



DEVELOPING ADVOCACY THROUGH SERVICE

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Advocacy

<p>Case advocacy</p> <ul style="list-style-type: none">▪ To protect the interests of individual patients when the patients themselves cannot because of illness or inadequate health knowledge.*	<p>Class advocacy</p> <ul style="list-style-type: none">▪ To protect the interest of vulnerable patient groups through development of systems, policies, and laws promoting equity for the underrepresented
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University of Maryland School of Nursing (2007).

Bridging the gap

- Community engagement
- Understanding of issues
- Belief that efforts can make a difference

Service-learning

- An educational method that incorporates specifically designed learning objectives into community service experiences and requires student reflection as a means to connect service to their academic work

Gelman, Holland, Driscoll, Spring, & Kerrigan, 2001

Service-learning and nursing

- Has been shown to improve synthesis and application of classroom learning, increase community engagement, understand community needs, improve critical thinking skills, and improve cultural competence
- Only 11 studies specific to nursing and only 4 pertained to graduate nurses

Bentley & Ellison, 2007; Cohen & Moore-Nuzzo, 2001; Hales, 1997; Logsdon & Ford, 1998; Naravaga, Lindell, Chen, Gavrin, & Duffly, 2002; Holten, Nickerson, Kanda & Benalla, 2003; O'Dowell et al., 1999; Reising, Allen, & Hall, 2006

Decision to require service:

****Service to the community is part of the college mission and while required for BSN students, graduate students had no opportunities for service.**

Issues for educators	Issues in the community
<ul style="list-style-type: none">▪ Adequate number of clinical sites▪ Preceptor concerns regarding students early in the program▪ Documentation of student supervision	<ul style="list-style-type: none">▪ Provider shortages▪ Lack of healthcare access (especially preventive care)▪ High level of poverty and disparity in outcomes▪ Lack of education

The project

- Establish free health clinic and evaluate its impact on graduate nursing students and the community
- The mission of ACE-SAP Free Clinic is to provide health assessment and preventive services at no cost to underserved persons in the Cedar Valley while providing service-learning opportunities for Allen College students.

Free Health Clinic

- Partnership between the college and the local Salvation Army
- Students taking Advanced Health Assessment were required to do 20 hours of service-learning under the supervision of licensed faculty
- Provides free preventive care, acute care, lipid and glucose screening, immunizations, health education, and referral



Evaluation

Students

- Community-Campus Partnerships for Health
- Centers for Healthy Communities
- Journaling/ on-line discussion
- Post service reflection paper

Community

- Demographics
- Financial impact
- Educational impact/ satisfaction survey
- Referral impact

Stonnamony, A., Gelman, S., & Holland, B. (1999).
Centers for Healthy Communities (1999).
Baker, R. (1990).

Community engagement

Statement	Mean score #10 (pre)	Mean score #14 (post)	p-value
I was already volunteering before this service learning experience.	2.6	4.0	< .001*
I probably won't volunteer or continue community involvement after this course.			
Statement	Mean score #10 (pre)	Mean score #19 (post)	p-value
I was already volunteering before this service learning experience.	2.6	2.0	< .001*
I will integrate community service into my future career plans.			

Sheneman, A., Gelman, S., & Holland, B. (1999).

Community engagement

Statement	Average score pre	Average score post	P value
I believe it should be mandatory for health care professional students to participate in community service.	3.0	2.0	.025*

Centers for Healthy Communities (1999).

Understanding of issues

Statement scale ranges from none (1) to extensive (5).

My knowledge/ understand of ...	Average before	Average after	p-value
1. The types of community resources available for the population with whom I worked.	2.5	3.5	< .001*
2. How health care delivery systems (e.g. managed care) impact my work in the community.	2.9	3.5	< .001*
3. The health care needs of the community in which I served.	2.5	3.8	< .001*
4. The responsibilities of other health care professionals in a multidisciplinary team.	3.5	4.2	.014*
5. The barriers to receiving health care in the community that I served.	2.7	3.6	< .001*
6. The impact of socioeconomic status on health and illness.	2.8	3.9	< .001*
7. How my placement site is perceived in the community.	2.2	3.3	< .001*
8. How to work with clients/ patients who have various levels of health care knowledge.	3.1	3.8	< .001*
9. What the terms community resources and community service mean.	3.2	3.9	< .001*

Centers for Healthy Communities (1999).


Understanding of issues

Statement	Mean	Mean	p-value
	score pre	score post	
2. I feel comfortable providing services to people from different ethnic and racial groups from my own.	2.7	2.2	1.000
5. Upon graduation I would like to work in a setting with patients/clients of various cultural backgrounds.	2.5	2.2	.190
9. Health care professionals should always try to incorporate the patient/ client's health beliefs/ practices when planning treatment.	1.4	1.3	.751
15. I believe that there are valid alternative health care beliefs/ practice that may differ from traditional health care practices.	2.1	1.7	.165
Total pre and post scores compared			.032*

Centers for Healthy Communities (1999).

Belief that efforts can make a difference

Statement	disagree	agree	average
I feel that the work I did through service-learning benefited the community.	0	90%*	1.7*
I made a difference in the community.	0	95%*	1.6*



Shinnamon, A., Getman, S, & Holland, B. (1999).

Effects on the community

- Over \$70,000 of care provided at no charge in 2010
- 20% received referrals to agencies and programs
- 92% of patients report they understand their health better
- 50% report they plan to make positive changes in their health

Effects on the community

- Uninsured are significantly less likely to be aware of hypertension or hyperlipidemia. Treatment can decrease risk by 10% or more
- 1 out of 4 diabetics does not know they have it. Undiagnosed diabetes costs \$2,864 per year

Ajmanian, Zaslavski, Weissman, Schneider, & Ginzburg, 2003
Hendrick (2009)

Lessons learned: Student experience


Before service-learning was required, students were not getting adequate experience with the underserved

Demographic	Free clinic	Traditional clinics	County stats
Uninsured	71%	<3%	11%
African American	27%	8	8.9
Asian	<1	1	1.3
Caucasian	63%	87	85.6
Hispanic	7%	3	3.7
Other	3%	1	2.7
Meets poverty guidelines	78%	NA	17.3

US Census (2007)

Lessons learned: They did not come

- Health care access is only part of the issue
- Culture of poverty
 - Preventative care is not understood or valued
 - Point of care




2010/11/22

Lessons learned: Value of the process

- Importance of common missions with community partners
- Involving stakeholders up front
- Advantages of supporting evidence

Added benefits of the clinic

- Positive community image
- Supports non-profit status
- Creates opportunity for grant support
- Practice site for faculty
- Promotes image of nurse-run clinic for students and community



Student impact

- "...I will apply knowledge that I have gained regarding poverty and use is to be more compassionate towards those less fortunate. The most important application I will use is the direction my career will take after graduating... Like many students who decide to pursue advanced degrees, I went into the program with the motivation to advance my career both professionally and financially. However, this experience has made me realize that I want more from my new career than just financial rewards. I originally got into healthcare because I believed my contribution to society would be through healthcare... My experience at the clinic was exactly why I got into healthcare and more specifically nursing! I wanted to help those that wanted to be helped and to know that I was making a difference. The time at the clinic has reminded me that is where my focus should and will be in my new career."

Allen College Nurse Practitioner student Summer 2011

Endless potential

- Free rural clinic



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