Transforming Care from Classroom to Clinical: Influencing Care Practices of Students through Relationship-Based Care
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Introduction
Schools of nursing utilize healthcare facilities to provide clinical experiences for their students and actively partner with nursing staff as mentors of student learning. Healthcare facilities which accept nursing students are obligated not only to teach technical skills required to safely care for patients, but also to apply a theoretical framework for caring (Moriconi & Stabler-Haas, 2010). Nurturing relationships between the students, faculty, and staff is essential to a student’s socialization into the professional role of nursing and successful transition into practice (MacIntyre, Murray, Teel, & Karshmer, 2009).

Vision
Nursing students will know their role and be able to apply concepts of RBC to further strengthen the therapeutic relationship.

Inspiration
The inspiration came from an idea for a graduate school project during the time of the institution’s roll-out of RBC as the theoretical framework for practice. Professional contacts from the 2009 RBC Symposium directly assisted in the project. There is organizational commitment to RBC, including support from Human Resources, and endorsement for this program from all clinical faculty.

Literature Cited

Benefits of Project
- Provide the nursing students with foundational knowledge regarding Relationship-Based Care, which will allow the nursing students to demonstrate the principles of RBC while at Exeter Hospital
- Enculturate nursing students in the same philosophy as our nursing staff to offer our patients with seamless and quality care
- Nurture relationships between the students, faculty, and staff, which is essential to a student’s socialization into the professional role of nursing, professional role development, and transition into practice (MacIntyre, Murray, Teel, & Karshmer, 2009)
- Strengthen the culture of RBC within the units.

Infrastructure
- Human Resource (HR) Partner notifies the RBC Project Leader in advance of all new clinical groups
- HR Partner sets up one-hour meeting in Outlook for RBC Project Leader and faculty member to incorporate RBC education into the student clinical schedule at the beginning of each clinical rotation

Education
- One-hour interactive session
- 15-slide PowerPoint presentation highlighting:
  - Magnet journey & designation
  - Link between RBC and organizational Mission, Vision, Values
  - Swanson's Theory of Caring
  - Why's & Assumptions of RBC
  - RBC dimensions specifically focusing on Teamwork, Caring & Healing Environment, & Care Delivery

Evidence
"The students are usually looking for our board with information about 4 West's RBC initiatives. They talk about the teamwork we have on 4 West and the value of teamwork...We often include them in our daily huddles...they feel very supported by the nursing staff.”
Clinical Leader, 4 West, Exeter Hospital

"Your presentation at the beginning of each rotation is a very important component, reminding the students of the facility-wide initiatives that are underway and of the importance of each individual's response to the overall good of every patient. So, “thumbs up” for all that has been happening relative to RBC.”
Nursing Instructor, Great Bay Community College

"When I first met my patient on the floor, I'd introduce myself as their student nurse and try to get to know them a little first. Then you've built a rapport with them and you feel like you can work together as a team to help them with their care and goals.”
First-Year Nursing student, Great Bay Community College

Vision
Inspiration
Infrastructure
Education
Evidence