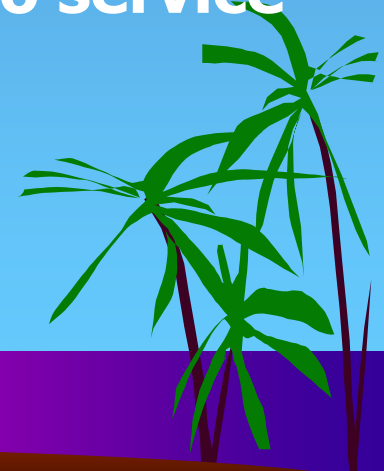
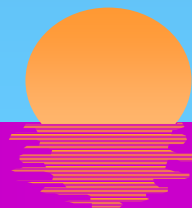


Service learning (SL) connected to health policy development in graduate nursing education

**funded by a grant from the
Helene Fuld Health Trust**

- ♦ **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**



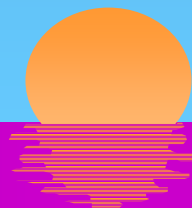
Community Needs

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



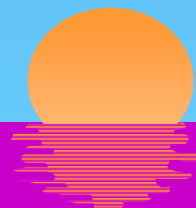
Agency Connections

- ◆ **Cleveland Department of Public Health**
- ◆ **Cleveland Public School System**
- ◆ **Cleveland Municipal Housing**
- ◆ **Diabetic Association of Cleveland**
- ◆ **Hospice of the Western Reserve**
- ◆ **Health Museum of Cleveland**
- ◆ **American Red Cross, Cleveland Chapter**
- ◆ **Project Hope and Free Clinic**



Resources: The Bolton School MSN Students and Faculty

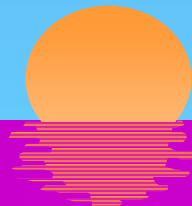
- ◆ Clinical Nurse Specialists
 - Medical-Surgical and Community Health
- ◆ Nurse Practitioners
 - Family, Adult, Pediatric, Acute Care, Geriatric, Psych Mental Health
- ◆ Nurse Midwives
- ◆ Nurse Anesthetists

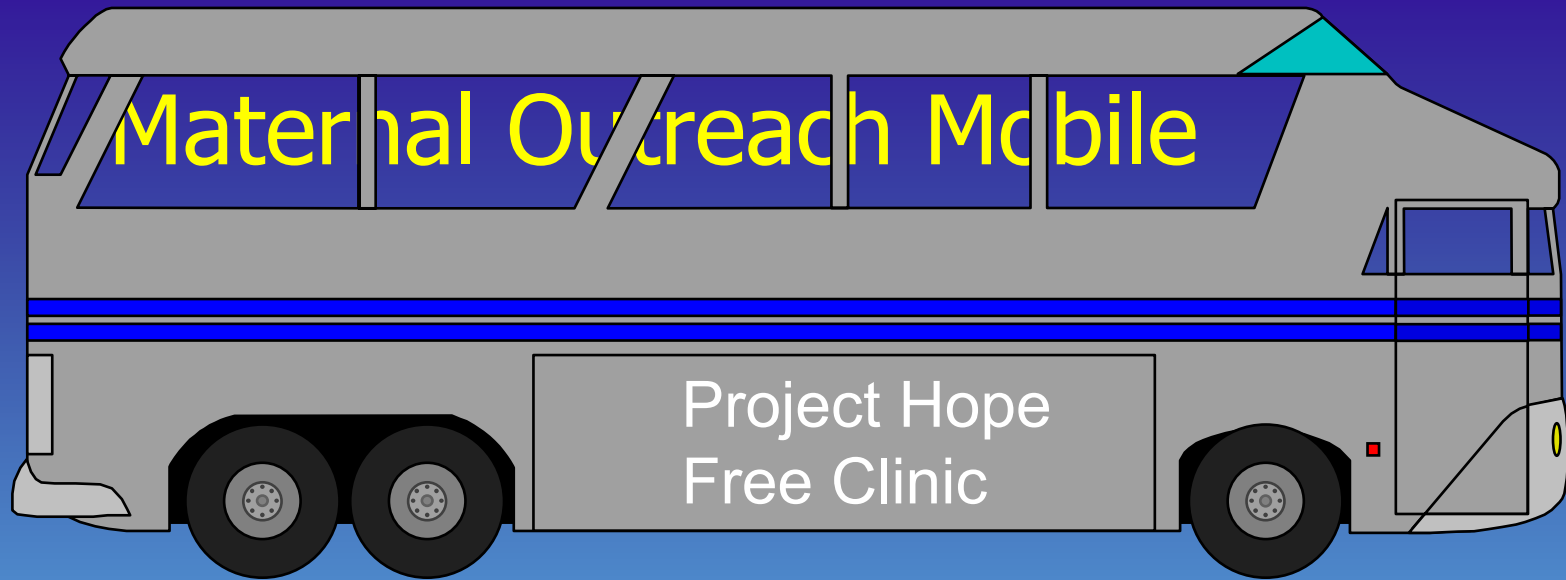




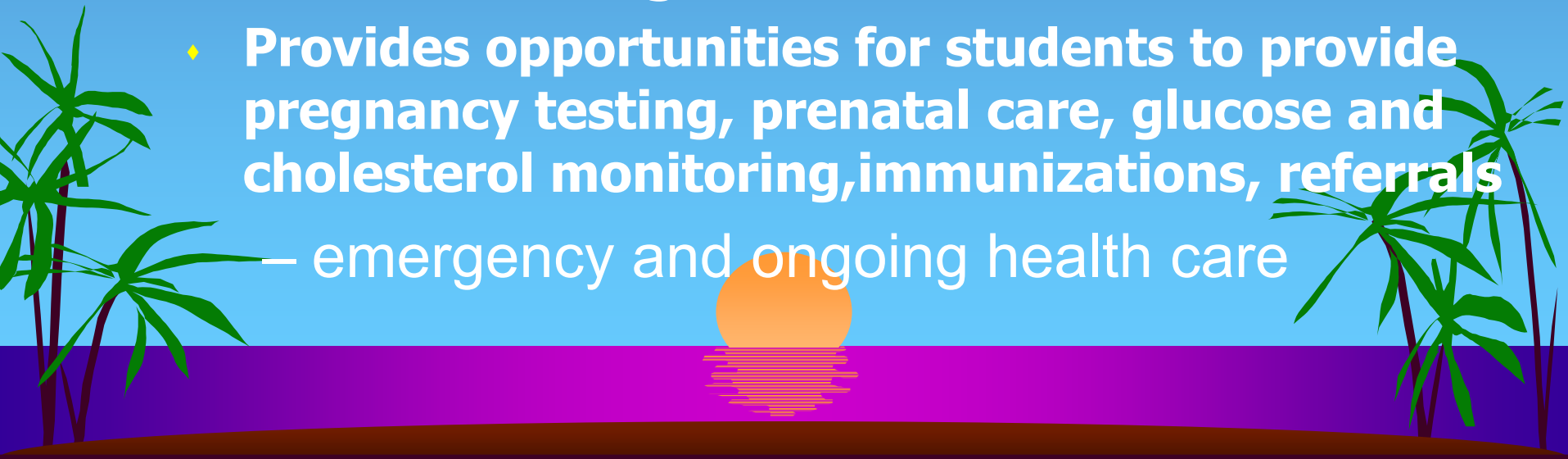
Rationale for Health Policy in MSN Ed

- ◆ PEW Health Commission 1998 report :“Competency” needed in health professionals is to be advocates for public policy to promote and protect public health
- ◆ Nurses can assume key role in shaping policies by providing a voice for those who could not be heard
- ◆ Minorities in Cleveland are over-represented in infant mortality rates, cases of lead poisoning in children, and deaths due to heart disease, AIDS, breast cancer (ODH, 1999)





- ◆ **Health care needs of Cleveland's inner-city community focus of service learning Services in 8 disadvantaged areas of Cleveland**
- ◆ **Provides opportunities for students to provide pregnancy testing, prenatal care, glucose and cholesterol monitoring, immunizations, referrals**
 - emergency and ongoing health care



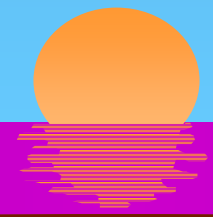
Intended Learning Outcomes

- ◆ **Examine how insight into policy issues can be extended into action to address issues through course assignments.**



Service Learning Reflection

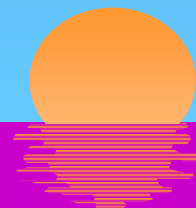
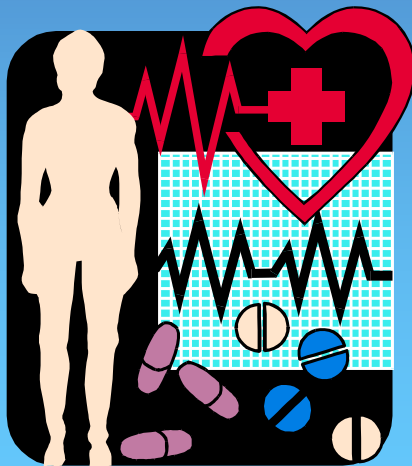
- ♦ Written/oral reflections on community service
 - Students examine ethical, legal, & policy implications (including cost of care):
- ♦ “Initially I was not aware of the varied services that the American Red Cross provided to the community. This project allowed me to collaborate with a community organization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



Change Policy-NP Course Assignment

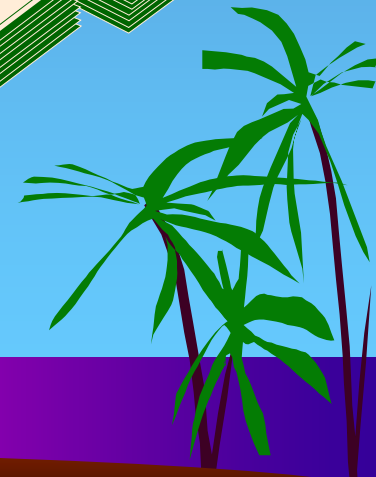


- ◆ Adding prescriptive privileges to advanced nursing practice could address the issue of access and continuity of care
- ◆ Students lobbied for a policy change to permit APN to prescribe in Ohio (legislation - passed to start Feb 2002)
- ◆ Faculty directed pilot project



CNS Course Assignment

- ♦ **Student involvement in changing policy directed toward contact with government officials (State/National legislators) letter writing, E-mail, media correspondence, phone calls, public testimony for older adults Medicare coverage of medications**



Evaluation

Pre-and Post-Test Comparison: Community Engagement Experience (N=79)

Knowledge or understanding: 1= none, 2 = little, 3 = moderate, 4 = high, 5 = extensive

Evaluated Questionnaires (Before/After Scale 1 to 5)	Mean before CETSL	Mean after CETSL	<i>t</i>	<i>P</i> value (2- tailed)	% Posttest > moderate responses
1. Know the types of community resources available for people	2.75	3.45	6.448	< .0001	91.4 %
2. Understand how health care delivery systems impact my work	2.73	3.21	4.750	< .0001	81.1 %
3. Know the health care needs of the community in which I served.	2.81	3.52	6.607	< .0001	94.4 %
4. Know responsibilities of other professionals in a multidisciplinary team.	3.24	3.65	5.035	< .0001	95.7 %
5. Know the barriers to receiving health care in community I served.	2.81	3.51	7.173	< .0001	91.5 %
6. Understand the impact of SES on health and illness.	3.26	3.76	4.636	< .0001	92.9 %
7. Know how to work with clients/patients in various levels of health knowledge.	3.10	3.68	6.228	< .0001	92.8 %



Summary

- ◆ 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
 - Policy changed at State level (APN Rx)
- ◆ Impact on students - LEARNING
 - Increased knowledge of community needs
 - Empowered to take a public stand

