

Learning through Service: School Health Outreach Project



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**MAGIC IN TEACHING
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In Appreciation:

- This project was funded by Kaiser Community Benefit Small Grant Project.

Project Motivation



Student Learning Needs

- Commitment to expand experiential learning for nursing students
- Limited availability of clinical sites

Community Needs

- Health needs of children and families in the community service by the Hayward Unified School District (HUSD)
- Limited resources for school nursing

Project Overview



What: **School Health Outreach Project**

An academic service partnership between CSUEB and HUSD school nurses, using service learning for student nurses, with funding from Kaiser Community Benefit Grants

Who: **Nursing students** (n=40) enrolled in a community health nursing theory class, **school nurses**, **parent participants** (n=250)

Where: **Parent Centers** at **18 schools** in the Hayward Unified School District (HUSD)

The sites: HUSD Parent Centers



Objectives



- To develop a demonstration project of an academic community partnership between CSUEB and HUSD school nurses.
- To provide educational outreach events to parents.
- To provide a service learning experience for nursing students.
- To contribute as a university nursing program to the local community.

Service Learning



- “ Students engaged in service-learning provide community service in response to community-identified concerns and learn about the context in which service is provided”

Community Campus Partnerships for Health (CCPH)
website (2010)

“Service learning differs from traditional clinical education”



- Service learning emphasizes community driven concerns.
- Service learning includes a negotiated partnership between community and students.
- Service learning emphasizes reciprocal learning: we all learn from each other
- Service learning seeks to achieve social change.
- In Service learning, students place their professional role in the context of the larger society.

CCPH website 2010



The Community



- Hayward Unified School District (HUSD) services over 20, 000 children
 - 23 elementary schools
 - 5 middle schools
 - 3 high schools, 1 alternative school
- Diverse student population
 - 53% Latinos, 11% white, 16% African American, 8% Asian, 7% Filipino, 4% Pacific Islander, 1% Native American
(HSUD website)
- School Nurses numbered 12, with significant cuts anticipated

Health Needs of the Community



- Chronic diseases, such as diabetes and asthma, are prevalent in children and families
- Evidence of health disparities for Hayward community
 - High incidence of asthma and diabetes
 - Hospitalization rates for asthma and diabetes are higher than the county rates
 - Teen pregnancy rate is 41.2 per 1000, as compared to 27.4 in the county
 - Increasing concern regarding community violence.

Methods



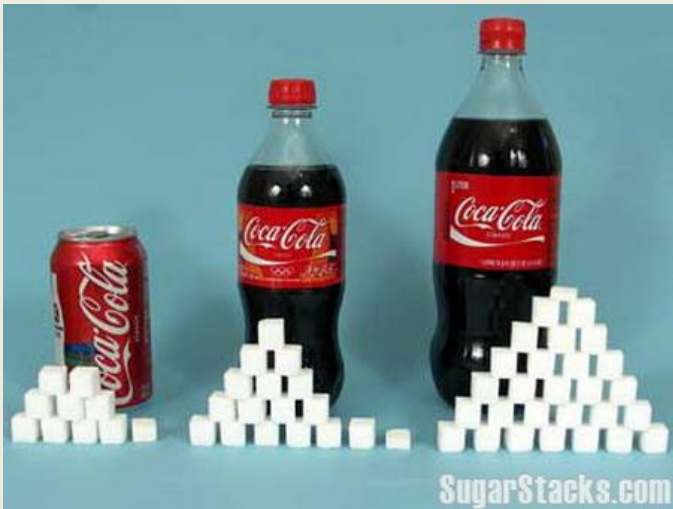
- Students (N=40): enrolled in a community health theory class were assigned in pairs to develop and implement a health education session to parents
- Sites: parent centers in 18 schools in the HUSD system
- Facilitator – school nurse project coordinator and parent center coordinators

Sample activities



- Participatory exercise activities
- Games – “How much sugar is in our food and drink”
- Question and answers
- “Beautiful Water” – Decorated water bottles.
- Recipes for Healthy living
- Family Activity and Food Calendars
- Eliminating triggers for asthma

How much sugar?



Outcomes



- More than 250 Parents at 18 different school sites participated in the education outreach sessions.
- Overwhelmingly positive response from parents, students, schools, and school nurses.

Students' response



- “The SHOP project was a valuable experience in Community Health Nursing for me”.
- “A rewarding experience”
- “I felt I had made a contribution to the school parent group”
- “The experience of teaching diabetes prevention was positive, fulfilling and useful. I believe the mothers feel the same way because they were so engaged in conversation with the presenters”



Students' Response



- The experience gave me insight on the value and absolute necessity of teaching, public health nursing and education in the community. This project, I believe, benefited both sides significantly.
- The entire experience gave me valuable insight into the school community as well as Hayward community life. I definitely benefited from the experience and the parents and staff did too.

Students' Response



- “There was great participation by the audience, and we had healthy prizes for those that answer correctly.”
- “I gave out toy balls and Frisbees to the parents after I taught them about being more physically active and how it helps control/prevent diabetes. “
- “In conclusion, I feel that this was fantastic experience.”

The Context



- “In our setting, some parents were unable to attend because 2 two students had been killed the week before and the funeral was on this day. This really made me think about the community.”
- “ It was interesting to note the presence of a liquor store across the street from the school.”
- “All of the 26 parents in our group had a family member with diabetes or had diabetes themselves.”

Response of parents and school nurses



- Many parents shared stories of family members with diabetes.
- “We would like you to continue to present on other topics.”
- “This was valuable for us all.”
- “The parent centers are encouraged by the student presence.”

Engaged Parents



Significance



1. The development of academic service partnerships is a valuable model.
 - The community benefits
 - The systems benefit
 - Students benefit

Academic Service Partnerships



- **Benefits:**
 - Increased opportunity for engaged learning
 - Increased quality of education
 - Expansion and extension of services to the community
 - Potential opportunity for funding

Academic Service Partnerships



- Challenges:
 - Organization and time commitment
 - Group “buy in”
 - ✦ Keeping the vision in front of everyone
 - ✦ Need to make public the good benefit
 - Timing – Student schedules and school schedules
 - Sustainability

Significance



2. Service learning provides opportunity for increasing engagement with learning
 - Good fit with nursing theory
 - In addition to clinical experiences
 - Contribution/service component viewed as valuable to students
 - Encourages community engagement for all nurses

Strategies for contextual engagement in nursing education



- Real life learning – in the context
 - Benefit of “Embodied learning”
 - Service learning
 - Expanded Internships,
 - Academic credit for community engagement
- Academic service partnerships
 - Worth the effort
- Interdisciplinary community partnerships

Creative Students

