How to Embrace (And Love?) Community Engagement

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Disclosures

- Melissa Wholeben, PhD, RN: No relevant financial relationships

- Carla Ellis, MSN, RN: No relevant financial relationships
Objectives

- Identify 2 alternative means of clinical teaching strategies for nursing students.

- Describe motivational strategies for their students in order to give back to the community through service-learning.

- Be able to build a health-fair related project in keeping with the clinical/course objectives.

- Be able to design and plan an interprofessional health-fair and/or community engagement activity.
Need to create clinical learning environments that allow students the opportunity to engage the community in wellness concepts.

Incorporate Knowledge Skills and Attitudes (KSA) required with QSEN competencies.

Increased enrollment with limited clinical availability.

Desire to engage and serve the community in which we practice.

Clinical Hour allocation caveat—per your governing board
Bancroft, Haverkamp and Griffes (2012) stated that connecting learning to its practice application creates deeper learning and retention.

Frankel (2009) states “Learning in the form of practice” must be combined with a feeling of pride and accomplishment in ability to help others.
What does the literature say?

- Health Fairs promote wellness and develop public health/community health competencies (Baylor, 2009; Maltby, 2006)

- Riedford (2011) described a mental health project connected to Healthy People 2010 goals for the nation
Developing the project: Our course objectives

- Use critical thinking in analyzing a current healthcare topic.

- Use critical thinking in analyzing web-based national statistics to complete a community assessment.

- Use organizational and management skills to identify and access resources for individuals, families and groups.

- Adhere to ethical and legal standards of nursing practice.

- Advocate for quality health care and health care access for vulnerable populations.
The Plan

- You don’t have to do it alone. Partner and conquer!

- Planning schedule (on handout)

- Don’t forget incentives!

- Have students reflect on the process (we teach Knowledge, Skills and Attitudes – this is where attitude can be acquired and documented for accreditation purposes as well).
Partner: local television stations

▪ Telemundo Health Fair
(approximately 400–500 participants for the screening booths)
***estimated 1000 participants through the education section***

▪ Univision Health Fair
(approximately 350–400 participants for the screening booths)
***estimated 700 participants through the education section***
Partner: Area Schools and Military Memorial March

- Local School Health Fairs (different selected schools gave health fairs for their neighborhood/community)

- Bataan Death March (soldier/participant care from the start of the race to the last participant crossed the finish line)
Partners: local homeless shelter

- Homeless Shelter Interdisciplinary Health Fair
  (150–200 residents and area community served each semester – Spring and Fall)
Smoking Cessation Teaching in association with a grant from the Housing Authority of El Paso (HACEP)

- Smoking Cessation (30–50 participants per housing unit) ***total of 6 housing units
Qualitative Feedback

- “I was able to teach the participant about diabetes and strategies to stay healthy.”

- “It was amazing to see how many people came to the health fair to get screened for blood pressure and height/weight/BMI”.

- "I felt I made a difference“

- “It’s amazing how much people don’t know about seizures. We really are helping.”

- “ The people who came by seemed so grateful with all of the services provided to them. I felt like I gave back to the community in a way I had never done before.”
Future Plans

- Create more “real world” applications by partnering with local hospitals/academic disciplines.

- Produce a Community Needs Assessment on a local Colonia to assist in getting health care assistance.

- Student participation in research, partnering with graduate programs to produce real world information.
Limitations

- Time consuming and difficult at times to juggle many responsibilities (even when someone else is in charge of the venue)

- Lyman and Benedik (1999) suggest changing up the responsibilities and changing the venue to keep the passion alive.

- Our experience
Summary

- These are examples in our course, a senior course, but it can be put in any course:
  - Beginning students: BP checks and BMI/waist circumference
  - Obstetrics and Pediatrics: immunization reviews (and administration if you can get a vendor to assist with this) and Developmental skills screening
  - Mental Health: Depression screening tools in homeless population.
Questions??
References


References


