Bolton School of Nursing Case Western Reserve University

Engagement Through Service-Learning: Community Engaged Scholarship

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Rewards and Challenges

- Faculty at CASE believe that students should learn to become actively involved in the community while they learn the role of the nurse practitioner
- Addition of service learning is time consuming to the faculty and the students
- Students in Nursing programs already have significant clinical hours and 'do service'
- Partnership development requires ongoing commitment

Community Recruitment

- To assure that the needs of the community would be met, the CETSL group formed an advisory group with key community partners as an initial step in the process
- Emphasis on meeting needs - not just volunteer work
- Advising group needs quarterly - Discussion community needs
- Discuss challenges that develop
- Discuss ways of dealing with challenges
- Projects are developed in collaboration with the agency identified for partnership
- Projects must address a learning objective in the course as well as the agency need
- Students must leave a productive/service outcome with the agency need

Activities and Agency Connections

- Health care needs 8 disadvantaged areas including homeless
- Work with Cleveland Municipal School District School Nurses and Teachers
  - Undergraduates - 15 to 30 hours per semester
  - 3 years with same classroom teachers and nurse
  - Complete capstone project, addressing health needs
  - Graduates - 8 hours plus project outcome
  - 5 year research study of medication use – data collection, analysis, dissemination
  - Health education projects, addressing proficiency exam content such as safety

Reflection: Cultural Sensitivity Focus

- Example: cultural sensitivity development
- Guided Questions - Expectations about population served?
  - Aspects were positive/fulfilling?
  - Frustrating?
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  - Changes in your ideas/approaches to caring?
  - New learning about self/health care system/ nursing agency/ community/society/ client needs?

Steps in Collaboration

- Identify interested community agencies
- Link with individual contact person at both agency & school
- Dialogue between community partners and faculty about the benefits of service learning and agency needs and strengths
- Orient students to the community agency
- Specify service and learning objectives relevant to agency as well as course, make a joint Service-learning objective
- Clearly communicate with agency members regarding expectations for students
- Confirm with agency members service expectations
- Develop timeline with students, faculty and agency

Faculty Scholarship

- "Data Based publication"
  - Core faculty and agency partner participated in Campus Compact sponsored "Engaged Department" 5L workshop in Oregon
  - CASE sponsored national 5L workshop for agency, student and faculty teams
  - Lindell, D & Narsavage G.L. (2001) Curriculum and Faculty Development in Community-Based Care, Communities and Populations: Preparing Nurses for the Future National Conference, October 5, Cleveland, Ohio (Paper)

Example: Scholarly Approach to CETSL

- A. Meeting community
- B. Projects jointly decided
- D. Design clear formats
- D. Separate but related
- E. Focus groups/tests
- EF. Analyze and interpret with agency/students
- F. Dissemination - poster/CE program/grant

Example: Disability Sensitization

- Minorities in Cleveland continue to be over-represented in infant mortality rates, cases of lead poisoning in children, and deaths due to heart disease, AIDS, and breast cancer (ODH, 1999)
- More than 100 City of Cleveland census tracts are Primary Care Health Improvement Areas
- Cleveland Municipal Schools in Crisis

Lessons Learned

- There is significant positive benefit to both students and community of Service Learning
- Service Learning objectives should be closely tied to course objectives
- Communication with all parties is paramount
- Students, faculty and community partners all had positive experiences
- Subsequent patient care is enhanced through service learning

Service Learning

- Service learning combines a structured learning experience developed in collaboration with the community to meet student learning needs as well as to serve an identified community need, and promote health and well being of all

Recruitment of Faculty

- Several willing faculty members were identified early in the project
- Three faculty members agreed to add service learning to courses, others later to form core
- Pilot program for one group of students/evaluated
- Core faculty applied for small grants to facilitate the addition of service learning to their courses
- Several sources of grants - received by each of the core faculty
- Several willing community agencies to subsidize new and continuing service learning projects

Example of Needs – Health Care & Disparity Sensitization

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