Advocacy

Case advocacy
- To protect the interests of individual patients when the patients themselves cannot because of illness or inadequate health knowledge.

Class advocacy
- To protect the interest of vulnerable patient groups through development of systems, policies, and laws promoting equity for the underrepresented.

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

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

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 in the community
- Provider shortages
- Lack of healthcare access (especially preventive care)
- High level of poverty and disparity in outcomes
- Lack of education

- Adequate number of clinical sites
- Preceptor concerns regarding students early in the program
- Documentation of student supervision
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
### Community engagement

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean score (pre)</th>
<th>Mean score (post)</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was already volunteering before this service learning experience.</td>
<td>2.6</td>
<td>4.0</td>
<td>&lt; .001*</td>
</tr>
<tr>
<td>I probably won’t volunteer or continue community involvement after this service learning experience.</td>
<td>2.6</td>
<td>2.0</td>
<td>&lt; .001*</td>
</tr>
</tbody>
</table>


### Understanding of issues

<table>
<thead>
<tr>
<th>Understanding of...</th>
<th>Average score (pre)</th>
<th>Average score (post)</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The impact of community resources available for the population with whom I worked</td>
<td>3.6</td>
<td>3.5</td>
<td>&lt; .001*</td>
</tr>
<tr>
<td>2. How health care delivery systems (e.g., managed care) impact the work in the community</td>
<td>3.8</td>
<td>3.5</td>
<td>&lt; .001**</td>
</tr>
<tr>
<td>3. The health care needs of the community in which I served</td>
<td>3.9</td>
<td>3.8</td>
<td>&lt; .001*</td>
</tr>
<tr>
<td>4. The responsibilities of other health care professionals in a multidisciplinary team</td>
<td>3.0</td>
<td>3.2</td>
<td>&lt; .01**</td>
</tr>
<tr>
<td>5. The barriers to ensuring health care in the community that I served</td>
<td>3.7</td>
<td>3.6</td>
<td>&lt; .001**</td>
</tr>
<tr>
<td>6. The impact of socioeconomic status on health and disease</td>
<td>3.8</td>
<td>3.9</td>
<td>&lt; .001**</td>
</tr>
<tr>
<td>7. How my placement site is perceived in the community</td>
<td>3.0</td>
<td>3.1</td>
<td>&lt; .001**</td>
</tr>
<tr>
<td>8. How to work with diverse patients who have varying levels of health care resources</td>
<td>3.1</td>
<td>3.8</td>
<td>&lt; .001**</td>
</tr>
<tr>
<td>9. What the terms community resources and community service mean</td>
<td>3.2</td>
<td>3.9</td>
<td>&lt; .001**</td>
</tr>
</tbody>
</table>

Centers for Healthy Communities (1999).
Understanding of issues

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean pre</th>
<th>Mean post</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel comfortable providing services to people from different ethnic and racial groups from my own.</td>
<td>2.7</td>
<td>2.2</td>
<td>.880</td>
</tr>
<tr>
<td>5. Upon graduation, I would like to work in a setting with patients/clients of various cultural backgrounds.</td>
<td>2.5</td>
<td>2.2</td>
<td>.380</td>
</tr>
<tr>
<td>9. Health care professionals should always try to incorporate the patient/client’s health beliefs/practices when planning treatment.</td>
<td>1.4</td>
<td>1.3</td>
<td>.751</td>
</tr>
<tr>
<td>13. I believe that there are valid alternative health care beliefs/practices that may differ from traditional health care positions.</td>
<td>2.1</td>
<td>1.7</td>
<td>.465</td>
</tr>
</tbody>
</table>

Total pre and post scores compared: .032*

Belief that efforts can make a difference

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Agree</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt the work I did through service learning benefited the community.</td>
<td>0</td>
<td>80%*</td>
<td>1.7**</td>
</tr>
<tr>
<td>I made a difference in the community.</td>
<td>0</td>
<td>85%*</td>
<td>1.6*</td>
</tr>
</tbody>
</table>

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

Lessons learned: Student experience

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

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Free clinic</th>
<th>Traditional clinic</th>
<th>County stats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uninsured</td>
<td>73%</td>
<td>&lt;5%</td>
<td>11%</td>
</tr>
<tr>
<td>African American</td>
<td>27%</td>
<td>8</td>
<td>8.9</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt;1%</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Caucasian</td>
<td>61%</td>
<td>11%</td>
<td>81.6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7%</td>
<td>3</td>
<td>3.7</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Meets poverty guidelines</td>
<td>38%</td>
<td>NA</td>
<td>17.3</td>
</tr>
</tbody>
</table>

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
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 it 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. Originally, I 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."
Endless potential

- Free rural clinic

References


References (cont)
