



COMMUNITY-BASED SERVICE LEARNING IN DEPAUL'S GRADUATE NURSING PROGRAM

SUMMER 2019 ACU PRESENTATION

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LITERATURE DEFINITIONS OF CBSL

- “It includes elements of merging educational skills and knowledge to provide a needed service identified by the community. This experiential learning should be a reciprocal relationship in which both student and community alternate between the role of teacher and learner while meeting course objectives.”
(Broussard, 2011, pp. 40-41)
- A *pedagogical model* that intentionally integrates community service, academic learning, and civic learning. **Aiming for a win-win: the community benefits from the student involvement and the student benefits from the community involvement (mutually beneficial)** *(Jeffrey Howard, August 2013).*

WHY CBSL IN NURSING?

- The Essentials of Master's Education in Nursing (American Association of Colleges of Nursing)
- Healthy People 2020
- Pew Practitioner Competencies for 21st Century
- IOM report, Future of Nursing: Leading Change, Advancing Health

WHY CBSL IN NURSING? (CONTINUED)

- "Community engagement, particularly service learning, can help develop students as competent, caring practitioners with an awareness of health disparities in their community" (Thomas & Smith, 2017, p.63).
- "Nurse educators have an obligation to develop curricula that educate students to serve as caring, ethical professionals and global citizens" (Thomas & Smith, 2017, p.63).
- "Service-learning in nursing education provides experiential opportunities for nursing students to gain practical skills, help those in their own communities, engage in self-reflection, and identify the need for social change" (Jarrell et al., 2014, p.300).
- "Community engagement through service-learning activities has demonstrated outcomes of increased access to care and a decrease in health disparities among at-risk groups" (Broussard, 2011, p.41).

CBSL VS COMMUNITY SERVICE & INTERNSHIP

	Community Service	Service Learning	Internship
Primary Intended Beneficiary	Recipient(s)	Recipient(s) and provider	Provider
Primary Focus	Providing meaningful service	Providing meaningful service and enhancing classroom learning	Learning by doing
Intended Educational Purpose	Moral, personal, and social growth development	Academic learning, enhancing intellectual and civic engagement	Career development and professional preparation
Curricular Integration	None	Fully integrated into curriculum	Co-curricular or supplemental
Nature of Service Activity	Based on student interest/motivation	Based on course topic or discipline	Based on industry of career

WHY CBSL AT DEPAUL UNIVERSITY?

1. Part of National Nursing Curriculum focus includes:
 - Learning Social determinants of health.
 - Evaluation individual and population-based outcomes.
 - Culturally relevant health education and interventions.
 - New way to incorporate community health care over traditional clinical rotations
2. Develop Leadership Skills
3. Vincentian Mission

HOSPITAL VS COMMUNITY HEALTH

Hospital Nursing

- Set physical space & ways of organizing resources
- Treat individual patients 1 at a time
- Patients come to the hospital or clinic
- Team of health care providers
- Often multiple services in one place

Community Nursing

- Wide variety of settings outside of hospitals/clinics
- Concern for the whole community (population)
- Bring services to the community
- Epidemiology
- Advocacy

INITIAL GOALS FOR CBSL AT DEPAUL

1. Make connections between classroom learning and community assessment and health promotion in communities.
2. Experience & participate in health care delivery in communities.
3. Students will identify & challenge their assumptions about different populations
4. Collaborative experience for faculty, students & community organizations

MAKING CBSL HAPPEN

- Steans Center Staff
- Graduate Nursing Students
- School of Nursing Faculty
- Community Partners & their clients

COMMUNITY PARTNER FAIR

Quarterly Community Partner Fair

1. Students Matched with community partner
2. Partner with community site for 2 years of nursing school
3. It is up to you to set up your hours at the site
 - *Note: Schedule will change from quarter to quarter depending on class/clinical schedules*

TYPES OF COMMUNITY PARTNERS

- Non-Profit Status
- National and Local Organizations
- Community Health Clinics
- Homeless Shelters
- Housing Services
- Afterschool youth programs
- Nutrition-based Programs
- Public and Catholic Schools

CBSL COMMITTEE

- Monthly meetings held to review current and ongoing CbSL business and any issues or concerns.
- Report updates monthly to Program Director
- Members:
 - Community Engagement Coordinator
 - Steans Center
 - MENP Faculty
 - Student (Graduate Assistant)

INTEGRATION OF CBSL INTO CURRICULUM

- One course each quarter incorporates CbSL
 - 5% of your grade each quarter
 - Based on completing 12 hours/quarter & specific classroom objectives
- Time logs
- Reflections/Discussions
- Presentations
- Seminars
- Project development, implementation and evaluation
- Thank you Letters
- Dissemination

CBSL INTEGRATION IN NURSING CURRICULUM

Master's Entry to Nursing Practice Program (MENP) Sample Schedule

Quarter 1			Quarter 2			Quarter 3			Quarter 4		
Cr	Title	Hrs	Cr	Title	Hrs	Cr	Title	Hrs	Cr	Title	Hrs
322	Basic Pathophysiology & Pharmacology	4	301	Art & Science of Nursing I	5	302	Art & Science of Nursing II	8	303	Art & Science of Nursing III	8
332	Health Assessment	4	400	Nursing Theories	4	481	Biostatistics and Applied Epidemiology	4	460	Advanced Health Assessment	4
431	Health Promotion for Families and Communities	4	422	Applied Physiology	4	540	Culture, Ethics, and Policy Analysis	4	434	Community Engagement Seminar I	1
Sum: 12			Sum: 13			Sum: 16			Sum: 13		
Quarter 5			Quarter 6			Quarter 7			Quarter 8		
Cr	Title	Hrs	Cr	Title	Hrs	Cr	Title	Hrs	Cr	Title	Hrs
307	Art & Science of Nursing IV	6	440	Maternal Health Nursing	6	442	Community Health Nursing	4	426	Pharmacology II	4
401	Nursing Research I	4	441	Infant, Child, and Adolescent Nursing	6	472	Critical Care Nursing	8	443	Clinical Immersion/Internship	6
445	Nursing Professionalism, Advocacy, and Leadership	4	435	Community Engagement Seminar II	1	598	Graduate Research Synthesis	4			
Sum: 14			Sum: 13			Sum: 12			Sum: 14		

CBSL REFLECTION ASSIGNMENT QUARTER 1

NSG 431 Health Promotion for Families and Communities

Reflection Assignments

Reflection offers you an opportunity to practice writing, analyzing and articulating both your academic learning and community service learning experience, as well as record and document your progress toward the course learning objectives. In addition to completing these questions, please feel free to comment on topics that are most important and relevant to your personal learning needs and goals to show how you are growing as a nursing professional. You will need to draw from your CbSL experience and readings to successfully complete these assignments.

- Answer the questions posed for each reflection
- Integration of course content with references (at least one) is required
- Each paper should be approximately 500 words in length
- Use APA formatting guidelines (no title page is necessary) – include brief conclusion

Reflection Question #1: Introduction to Community-based Service Learning. Please expand on the following:

1. What are some of your initial perceptions or beliefs about the population with whom you will be working?
 - a. How are the cultures represented at your community site the same or different than yours?
 - b. How do you see that being a challenge or opportunity for you?
 - c. Discuss **two** culturally-responsive strategies you or others have used or could use at your community site to engage with the clients? Be specific.

Please summarize any pertinent issues that the course instructor needs to be made aware of that need to be addressed and summarize efforts you have made to resolve them.

Reflection Questions #3: Near the end of completing your service-learning experience for this quarter, choose **one** of the following questions and reflect:

1. What have you learned about your community partner site and health disparities?
 - a. What prevention services that, if available, would improve the health of the population served by your community organization?
 - b. Would the clients be likely to take advantage of these services? (why or why not?)
 - c. What influences whether someone will take advantage of health services?
2. Discuss what justice/social change means to you within a health context, and how do you see it playing out or not playing out at your service organization?
 - a. What does it mean to be a socially responsible nurse?
 - b. How have you been challenged to think and act differently as a nurse? As an individual? Give an example.

Please summarize any pertinent issues that the course instructor needs to be made aware of that need to be addressed and summarize efforts you have made to resolve them.

CBSL REFLECTION ASSIGNMENT QUARTER 3

540 Policy Analysis Paper – Due Week 9

1. Identify a **pending** piece of legislation (local, state, or federal) broadly related to health care. It can be about the provision of health services (including nutrition programs), health care disparity, or a professional nursing issue (such as new licensure requirements or new practice opportunities for NP's).
2. Identify who sponsored the bill. Can you find any information (on the politician's website, in the newspapers, magazines etc.) stating why this person(s) sponsored this legislation? Include any organizations (if known) that lobbied for this legislation.
3. Give a brief history of the needs this legislation addresses (or fails to address).
4. Analyze this bill from the perspective of your CBSL site.
 - a. How it will help or hurt your CBSL site (it's mission, staff, volunteers, and/or clients) if it passes and if it does not pass?
 - b. Is your CBSL site aware of this legislation? If yes, have they advocated for it in any way?
5. If you were writing this piece of legislation, what would you change?
6. Mechanics of the paper: USE APA FORMAT.
 - a. The paper should be 6-7 double-spaced pages **plus** a title page, abstract, and a reference page.
 - b. Please proof read your papers for grammar, punctuation, spelling, & word choice errors. See the APA Style Manual for advice on proper formatting and grammar.
 - c. Know the difference between quotations and paraphrasing!
 - d. I WILL check your references.
7. Papers should be submitted via the D2L submissions.
8. Come to class prepared to give a summary of your bill/paper.
 - a. Give the name & title of the bill. Say whether the bill is National or an Illinois state bill.
 - b. Give a summary of the what need this bill fulfills.
 - c. Discuss how this bill will impact your CbSL site.

IMPACT OF CBSL

- Community Partners
 - Dedicated, long-term, reliable service-learners
 - Voice heard in planning projects
 - Service, economic, and social benefits
 - Awareness of institutional assets/limitations
 - Strengthened relationship with faculty
 - Opportunity to be recognized as teachers and experts
 - Possible increased capacity and sustainability

CBSL SITE: *PHIL'S FRIENDS*

- Phil's Friends mission is to provide Christ-centered support and hope to those affected by cancer.
- Seeing patients from all walks of life as individuals with a story rather than their diagnosis



- An Asset-Based Approach
 - Visiting patients in the hospital setting
 - Allowing patients to direct the visit by students using social cues, body language and instincts.
 - Using reflective listening tools, offering formula of tentative opening, feeling, and then using about/because/when+ thought statements

CBSL SITE: *PHIL'S FRIENDS* (CONTINUED)

- Leadership Development
 - Creating genuine rapport
 - Listening with empathy
 - Connecting with the community
 - Adapting to each visit
 - Improving quality of life in patients with cancer





PHIL'S FRIENDS: *HOPE TO HOSPITALS*

**Northwestern
Hospital**



RUSH Hospital



**University of
Chicago**



**Loyola
University
Medical
Center**



PHIL'S FRIENDS: *PROGRAM SUCCESSES*

- Addition of three new major medical centers since 2016
- Since beginning with DePaul, Phil's Friends visited over 2600 patients.
- Monthly cancer patient support group started October 2017
- Hospital/Doctor office outreach program started
- **Students have stayed during their breaks and after completing their program obligations.**
- Graduating cohorts reported in exit interviews that they felt more prepared to talk to patients after working with our program

CBSL HEALTH INTERVENTION PROJECT

- **Community Assessment**
 - Assessment of Community Setting
 - Assessment of Community Partner
 - Assessment of Target Population
- **Program Planning**
 - Community Diagnosis
 - Health Intervention Model
 - Health Intervention Project Plan
 - Goals and Objectives
- **Implementation**
 - Barriers
 - Timeline
 - Modifications
- **Evaluation**
 - Short-term
 - Long-term
- **Dissemination**

STUDENT PROJECT EXAMPLE: *PHIL'S FRIENDS*

■ Health Intervention Project:

- Currently volunteers do not have a reference tool in order to confidently communicate with patients.
- A mock script for new volunteers will help assist with engaging in meaningful and genuine conversations with the patients.
- The script will be used to help initiate conversations, as well as providing a guide to help volunteers handle various situations that may arise.
- Additionally, the script would align with Mishel's Uncertainty in Illness Theory (1988, 1990). The theoretical model will help produce a mock script that is accurate and relevant to the experiences of cancer patients.

STUDENT PROJECT EXAMPLE *(CONTINUED)*

■ SMART Goal:

- **Specific:** Providing volunteers with the tools required to improve interaction with cancer patients, thus improving psychological well-being of cancer patients
- **Measurable:** Patients expressing (verbal or non-verbal) the impact of the visit and care package on their cancer journey and stay at the hospital. Patients Patient surveys about their experience with Phil's Friends.
- **Achievable:** Yes, the mock script has been accepted as an intervention at Phil's Friends
- **Realistic:** Yes, the mock script can be produced without a great deal of resources
- **Time-Bound:** 3-6 months

STUDENT PROJECT EXAMPLE *(CONTINUED)*

	Activity	Target Date	Assigned/ Responsible Group Member	Outcome/Deliverables	Progress
1.	Group brainstorm materials for mock script: needs, additions, subtractions	3/18/19	Dan Natalie Melanie	Address patient encounters and share ideas which may be of interest	We started the conversation with Shannon about the implementation of mock scripts. We have shared ideas on the material.
2.	Compose outline for mock script	3/18/19	Dan Natalie Melanie	Logging ideas will help keep track of usable material to which we will include in the mock script	We started the conversation with Shannon about the implementation of mock scripts. We have noted important ideas on necessary material.
3.	Formal script composed	3/18/19	Dan	Mock scripts to promote culturally competent interactions, thus improving their psychological well-being and experience at hospitals	We started the conversation with Shannon about the implementation of mock scripts. We have noted important ideas on necessary material.

WRAPPING UP CBSL

- Evaluation surveys post-quarter
- Letters of closure
- Presentation of CbSL projects
- Dissemination



CBSL LETTER OF THANKS

5/16/19

Leukemia & Lymphoma Society
Javier Macias
954 W. Washington Blvd, Suite 305
Chicago, IL 60607

Dear Javier,

I am writing to inform you our Community based Service-Learning requirements with DePaul University are ending on June 5th, 2019. I would like to thank you for the amazing opportunity and experiences that I have received volunteering with the Leukemia & Lymphoma Society. LLS and all the patients I have met throughout my time with you, will all hold a special place in my heart. All of the tabling events and health fairs I attended were great experiences every time.

Volunteering with the Leukemia & Lymphoma Society has taught me compassion and the importance of patient education. Handing out free pamphlets and informing patients about alternative assistantships makes a difference. Some weeks several patients stopped by the tables and other weeks it may have only been one. At the end of my shift, I knew that I made a difference during my time that day, even if it was only towards one person.

I would like to thank you for giving me the opportunity to expand LLS to NorthShore University Health System, Evanston Hospital. This was such an accomplishment for me. The expansion taught me professionalism, networking, and project management experience. I am forever grateful for the individuals that I met throughout this project and plan on continuing to maintain in touch with them.

Once again, I would like to thank you for this opportunity. LLS will forever have a place in my heart and nursing career.

Sincerely,

Kathy Bazi

ANNUAL DATA 2016-2017

NURSING

The DePaul's Master's Entry Nursing Program (MENP) is a two-year program designed for college graduates who want to become a registered nurse. The program supports students from both DePaul's Lincoln Park campus and the School of Nursing's program at Rosalind Franklin University and Medical School in North Chicago, IL.

As part of the program, students take a range of courses that integrate service learning pedagogy and engage in service learning projects at the same organization throughout the two year training. The Steans Center works collaboratively with the MENP program in identifying community partners, providing support to students and faculty and evaluating students' service learning experience.

Evaluation

Students were asked to reflect on questions assessing their service learning experience in five main areas:

- 1 community awareness,
- 2 challenging views,
- 3 meaningful work,
- 4 integration, and
- 5 future service.

A standard 5 point Likert scale from strongly disagree to strongly agree was used.

Students' Responses

N=50, SQ only, from NSG333 Art and Science III and NSG442 Community Health

Community Awareness

My CbSL experience enhanced my sense of social and ethical responsibility.



My CbSL experience helped me understand the needs and challenges faced by communities.



Challenging Views

My CbSL experience helped broaden my understanding of groups or cultures that are different from me.



CbSL made me more aware of some of my own biases and prejudices.



Legend

- agree
- neutral
- disagree

Meaningful Work

My service work was meaningful to me.



My CbSL service helped me enhance my leadership skills [i.e. time management, problem solving, organizing, motivating, etc.].



Future Service

I plan to continue to engage in community service beyond my MENP program



Integration

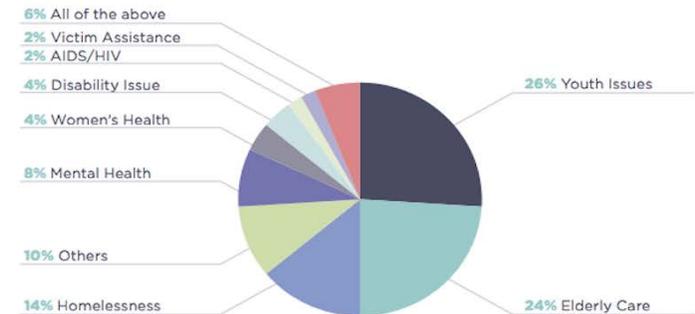
I understand the link between the course content and the service work I did.



Contributing to the community has helped me develop my personal philosophy of professional nursing.



Students engaged a number of community needs in their community-based learning experience:



QUESTIONS



REFERENCES

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GROUP ACTIVITY

- Case study (University staff/faculty): Your department is seeking to implement a service learning program of this scale into your curriculum.
 - What are some obstacles and impediments you envision arising in terms of push back from various stakeholder groups (i.e. administrators, faculty, students, community partners)?
 - How do you address them to move the program forward?
 - What local organization would be a good fit for this type of program?