

The Importance of Community Health Nursing Needs Assessment

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Abstract

The purpose of this project is to develop pre-licensure nursing students' knowledge and practices that are grounded in scientific research. Scientific research implores students in the academic area to learn about evidence-based practice and models which encourages a culture of inquiry to implement after graduation as the novice nurse and throughout their career. Evidence-based practice will be defined as evidence that occurs from clinically based problem-solving. The clinical evidence is significant because it will assist students to develop problem-solving skills that improve patient care in the hospital and the community setting.

Today's pre-licensure nursing students are educated to use the nursing process alongside evidenced-based practices to affect change. By integrating these processes and incorporating the Plan Do Study Act model (Doc Mike Evans), the students plan and implement a needs assessment, study the results, and finally, create educational posters and pamphlets to educate patients. Students gain valuable knowledge on problem-solving which can evolve into evidenced-based practice that is grounded in scientific research.

This poster resulting from this project will describe how 3rd-semester pre-licensure nursing students collaborated to create educational tools as a result of implementing the Plan, Do, Study, Act model (Doc Mike Evans) in a community rotation at a faith-based community clinic. This project is conducted by gathering data from patients by student nurses using a needs-based assessment.

This project highlights the nursing process and evidence-based practice to improve and encourage a culture of inquiry. The targeted goal for this project is to develop pre-licensure students' knowledge and practices that are grounded in scientific research (Bridges, 2015). Upon surveying the patients and obtaining data from the needs assessment, students integrate the results into a clinical problem and evaluate the patient-centered needs to develop educational tools. The outcome is assessed by the student nurses' ability to plan and implement a needs-based assessment using the Plan, Do, Study, Act model.

References

Bridges, E. (2015). Research at the Bedside: It Makes a Difference. *American journal of critical care*, 24(4), 283-289. doi: <http://dx.doi.org/10.4037/ajcc2015586>

Evans, Mike. (2014, Nov. 26). Quality improvement in healthcare. [Video file]. Retrieved from <https://www.youtube.com/watch?v=jq52ZjMzgyI>