in impatient settings, outpatient clinics, schools, work places, and homes
• 20,000 home health agencies, provide services to 7.6 million individuals each year

(National Association for home Care and Hospice, 2004)
Introduction

• Clinical experiences should prepare students for the real world by reflecting changes in the healthcare system

• Baccalaureate students are introduced to home visits at various times
Introduction

• Nurse educators may influence students’ perceptions and attitudes regarding home health care and community health by the manner in which they are introduced to home visiting role

(Prestia et al., 2008)
Background: Junior Year Home Visit

• Students in a maternity nursing course in a large urban university participated in a project designed to assess women’s adaptation to motherhood
Background: Junior Year
Home Visit

• IRB approval was obtained
• Students made home visits to whom she or he cared for while the woman was in the hospital

(Fawcett et al., 2003)
Background: Junior Year Home Visit

- Community health nursing instructor presented a home visit module
- Maternity clinical instructors assisted students in the selection of maternity patients for home visits
Background: Junior Year

Home Visit

• Students made telephone contact
• Visits were made using the Adaptation to Motherhood Interview Schedule and the Comprehensive Inventory of Functional Status After Childbirth
• Clinical Faculty available by phone the day of home visit
Background: Junior Year

Home Visit

• The home visit was counted as a clinical day
• Completed questionnaires counted as a clinical paper
Senior Year Community Health Home Visit

• 1 year separated home visits

• Four sites offered home visiting:
  ✓ 2 Certified Home Health Agencies- Preceptor
  ✓ Council on Aging-Independent
  ✓ Aging Services Access Point/Area Agency for Aging-
    Observation of home assessment with nurse
Conceptual Framework

Roy Adaptation Model

- Adaptive system-student
- Environmental stimuli-home visiting experience
- Adaptation Mode: Role
- Perceptions of junior and senior year home visits

(Roy, 2009; Roy & Andrews, 1999)
Research Questions

• What were the students’ perceptions of the junior year curriculum change (home visiting experience)?
• What were the students’ perceptions of the effect of the junior year home visit on community health clinical behaviors?
Method

• Descriptive Survey Design
• Convenience sample
• Analysis: descriptive statistics and content analysis
Participants

• Completed junior year home visit
• Age- M=28.28; SD= 5.52; Range=21-47
• Female-122, 93.8%
• White, non-hispanic -71, 51.4%
• Prior community health experience- 17, 12.5%
Evaluation Tool

• Three Sections:
• First- Students rated the extent to which the maternity course home visit influenced their ability to perform 13 community health clinical behaviors

(Likert scale: 1=not at all, 2= very little, 3= somewhat, 4=to a great extent)
Evaluation Tool

• Content validity
• Cronbach’s Alpha internal consistency of 13 items: 0.953
• Second section: demographics
• Third section three open ended questions;
• How they felt when making home visits
Procedure

• Project received IRB exempt status
• Cover Memorandum explaining the study, giving consent to use their responses for research, assuring confidentiality
• Brief explanation to all students at the end of last class
• Only students who had completed maternity home visit completed survey
Results: Clinical behaviors most influenced by the maternity visit (N=138)

- Maintains client confidentiality
- Presents self in a professional manner
- Teaches health promotion
- Demonstrates accountability for own actions
Results: Clinical behaviors least influenced by the maternity visit (N=138)

- Communicates with other health professionals
- Utilizes appropriate referral sources
- Communicates with clients in developing a plan of care
- Advocates for client
Results: How did you feel when you made your home visit in maternity nursing? (n=115)

Positive feelings

- 8 (7%) enjoyed the visit
- 8 (7%) felt comfortable
  - “I would have liked to do more”
  - “I loved it! I had such a positive experience with it. I loved the autonomy!! It was nothing but a positive experience. Don’t get rid of it!!”
Results: How did you feel when you made your home visit in maternity nursing? (N=115)

Negative feelings

• 33 (28.7%) students reported being nervous
• 10 (8.7%) reported feeling awkward, 6 (5.2%) reported feeling anxious
• 8 (7%) reported feeling uncomfortable.
Results: How did you feel when you made your home visit in maternity nursing? (n=115)

- “[I felt I] as though I was imposing”
- “Scared, uninformed, ill prepared, isolated, unsure, unsupported, inappropriate”
- “Nervous, apprehensive, as though I had very little knowledge and was unprepared; resentful that I was being used to collect research info[rmation] for my professor”
Results: How did you feel when you made your home visit in community health nursing? (n= 61)

Positive Feelings
• 10 (16.4%) indicated they felt comfortable
• 9 (14.8%) commented they felt supported and safe.
  ➢ “Comfortable”
  ➢ “I loved them! I worked with frail elders.”
  ➢ “Comfortable because [I] followed and observed [a] preceptor”
  ➢ “Less nervous because I was with another nurse, more comfortable with each visit”
Results: How did you feel when you made your home visit in community health nursing? (n= 61)

Negative feelings

• 2 (3.3 %) students reported being anxious,
• 12 (19.7%) reported being nervous. “Uneasy, nervous, like making a social visit”
Results: How did you feel when you made your home visit in community health nursing? (n= 61)

- “Nervous of what to expect”
- “I was nervous but I felt I had enough knowledge and skills to do a good job”
- “I felt somewhat anxious not like in maternity because I had my preceptor with me. It was a great experience. I enjoyed it.”
Results: How did you feel when you first entered your community practicum? (n=82)

Positive feelings

- 7 (8.5%) students reported feeling prepared,
- 8 (9.8%) reported feeling confident
- 5 (6.1%) reported feeling good
- 14 (17.1%) reported feeling excited.
Results: How did you feel when you first entered your community practicum? (n=82)

- “Prepared”
- “I felt good, liked it and enjoyed [the] rotation”
- “Excited, well prepared following clinical preceptorship [senior medical-surgical experience]”
- “OK. I was looking forward to it. I knew I had a wonderful experience [maternity home visit], so I had more confidence”
Results: How did you feel when you first entered your community practicum? (n=82)

Negative feelings

- 9 (11%) students felt nervous
- 3 (3.7%) felt unprepared,
- 6 (7.3%) felt anxious
- 6 (7.3%) noted that they did not know what to expect.
Results: How did you feel when you first entered your community practicum?  
(n=82)

Examples of negative feelings

• “I was nervous, but I found out that I quite enjoy community now. I find myself thinking about ways I can help on my own once I have my license”

• “Nervous, however, very excited to shift and learn something new.”
Discussion

• The junior year maternity nursing home visit is a moderately strong environmental stimulus that provokes considerable negative feelings.

• Prepared them for performance of senior year community health nursing role behaviors.
Discussion

• Behaviors that were perceived to be most influenced by the junior year maternity home visit are relevant across clinical specialty areas:
  - maintaining client confidentiality
  - presenting self in a professional manner
  - teaching health promotion
  - demonstrating accountability for own actions
Discussion

• Some students reported positive feelings about the maternity home visit, more reported having negative feelings.

• Students did not report negative feelings about their personal safety but instead reported feeling uncomfortable and not prepared for the nursing role in the home.
Discussion

• Many students need additional support for their first independent nursing home visit and preceptored home visits.
  ➢ Pre-visit clinical conferences
  ➢ Observing videos of home visits
  ➢ Observation of a home visit
  ➢ may be useful strategies to prepare students for independent home visits.
Discussion

A health promotion teaching component may enhance students’ comfort during the maternity home visit.

(infant bathing or maternal and infant nutrition)
Limitations

• One year interval may affect the accuracy of recall of students experience in maternity

• Research aspect of maternity visit may have influenced students’ perceptions
Conclusion

• Students can successfully complete independent visits home visits in maternity nursing

• Requires considerable faculty support
References


Thank you,
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