

# **Examining the Evidence on Community Engagement: Meeting the Needs of the Underserved Enhances Graduate Nursing Education**

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# Objective

This study was designed to evaluate whether the “Community-Based Care” model in the MSN program, using CETSL, had changed FPB graduate nursing education/ student learning, and had met community needs.



# **CETSL: Community Engagement through Service Learning**

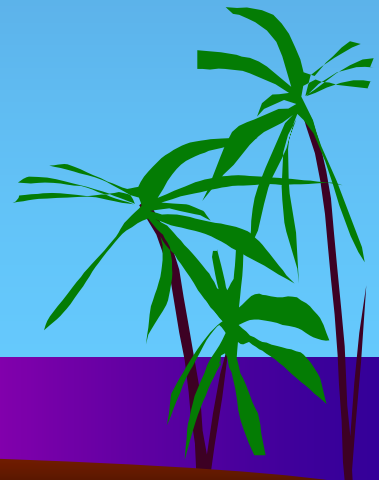
- ♦ **SL is viewed as a reciprocal partnership among students, faculty and communities**
  - all engage in service and learning
  - all are teachers and learners
  - all are servers and served

♦ **Both reciprocity and reflection are keys to service learning experience**



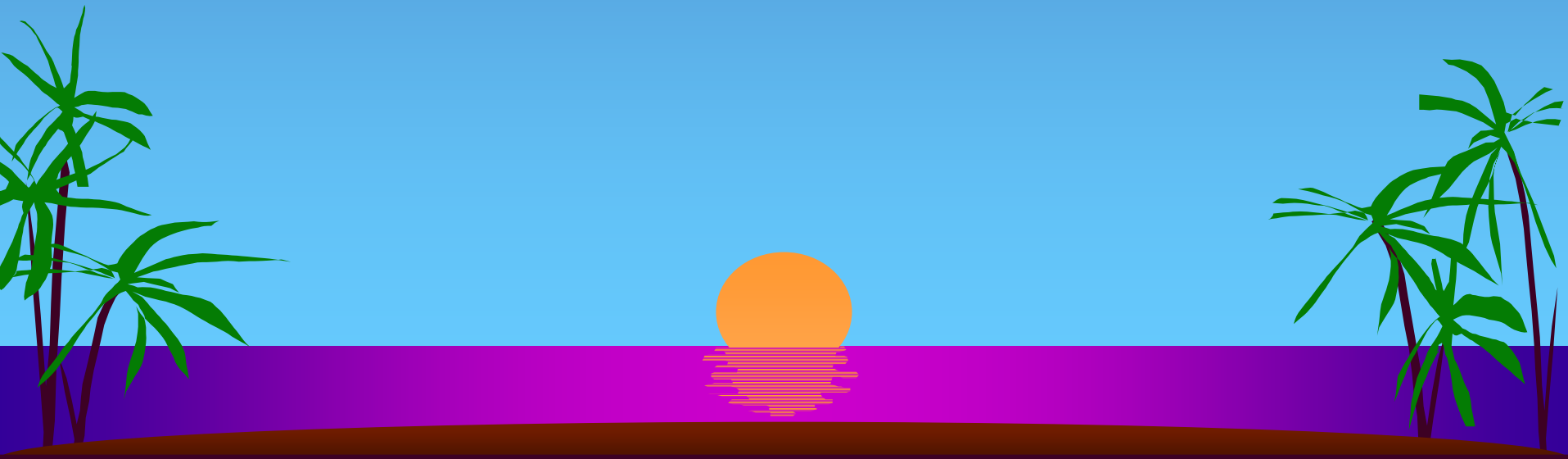
# Design

- ◆ **Cross-sectional descriptive**
- ◆ **Qualitative – Focus groups, narrative survey, and web-based interaction**
- ◆ **Quantitative – survey pre and post-tests**
- ◆ **Focus of evaluation – learning/reflection**
  - Students
  - Community agency partners
  - Faculty



# Sample

- ♦ 79 MSN students
  - Pre- and Post- test data
- ♦ Faculty from 9 NP and CNS courses
- ♦ Community Agency Partners – 9



# Setting:

## Cleveland Community Needs

- ◆ 100 Census tracts primary care HPSA
- ◆ Impact of welfare-to-work initiative
- ◆ Many disadvantaged areas - working poor
- ◆ School system crisis



# Agency Connections

- ◆ Cleveland Department of Public Health
- ◆ Cleveland Public School System
- ◆ South Euclid Lyndhurst School District
- ◆ Cleveland Municipal Housing
- ◆ Diabetic Association of Cleveland
- ◆ Hospice of the Western Reserve
- ◆ Health Museum of Cleveland
- ◆ American Red Cross, Cleveland Chapter
- ◆ Project Hope- Clinic/Head Start



# Resources: The Bolton School MSN Students and Faculty

- ◆ Clinical Nurse Specialists
  - Medical-Surgical and Community Health
- ◆ Nurse Practitioners
  - Family, Adult, Pediatric, Acute Care, Geriatric, Psych Mental Health
- ◆ Nurse Midwives



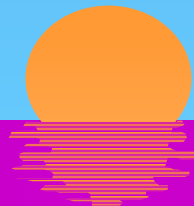
# Intervention

- ♦ **SL assignment:**
  - students in community service-agency need
  - Serviced linked to course objectives/grade based on “product” of service



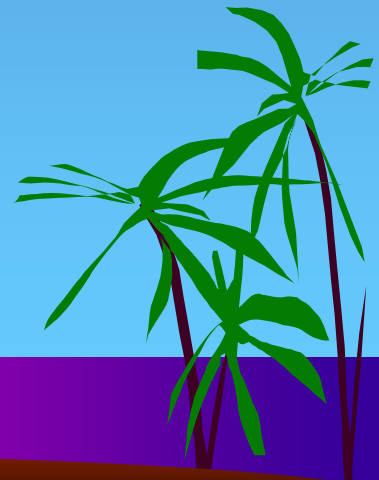
# Methods

- ◆ 8-15 contact hour experience
- ◆ IRB approved consent: Pre-test survey
- ◆ Project started – ongoing reflection
- ◆ Completed project – submit for grading
- ◆ Focus groups – leader not on project
- ◆ Post-test survey



# Outcome Variables

- ♦ **Community service product**
  - Tangible – left with agency or distributed
- ♦ **Qualitative reflection – see results**
- ♦ **Quantitative measures**
  - Personal Learning
  - Community Learning





# Service Learning Reflection

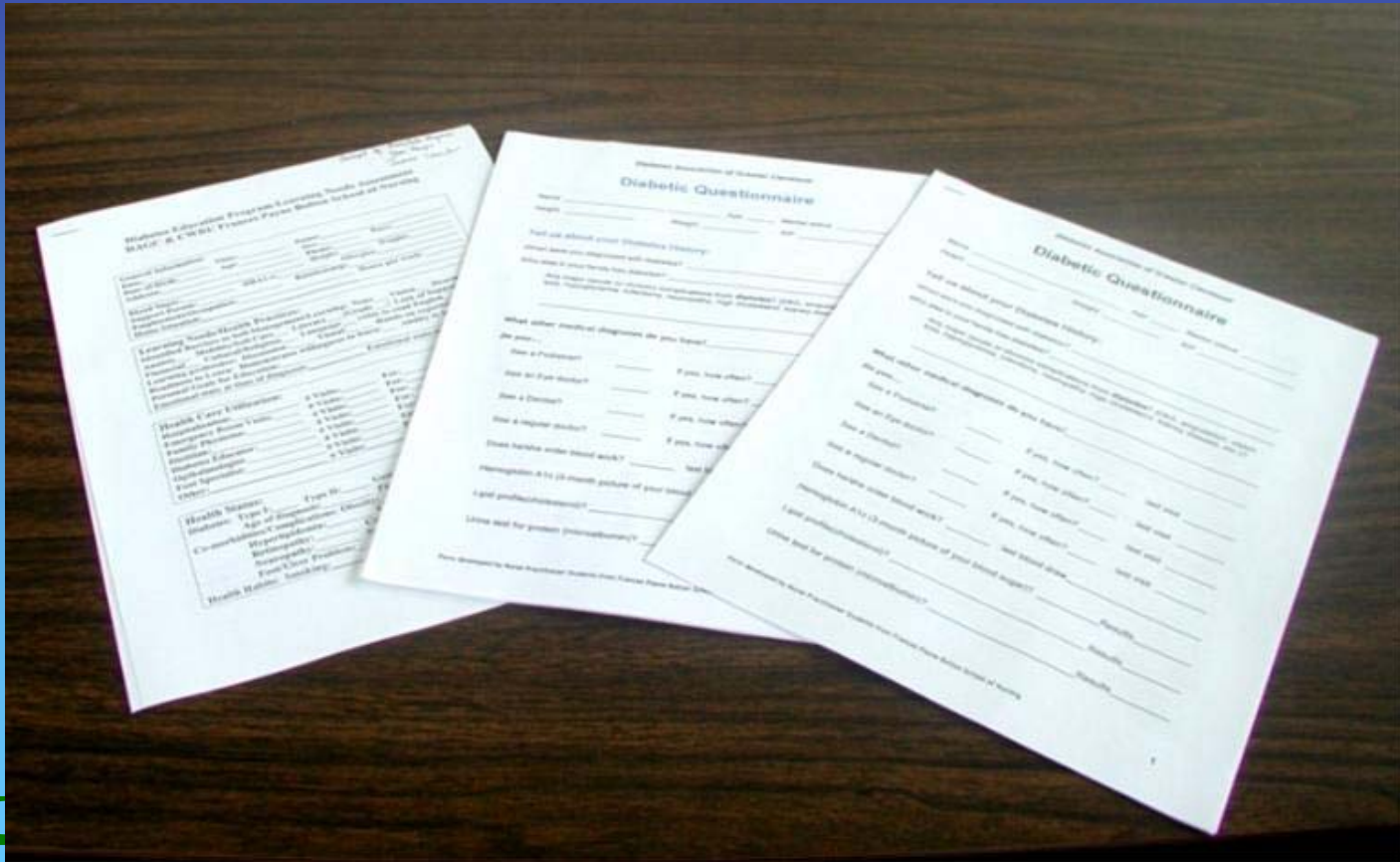
- ♦ **Written/oral reflections on community service**
  - Students examine ethical, legal, & policy implications (including cost of care):
- ♦ “Initially I was not aware of the varied services that the American Red Cross provided to the community. This project allowed me to collaborate with a community organization and to learn about community need and services that [nurses] can provide... and the impact of government policy (WTW)”



# GNP Projects – The Seniors



# Student Designed Assessment Tools



# Students Designed Education Aids



# CBC Project: Findings

Pre and Post Test Comparison (N = 79)

Evaluated Questionnaires (Before/After Scale 1-5)	Mean before CETSL	Mean after CETSL	t	Posttest positive responses
1. Know the types of community resources available for the population with whom I worked.	2.75	3.45	6.448	91.4%
2. Understand how health care delivery systems impact my work in the community.	2.73	3.21	4.750	81.1%
3. Know the health care needs of the community in which I served.	2.81	3.52	6.607	94.4%
4. Understand the responsibilities of other professionals in a multidisciplinary team.	3.24	3.65	5.035	95.7%

P value (2-tailed) < .0001

# CBC Project: Findings

Pre and Post Test Comparison (N = 79)

Evaluated Questionnaires (Before/After Scale 1-5)	Mean before CETSL	Mean after CETSL	t	Posttest positive responses
5. Know the barriers to receiving health care in the community that I served.	2.81	3.51	7.173	91.5%
6. Understand the impact of socioeconomic status on health and illness.	3.26	3.76	4.636	92.9%
7. Understand how my placement site is perceived in the community	2.43	3.15	6.506	69.7%
8. Know how to work with clients/patients who have various levels of health care knowledge.	3.10	3.78	5.082	95.6%

P value (2-tailed) < .0001

# CBC Project: Findings

## Community-learning

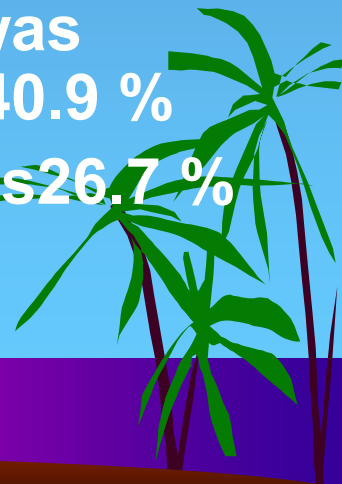
- ♦ Service-learning helped me to better understand community as a resource as an APN 81.9 %
- ♦ Service-learning helped in understanding challenges/ barriers of community 81.9 %
- ♦ Understand how internal/external factors affect agency 81.8 %
- ♦ Service was beneficial to community 81.8 %
- ♦ I have a more diverse and inclusive view of my community 63.7 %
- ♦ Course made me more interested in community service (CHN students) 54.5 %



# CBC Project: Findings

## Personal Learning

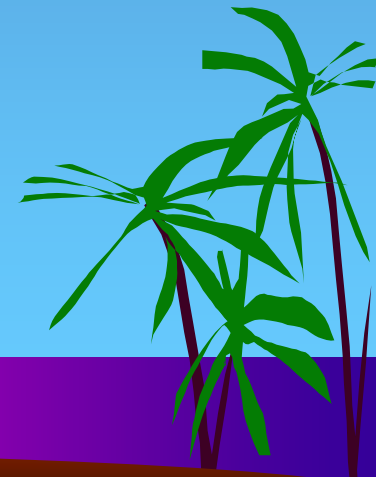
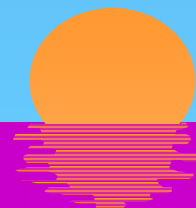
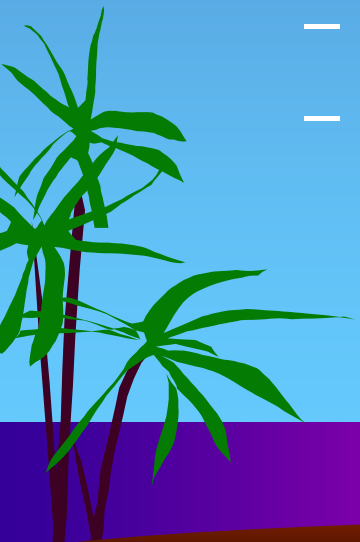
- ◆ Service-learning helped me understand my role as resource to community 90.9 %
- ◆ Learning was enhanced by S-L 72.8 %  
(Learned more if no service-learning was required in this course 27.3 %)
- ◆ S-L should be done more at FPB 68.2 %
- ◆ Service-learning enriched peer discussion 63.7 %
- ◆ Information presented in class/orientation was sufficient to begin service-learning project 40.9 %
- ◆ Time required appropriate to meet objectives 26.7 %





# Conclusions

- ◆ **Impact on community - SERVICE**
  - 90 to 1200 hours service per agency
  - Projects completed - had been planned by agencies for 1 to 8 years – no personnel
- ◆ **Impact on students - LEARNING**
  - Increased knowledge of community needs
  - Empowered for patient advocacy



# Implications: Graduate Nursing Education

- ◆ **Service and Learning improved MSN education**
  - Written reflections via web – capture it
- ◆ **Course revisions needed before start**
  - Inform students of what was changed
- ◆ **Orientation needs to be structured**
  - Flexibility for community situations
  - Manual can provide common guide



# CBC Project: Implications

## ♦ Lessons Learned:

- Institutionalize from the beginning – support is critical
  - ♦ Administration, Faculty, Students
- Communication is key – faculty, agency contact, students, other agency personnel
  - ♦ Include mid-level agency employees
- Continuous advisory group involvement
- Aim for long-term partnerships

