



# Community Engagement: A Pathway to Developing Professional Nursing Leaders

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**TENNESSEE**  
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# Objectives



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COLLEGE OF NURSING

Participants will understand:

- How an academic service learning (ASL) experience assists students in meeting program outcomes.
- How a multi-semester initiative develops stronger partnerships and meets community needs.

# Campus Partnerships



## Jones Center for Leadership and Service

*Mission is to educate and engage all students to lead and serve global community*

## Office of Research & Engagement

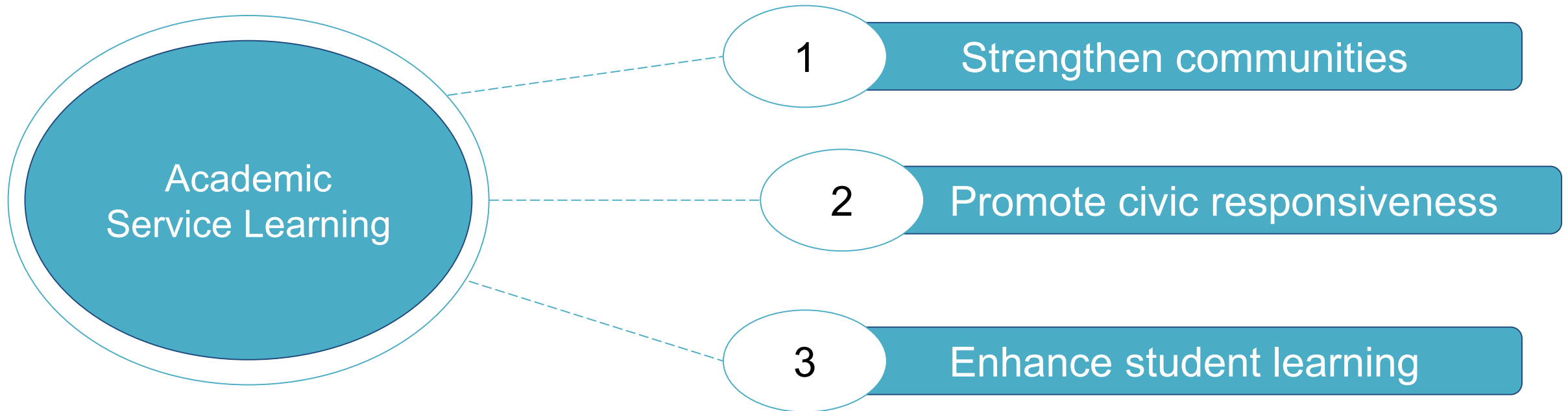
### **Carnegie Classification for Community Engagement**

*Community engagement describes collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.*



# Academic Service-Learning

Service-learning is a course-based experiential learning strategy that engages students in meaningful and relevant service with a community partner while employing ongoing reflection to draw connections between the service and course content.



[Video](#)



# Benefits for Students

Apply learning to “real world” non-nursing contexts

Ability to develop and achieve program outcome behaviors

- Communication
- Critical Reasoning
- Professionalism
- Leadership
- Safe Practice



# Benefits for Faculty Mentors

- Sharing of expertise and wisdom
- Satisfaction with observing student growth
- Recognition for serving as mentor
- Opportunity for scholarly activities



# Benefits for Community Partner

## Consistent student resources

- Four semester commitment
- Decreased need for training

## Service Learning project outcomes

- Mutual goal to improve a process or meet need of population served

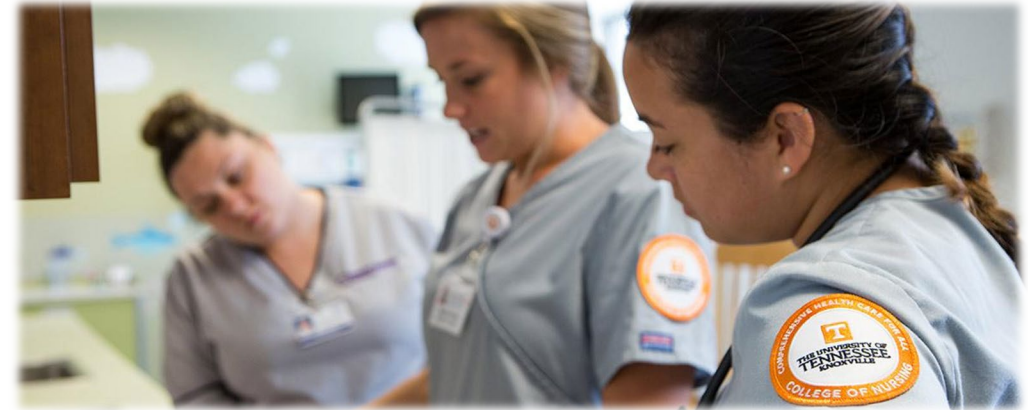


# Planning and Implementation



# Planning for ASL Experience

- Surveying incoming students
  - Areas of community interests
  - Current volunteer experience
- Networking with colleagues
  - Potential community partnerships
- Educating faculty mentors
- Developing Service Learning Partnership
  - Initiate relationships through face to face meetings



# Implementing ASL Experience

- Matching junior students with community partners
- Assigning Faculty Mentor/Faculty liaison
- Establishing contact with community partner
- Completing student-community Partner Memorandum of Collaboration (MOC)



# ASL Requirements and Assignments

## Semester 1

30 Academic  
Service Hours  
and  
Two Reflection  
Papers

## Semester 2

30 Academic  
Service Hours  
and  
Two Reflection  
Papers

Identify Final  
Project plan

## Semester 3

30 Academic  
Service Hours  
and  
Two Reflection  
Papers

Final Project  
Plan  
PICOT  
Question  
Literature  
Review

## Semester 4

30 Academic  
Service Hours  
and  
One Reflection  
Paper

Final Project  
Scholarly Paper  
e-Poster

# Evaluation



# Evaluation of Program Outcomes

- Reflections each semester
- Quality Improvement project
- Address 5 student behaviors
  - Communication
  - Critical Reasoning
  - Professionalism
  - Leadership
  - Safe Practice



# Reflection Assignments

Structured questions provided to students that address

- Achievement of student behaviors
- Understanding of course material
- Personal growth



# Student ASL Projects

- Collaboratively developed between the student and the Community Partner
- Students identify the population (P); an intervention (I); what will be compared (C); the outcomes (O); and the time frame (T) for addressing the identified problem

# Examples of Projects

- Protocol for triaging fans for the American Red Cross
- Educating parents about what is covered in an after-school program
- Resurrect a community garden at a local school to assist students learn about healthy eating

[Video](#)



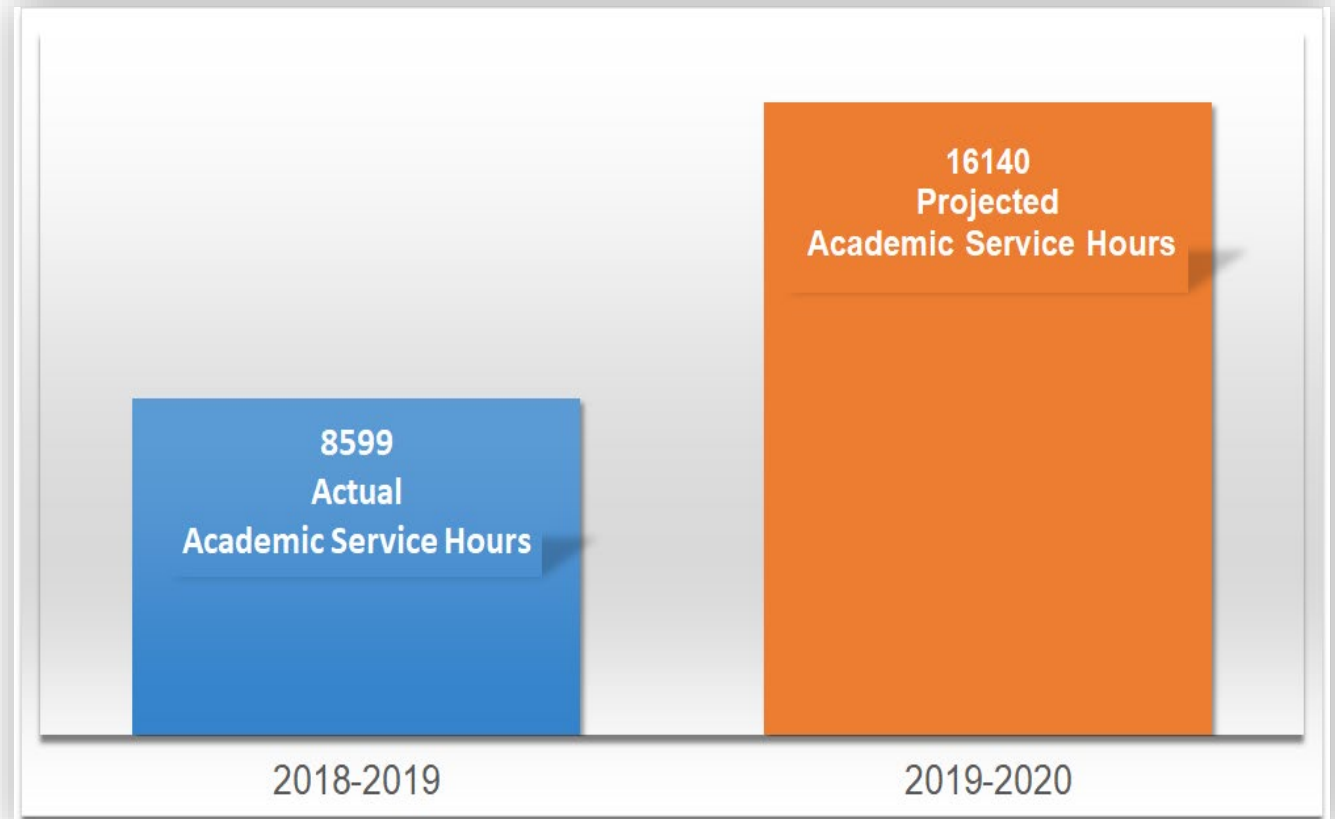
# Evaluation of ASL Project

- Class Presentation and Peer Review
- Poster presentation at University-wide Exhibition of Undergraduate Research and Creative Activities (EURCA)
- Scholarly Paper

[Video](#)

# Community Partner Outcomes

- 240-720 Service hours per year
- Mutually determined quality improvement project
- Precious Prints example



# Lessons Learned

# Lessons learned

- Clear instructions and expectations for all parties
- Clear communication between Community Partners, students and faculty mentors
- Need for personnel resources
- Buy-in from stakeholders