



Piloting Service-Learning for Second Degree Baccalaureate Nursing Students

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at CARILIONCLINIC 

Educational Objectives



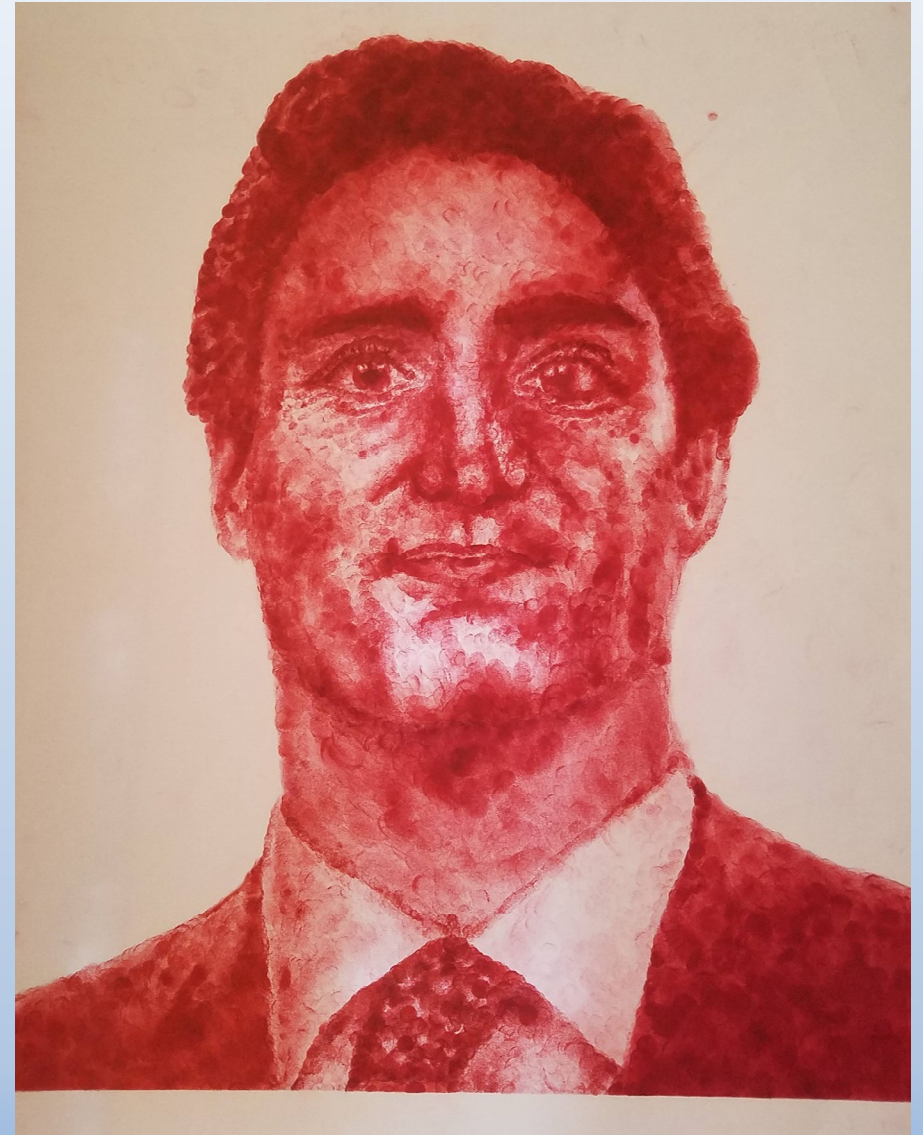
1. Discuss components of a service-learning experience for second degree baccalaureate nursing students.
2. Describe the process of developing a service-learning experience for second degree baccalaureate nursing students.
3. Predict the potential impact of service-learning on select Healthy People 2030 goals and objectives.



Background

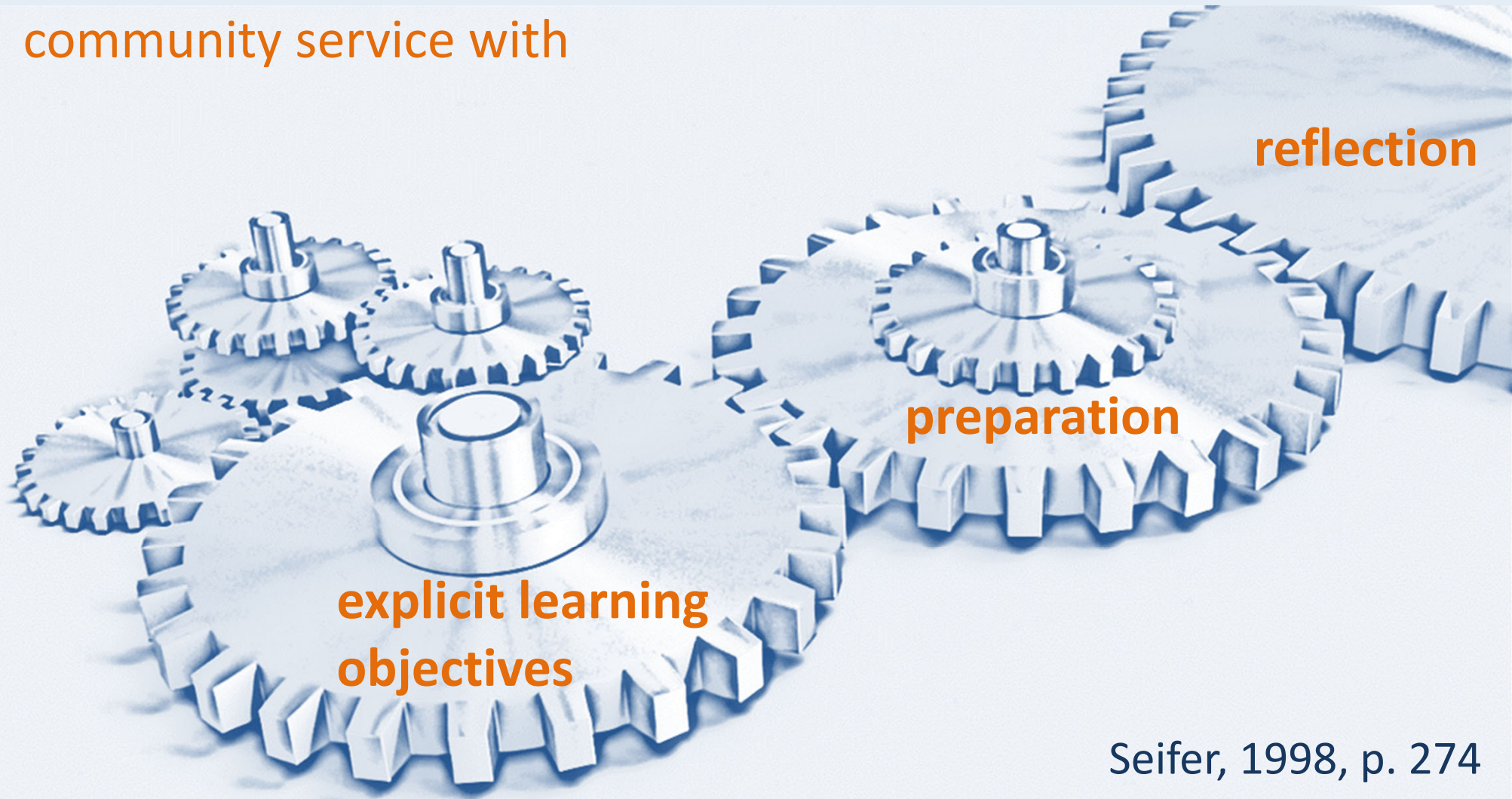


Background



Service Learning

a structured learning experience that combines
community service with



Seifer, 1998, p. 274



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Problems



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Aims

1. The first aim is to enable students to apply theoretical knowledge of community and public health principles to a community-based population health goal.



Aims

2. The second aim is to advance the Healthy People (HP) 2020 objectives of reducing visual impairment in adolescents due to uncorrected refractive error, while also increasing the proportion of adolescents who have had a hearing exam.



Aims

3. The third aim is to evaluate the pilot service-learning experience and determine the need for revision, expansion, or replacement with another experience.



Methods/Process: Plan

Establish partnerships and plan logistics:

- Who
- What
- When
- Where
- How



Methods/Process: Do

Preparation prior to the experience:

- Clinical faculty
- Second degree BSN student
- School nurse
- School faculty
- Target student



Second Degree BSN Student Learning Objectives

| Course Learning Objectives: Upon successful completion of this clinical practicum, the student will be able to perform the following objectives at the self-directed level . | Program Outcomes |
|--|------------------|
| 1. Provide safe, quality patient-centered care while integrating cultural competence, and evidence-based practice. | PO 1 |
| 2. Integrate knowledge and skills in informatics and patient care technology into the delivery of patient-centered care. | PO 2 |



Second Degree BSN Student Learning Objectives

| Course Learning Objectives continued: | Program Outcomes |
|---|------------------|
| 3. Demonstrate skills in leadership, quality improvement , and patient safety to provide high-quality care within interprofessional teams . | PO 3 |
| 4. Incorporate strategies to improve and promote individual, family, and population health in a variety of healthcare settings. | PO 4 |



Second Degree BSN Student Learning Objectives

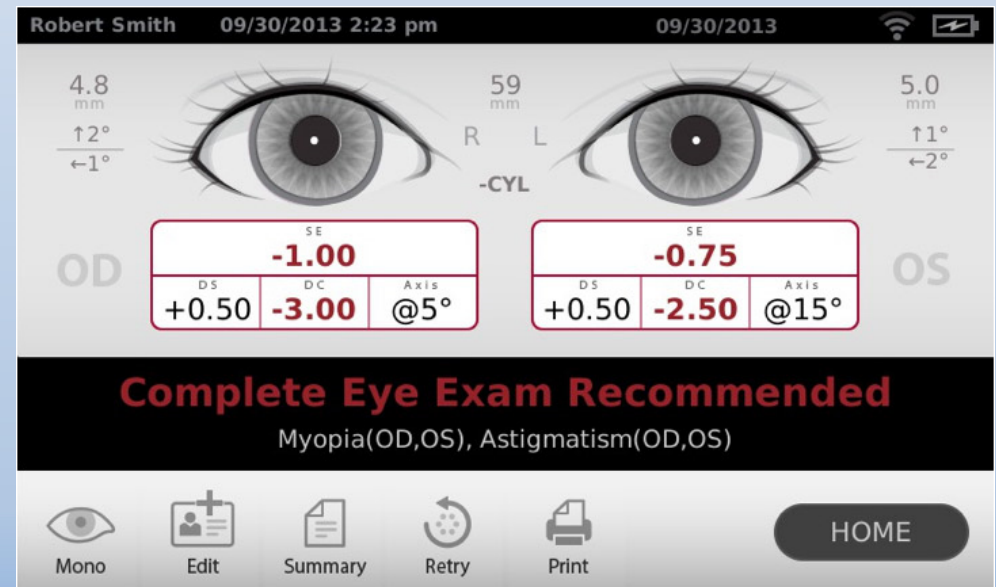
| Course Learning Objectives: continued | Program Outcomes |
|--|---------------------|
| 5. Examine the impact of socio-cultural, legal, economic, regulatory, and political factors influencing healthcare delivery and practice. | PO 5 |
| 6. Demonstrate a commitment to professionalism, professional values, and lifelong learning. | PO 6 |



Methods/Process: Do

Day of the experience vision screening:

- Lions Club members brought the equipment and performed the test
- Nursing students printed reports and organized sophomores



Methods/Process: Do

Day of the experience hearing screening:

- BSN students conducted the hearing screening and recorded results



Methods/Process: Study

Discussion based and written evaluation were conducted:

- +/ Δ discussion of processes, from preparation through delivery of services for quality and process improvement
- Discussion of socio-cultural, legal, economic, regulatory, and political factors that form the context of the screening
- Written evaluation of student attainment of course learning objectives includes addressing:
 - Population-level outcomes identification
 - Identification of interdisciplinary team members
 - Population educational needs
 - Evaluation of progress towards population-level outcomes



Methods/Process: Study

- Written evaluation of student attainment of course learning objectives includes addressing:
 - Population-level outcomes identification
 - Identification of interdisciplinary team members
 - Population educational needs
 - Evaluation of progress towards population-level outcomes
 - Application of EBP using a peer-reviewed journal article



Methods/Process: Study

Students reflect on their experience by addressing the following:

Describe a “wow moment” that will impact your future practice.

Discuss a social determinant of health or an ethical issue that impacts care for clients at your site. (What is it? How does it impact care? How does this shape your future practice?)

What surprised, shocked, or amazed you? Did you observe something different from what you have learned in classes? (What is it? How does it impact care? How does this shape your future practice?)



Methods/Process: Act

- Results of the +/- process discussion were shared with clinical partners for consideration for process revision
- Student written work was evaluated, individual feedback provided, and grades assigned enabling students to identify course objectives that they need to continue to work on
- Clinical faculty solicited feedback from students and clinical partners to inform revision of the experience for the future



Results

- Second degree BSN students were able to demonstrate achievement of the course objectives at the self-directed level
- Over 90% of the target population at each school completed both screenings in less than 3 hours
- Clinical partner benefits included at least a 50% reduction in time to screen, document, and send referrals to parents/guardians as well as decreased cost and increased accessibility of the school nurse for other members of the school community



Conclusions

Although there is always room for improvement, this service learning experience met the learning needs of second degree BSN students and positively impacted population health outcomes for the target population.

With appropriate process revisions, this service learning experience should continue in future academic years.



Selected References

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With Gratitude to

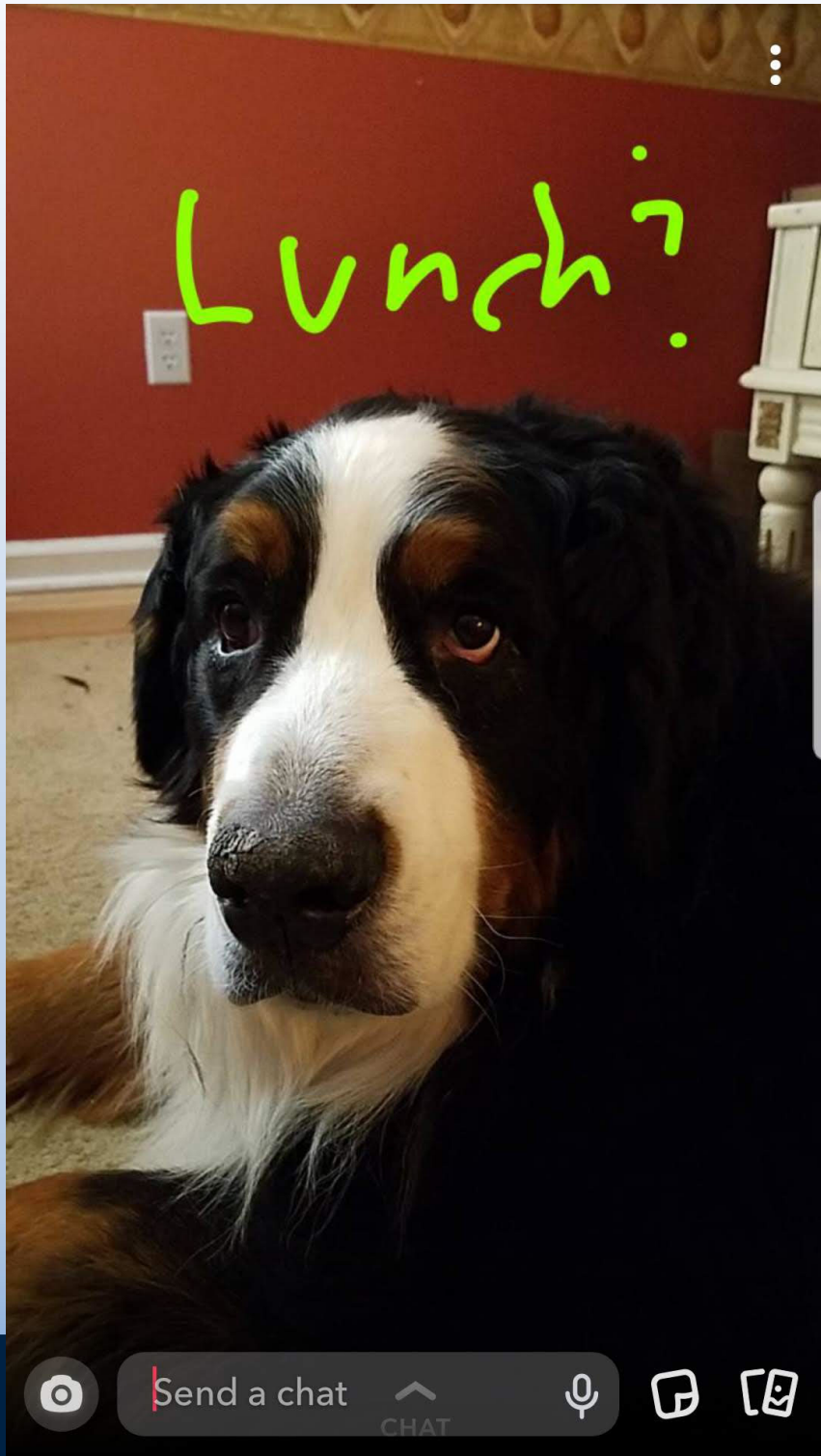
My audience for your time this morning and to all who have been helpful throughout my adventure in Phoenix

My clinical site partners

Drs. Ava Porter for travel funding, Sara Brown for encouraging me to attend, Cathy Hiler for feedback, and Tara Chitwood for embracing my community clinical vision – even if she lives for the ICU 😊

Dan, Caroline, and Evelyn McCain
Instagram @artbyevv





Any questions?

