

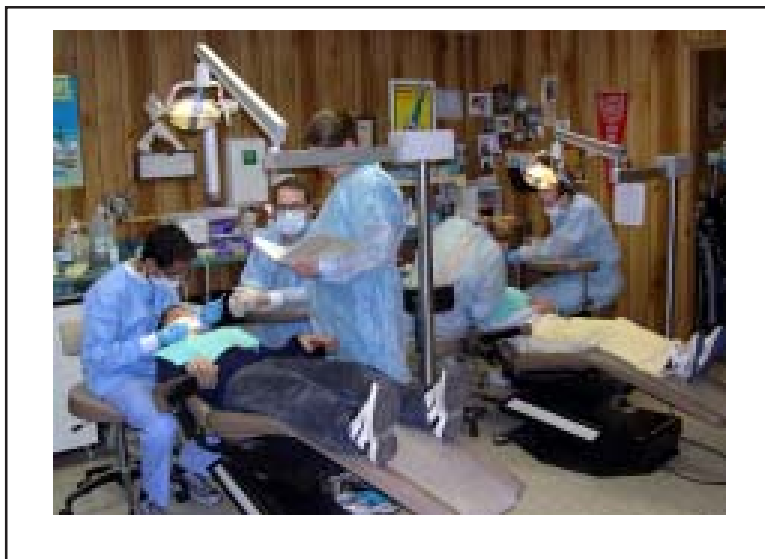
Learn & Serve *Midwest*

The Newsletter for Health Professionals Learning and Serving Across the Midwest Vol. VII, Iss. 1 Summer 2004

All Smiles! The Ohio State University Dental Hygiene Students Conclude Service Learning Experience

In the Winter 2004 e-issue of *Learn & Serve Midwest*, we included several mini grantee reports, including that of a service learning partnership between the Section of Dental Hygiene at The Ohio State University College of Dentistry and The Children's Dental Clinic of Coshocton Inc., in Coshocton County, Ohio to provide preventative dental services using service learning. Wendy Moore, RDH, EFDA, MSA, Assistant Professor of Clinical Dental Hygiene, College of Dentistry, recently announced that the students had completed all of their rotations to Coshocton. "It turned out to be a wonderful experience for all involved," she reported.

"Many children received dental treatment that they never would have had the opportunity to receive without the help from the grant."



Mark Your Calendar



Trading Spaces

Trading Spaces: Connecting Institutions, Classrooms, and Community through Service Learning

Friday, September 24, 2004 8:00 a.m. - 4:00 p.m.
Wright State University Student Union

A one-day Campus Conference with sessions for:

- Faculty just getting started in service learning
- Experienced service-learning instructors
- Administrators planning to integrate service learning into their institutions

The **Wright State University Office of the Provost, Center for Teaching and Learning, Center for Healthy Communities, and College of Liberal Arts**, along with the **Ohio Campus Compact**, are sponsoring this service learning event. Registration is complimentary for MHPSLC members and Wright State University faculty, staff and students. All others will pay a nominal fee to cover lunch expenses. **All attendees must register. The registration deadline is September 10, 2004.**

Two service learning experts are invited speakers. Dr. Barbara Holland, Director of the National Service Learning Clearinghouse, is well known for her scholarly endeavors and her expertise in and vast knowledge of all areas of service learning. **Edward Zlotkowski**, editor, American Association for Higher Education's (AAHE) *Series on Service Learning in the Disciplines*, is a senior associate for service learning projects at AAHE and professor of English at Bentley College.

MHPSLC grantees will present posters illustrating their successful service learning projects and experiences.

For a registration brochure, go to: <http://www.wright.edu/admin/confevents/trading/> or contact:

Office of Conferences and Events
Wright State University
3640 Colonel Glenn Highway
Dayton, Ohio 45435-0001
Telephone: (937) 775-5512 Fax: (937) 775-5517

In addition to the direct and in-kind support provided by our academic partners, the Center is funded by the Area Health Education Center (AHEC) Program, Hamilton County General Health District, Montgomery County Children Services Board, Montgomery County Department of Job and Family Services, Ohio Department of Job and Family Services, Ohio Department of Health, Planned Parenthood of the Greater Miami Valley, and the United States Department of Health and Human Services.

Charter Funding: The W.K. Kellogg Foundation, Community Mutual Insurance Company, Ohio Board of Regents Action Fund, Ohio Department of Health, and The Dayton Foundation

From the Director...

by Annette Canfield, MS RN
Program Director,
Health Professions Education



ence for free--but you **must register by September 10**. In addition to the announcement that is in this newsletter, there is a website for more information for those who are traveling some distance and need hotel information: <http://www.wright.edu/admin/confevents/trading>.

Greetings!

It is difficult to believe that summer is nearly over, and the fall school year is upon us. I have been working hard with the committee at Wright State University to pull a great service learning conference together for September 24, 2004 (see page 2). This is going to be a wonderful day-long event with Dr. Holland and Dr. Zlotkowski.

All members of the Midwest Health Professions Service Learning Consortium can attend confer-

If you are a grantee recipient and plan to present a poster, please contact me directly as there is not a place on the registration for this. I encourage all grantees and any other member to bring a poster and share your work! (email: annette.canfield@wright.edu).

I look forward to seeing many of you at the conference!!

Sincerely,

Annette Canfield

Dear Annette,

I am responding to the e-mail you sent regarding success stories for future additions of *Learn & Serve Midwest*. I am pleased to announce that the PNP students from Frances Payne Bolton School of Nursing, Case Western Reserve University and I received the Stepping Forward Award from the Help Me Grow Collaborative of Cuyahoga County.

The award was presented at the Public Information Forum on Feb. 19, 2004. The Help Me Grow Collaborative is a part of the Ohio Family and Children First Initiative. Students worked specifically with the Early Intervention Division of HMG.

I was asked to present at the Forum whose theme was *Help Me Grow – Sowing Partnerships*

for Optimal Growth: The Role of the Health Care Provider with Help Me Grow. I spoke about the projects that the PNP students have worked on with Help Me Grow since fall 2001, and how service learning had enhanced their understanding of early intervention as well as the needs of this special population of children and families. The PNP students' work was recognized on a special poster that they created for the event.

Just wanted you to know about this partnership success story!



*Valerie Boebel Toly and
the Stepping Forward award*

Valerie Boebel Toly, RN, MSN, CPNP
Instructor of Nursing
Frances Payne Bolton School of Nursing,
Case Western Reserve University

Service Learning Grantees Report



Mini Grantee Report - Morehead State University

By Lucy Mays, RN, MSN, ARNP
Assistant Professor of Nursing
Morehead State University

Fourth semester Associate Degree Nursing Students at Morehead State University participated in a successful service learning project this spring at NewHope Clinic. Seven students spent a total of forty-eight hours each at NewHope Clinic for a service learning project that served as part of their clinical requirements at Morehead State University. NewHope Clinic is a free clinic that serves the uninsured in the rural Gateway District of Eastern Kentucky. It is funded by donations and grants and is staffed primarily by volunteers that include nurses, a psychologist, a social worker, two nurse practitioners, a physician's assistant, and several physicians.

The Project

A large portion of the population served by NewHope Clinic is at risk for or has cardiovascular disease and/or diabetes. NewHope Clinic was unable to meet all the needs of the population served regarding health screening and provision and utilization of patient education materials. At the same time, the nursing students needed meaningful clinical learning experiences to solidify learning that occurred throughout their program of study. The marriage of the needs of the patients at NewHope Clinic and student learning needs resulted in this service learning project. Three service learning objectives were identified: 1) students will participate in risk factor identification and screening for actual or potential cardiovascular disease and diabetes, 2) students will develop culturally appropriate educational materials for NewHope Clinic patients with actual or potential cardiovascular disease and diabetes, and 3) students will provide culturally appropriate health education

regarding prevention and management of cardiovascular disease and diabetes. Monies received from the Center for Healthy Communities funded the purchase of machinery and supplies to allow student nurses to provide lipid profile results on site.

The nursing students benefited from this project in several ways. First, the students conducted numerous screening activities including lipid profiles, HbA1c, glucose levels, urinalysis including urine for micro-albumin, EKGs, vital signs, BMI, as well as others.

Second, the nursing students obtained or developed many educational materials appropriate for the population served. While they needed to make several revisions of the educational materials they developed, the nursing students really learned to apply those teaching-learning theories presented in class. Topics of educational materials developed were either requested by NewHope Clinic staff or identified by the nursing students as the need arose. These topics included, but were not limited to, lipid profiles, diabetes, hypertension and BMI. The students also obtained several handouts written in Spanish for use with the Spanish-speaking patients. Students made CD copies of these educational materials so they could be easily reproduced as needed.

Finally, the nursing students used the collected or developed educational materials in direct patient education.

Outcomes

Even though this experience was overwhelmingly positive, there were some minor issues. Space was an issue at times. Since NewHope Clinic is very small, the addition of three or four students affected traffic flow.

Everyone tolerated the cramped quarters without undue distress. To address this in the future, I plan to schedule fewer students on a given day. Scheduling was also a problem because NewHope Clinic is only open two days a week. It helped that we had a six-week time frame to complete the service learning activity. In the future, I plan to extend this time frame even further.



None of the nursing students performed poorly in the NewHope Clinic environment; indeed, many students excelled. I have to say that in my thirteen plus years as a nurse educator, I have never had the privilege of working with a more motivated group of students. I attribute this motivation to several things. First, the students chose to participate in this activity. Second, the staff at NewHope Clinic (where I also serve as a nurse practitioner) supported and enjoyed having the students. Last, I think the students realized that they could and actually did make a difference in the lives of the underprivileged population served at the clinic. I plan to continue using service learning activities in several clinical areas in the future. I would encourage any nurse educator to do the same.

Reflection

Feedback regarding this service learning activity from NewHope Clinic staff, patients and the Morehead State University nursing students were very positive. As a component of the

requirements for this service learning experience, the students completed a weekly reflection/log. The following quotes from these logs indicate not only satisfaction with a learning experience, but personal growth and a heightened social consciousness:

- “I believe that as health care providers we have an obligation to this population and their health maintenance and promotion. My clinic experience at this site has given me a desire to continue to volunteer at the NewHope Clinic after graduation.”
- “I learned a lot about how good hard-working people who just don’t have the opportunities to have health care because they couldn’t afford it. It really breaks my heart and makes me realize how much health care suffers and more importantly how much our patients suffer. NewHope is a blessing for so many people and I have learned more than just skills and nursing knowledge. I have learned to have an open heart and now I really know why I am going to be a nurse – hopefully to help someone and be a blessing to someone. I would love to volunteer at the clinic after I get out of school.”
- “I believe this experience was very humbling and therapeutic to all of us involved in this rotation. We realized that even though we may be having hard times right now, things would get better. These patients have inspired me and I will always remember that in order to provide the quality care that my patients need I must not forget where I came from and the small things that count.”
- “I was very surprised to see how many working people had no insurance...I think this rotation has shed a light for me about health care and reminds me every day of why I want to be a nurse.”
- “Overall, this was an excellent learning atmosphere that provided great hands on experience.”

Mini Grantee Report - Drexel University

By Jane K. Oeffner, PT, MBA
Assistant Professor and Director,
Doctor of Physical Therapy Program
College of Nursing and Health Professions, Drexel
University

This service-learning project was the capstone project for the Doctor of Physical Therapy (DPT) course PT 757, Concepts in Clinical Teaching, which occurred in the final didactic semester of the 33-month entry-level DPT curriculum. Sixteen DPT students designed and presented instructional units in order to gain experience and competence in community teaching. The topics presented were solicited from the community of the Eleventh Street Family Health Services of Drexel University directly and through the Community Advisory Board and Executive Director.

The Project

The **11th Street Family Health Services of Drexel University** is a state of the art, nurse managed community based health center that, through a partnership with the Philadelphia Housing Authority, offers primary care, health promotion and disease prevention services to residents of four public housing developments in lower North Philadelphia, an officially designated medically underserved community. Primary care services include sick and well care for children and adults, family planning, immunizations and chronic disease management. Services are designed to serve people in the context of their community, family, and culture and strive to be free of economic barriers. Health promotion and disease prevention programs take place throughout the community and focus on cardiovascular risk reduction, exercise, nutrition, social isolation in the elderly, drug and alcohol education for seniors, asthma management, lead safe babies, a caregivers program for grandmothers taking care of their grandchildren, computer literacy through health

promotion, and health promotion through the arts.



This project, and therefore the topics presented, supported the health center's existing programs that have been designed based on the community's expressed health needs. Because it was difficult to coordinate the students' schedules with the community settings' schedules, some of the instructional experiences occurred outside of the 11th Street Corridor community. Examples of topics that were presented include: osteoarthritis with emphasis on prevention to seniors, the importance of a healthy diet and exercise to pre-kindergarten age children, the profession of physical therapy to young highschoolers, proper exercise technique in preparing for sports to adolescents and sports safety and caring for an acute athletic injury to fifth graders.

The key contact for the physical therapy program, Jane Oeffner, PT, MBA, oriented the professional staff at the 11th Street Family Health Services involved in the project by sharing the DPT curriculum, the syllabus for the Concepts in Clinical Teaching course and the objectives and specifics of the grant and service-learning project. During the second session of the course, the key contact from the health center, Patricia Gerrity, PhD, RN presented an orientation session for the students in one of the community education rooms at the center. The presentation included the mission and organizational culture of the health center; the organizational chart and an overview of the responsibilities of the professional and support staff; the cultural health beliefs and practices, health status and demographics of the clients of the health center; the health care needs of the community that drives the services and programs offered by the health center as well as the perceived barriers to health care in the community. She also presented pertinent policies and procedures that the students and faculty had to abide by

when participating in activities at the health center. Lastly, the students received a tour of the health center and were informed of the space and equipment they were permitted to utilize for their community presentations.

The students, working in pairs, designed and presented an instructional unit to teach a concept or skill to a group in the community during a 30-45 minute timeframe. The students designed an instructional unit that incorporated all types of learning styles (specifically to Kolb's 4 learning styles and field dependent/independent), age, environment and cultural background of the audience. A detailed description of and rationale for selection of particular learning experiences related to the aforementioned was included in the written instructional plan. Students wrote and addressed learning objectives in all domains of learning. Students created and administered a method or tool for measuring the educational outcome of the learners. Lastly, students designed a flyer advertising their presentation that was posted in appropriate venues by the community setting staff.

Prior to the actual presentation, the instructional unit plan was evaluated by the course instructors on clarity, content, conciseness and level of completion of the project requirements. The instructors also evaluated the actual presentation and provided written feedback to the students regarding all aspects of the instructional experience. Each presentation was recorded on video so that students could evaluate their presentation skills using a "Teaching Observation Checklist" and self-assess through a reflective paper and so that members of the community could benefit from the presentation on an ongoing basis. Examples of instructional topics include:

- Topic: Nutrition
- Audience: 5-6 year olds in pre-K and Kindergarten
- Topic: Body Basics
- Audience: 3-4 year olds in pre-school

- Topic: Prevention and Intervention for Arthritis
- Audience: elders > 65 years who live on site independently, are fairly mobile and come to the community room
- Topic: Proper Exercise Techniques to Prepare for Sports
- Audience: Adolescents 9-14 years
- Topic: The PT Profession and How You Get into It
- Audience: 8th -12th graders (mainly minorities) who are learning about different health care fields and what they should be doing now if they are interested in pursuing them.

Outcomes

Students were required to write a short (1-2 page) reflective paper on their experience. Specifically, they were asked to reflect on what they gained from the experience in terms of their learning, attitudes and feelings as well as both their personal and professional goals. They were asked to describe what went well, what didn't and why, and what they might do differently the next time. Students were also asked to briefly share their experience and reflection with the class the next time the class met.

All 16 students felt the community education experience was an extremely positive learning experience, several remarking that this was their introduction to community education, a critical role of physical therapists. One student commented "this project helped me to recognize the value of the role of the physical therapist ... as a teacher in the community" and another "... in prevention and promotion of health and wellness." Many commented on how rewarding the experience was, particularly the responses that they received from their audiences. One student stated that she now sees the "importance and effectiveness that community teaching can have." Nearly all of the students felt that they accomplished both the objectives for the learner and for themselves as

the instructors. Many commented that the results of activities or tools such as a questionnaire designed by the students for evaluating the community attendees' learning during the instructional unit were very favorable. Several stated that it was an excellent exercise to plan instruction that addressed various learning styles and cultural backgrounds and that considered the size, age and environment of the group. One student noted that the project required her to "think outside of the box and be creative." Additionally, they commented on the importance of staying collected when the situation required deviation from the plan in order to accommodate the audience. Several students reflected on how the project assisted them in meeting their professional goals. For example, one student felt that she had met one of her professional goals of exposing minorities to physical therapy. Students also reflected on their teaching style and commented on areas in need of improvement. All agreed that the project was the most valuable part of the course because of its experiential nature and should continue to be a part of it.

Students completed the Center for Healthy Communities (CHC) Pre-test and Post-test as well as the CHC Student Feedback form. All of the students felt that they met their learning and service goals. The results of the pre-test and post-test demonstrate that, overall, the students possess positive attitudes and perceptions about all of aspects of community service that the survey presented. It was surprising, however, that the students were slightly less positive after the service-learning experience. However, the differences from pre- to post- test were very slight and may not be relevant if

tested for significance. The students did appear to improve their knowledge and/or understanding of nearly all aspects of community service, improving from "little or moderate knowledge/understanding" to "moderate or high knowledge/understanding" in all categories. Only fifty-six percent felt they acquired new skills or enhanced existing skills as a result of this experience, which was quite disparate from the information gleaned from the reflection paper. Seventy-five percent believed that they gained unique knowledge from this experience that differed in knowledge that they gained in courses lacking an applied content. Faculty completed the CHC Faculty Feedback form and a tool utilized for evaluating presentation skills for each group. The faculty gave very favorable feedback about the experience. Coordination with the community partner was difficult at times and not as timely as hoped, but everything turned out fine in the end. The faculty members who evaluated the students were extremely pleased with the level of quality, creativity, insight and professionalism that the students displayed. For instance, the students who taught children about people with disabilities utilized a puppet show and the results were impressive. The Community Partner completed the CHC Community Feedback form and also reported a very favorable and productive experience.

Summary

In summary, although the project required a larger scope than anticipated in terms of the community serviced and the topics presented, the learning objectives, service objectives, and service learning objectives were met.

