WSU Health 2 U
Winona, Minnesota

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Forces

- New Curriculum
- Health Policy
- Service Learning
- HLA Accreditation
- Faculty Vision
- End of Healthy-at-Home Program
The Idea

- A traveling nurse service:
  - Underserved adults
  - Senior baccalaureate students and faculty
  - Wellness focus
- Grant received for pilot and feasibility study ($29,945.15)

Service learning: points from the literature

- Enhances students’ understanding of the relevance of course content (Bentley & Ellison, 2005; Reising, Shea, Allen, Laux, Hensel, & Watts, 2008)
- Changes student and faculty attitudes (de la Cruz, Brehm and Harris, 2004, Loewenson & Hart 2011)
- Produces reciprocal benefit (Diary, Murphy, Anderson, & McClurkey, 2011, Duvan, Samuels, Krueger Smith, Mangas-Duncan, 2012, Zacharias, 2010)
- Promotes health literacy (Cushman & Seiter, 2008)
- Provides a high quality service (Byricka, Meik, & Thomas, 2009)

Shared Vision

- Strengthened community relationships
- Empowered and educated clients
- Access to care for underserved populations
- Inter-professional collaboration
- Sustainable project
Planning

- Nursing Students
- Faculty
- Participants
- Inter-professional Collaboration

Points from Health Forum

- Lack of information about community resources
- Inconsistency of care
- Lack of access to health promotion services
- Lack of access to care for individuals with mental illness
- Limited access to care for people without insurance
- Problems with managing chronic illness

Learning from other clinics

- Honor Students, with faculty support, collected data about sustainability from six free clinics
  - History and development
  - Building community support
  - Funding
  - Barriers
  - Evaluation methods
Implementation
- Vital sign measurement
- Vision and hearing assessment
- Depression screening
- Integrative and complementary therapies
- Health education
- Motivational interviewing

Evaluation: methods

Framework analysis (Richie and Spencer 1994)
- Event log (faculty) (n = 26 events at 8 sites providing services for 311 people)
- Reflective journals (34 students) (n = 120)
- Feedback sheets (participants) (n = 81)
- Notes of advisory meetings (n = 3)
- Minutes of Next Chapter grant meetings (n = 14)

Client perspectives
- 81 participant evaluations completed of the 311 served
- Age 55+
- 50% participants would change behavior
- Reason for participation
  - Convenience
  - Curious about health
  - Free
  - Family/friend suggested
- 100% would return
Student perspectives

Themes identified in student journals included:

- **Reciprocity (mutual benefit)**
  "I feel like I learned a lot from today’s clinic. I really think I helped that client understand his condition and his meds and he taught me about a condition that I wasn’t aware of."

- **Complementarity (filling the gaps in each other’s knowledge)**
  "...it was nice that we could introduce something different to their exercise routines."

- **Continuity (the value of getting to know each other)**
  "...This project reminded me how important it is to treat everyone as an individual who has a unique life that they can share."

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Public Health Intervention Wheel

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Frequency of Interventions/Student Journals

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6/18/2013
What worked well?
- Having a large project team
- Paying attention to the process
- Clarifying values
- Creating an identity
- Involving students
- Being flexible and responsive to meet clients’ needs

What were the challenges?
- Getting a community advisory group together
- Unpredictability at the events
- Providing privacy and confidentiality for individual consultation
- Providing continuity of the service
- Managing a funded project with a greater than full time teaching assignment

The Future
- Extend the service (library, mental health settings)
- Explore the theoretical underpinnings of service learning in nursing
- Expand collaboration – develop a “Service Learning in Nursing” forum?
References


