

**Building Public Health Nursing Skills &  
A Commitment to Social Justice Through  
Student-Led Philanthropy and Service-Learning**

Rosemary Chaudry, PhD, MPH, RN  
Paula D'Auteuil, MS, RN  
Alexis Downing, MS, RN  
Susan Voorhees-Murphy, MS, RN  
Laureen Smith, PhD, RN

APHA PHN Session 32441.1 / Abstract 216132  
11.8.2010

1

**Background**

- **Service learning:**
  - relevant community service experiences integrated with academic course learning (Hales, 1997)
  - rooted in nursing philosophy - commitment to social justice, advocacy
  - improves social responsibility & academic learning (Reising et al., 2006);
  - helps community agencies meet expanding needs (Narsavage et al., 2002)
  - often difficult to demonstrate student, community health outcomes (Reising et al., 2006)
- **Student philanthropy:**
  - experiential learning with opportunity to study social problems & NFPs and make decisions about funding
  - two models in higher education (Millisor & Oiberding, 2009)

3

**Pay It Forward  
Student-Led Philanthropy Projects**

**Goals:**

1. Award charitable dollars to NFP agencies that address immediate needs
2. Build stronger communities through skilled volunteers & a commitment to civic engagement
3. Provide students with knowledge & experience in philanthropic funding.

4

**Pay It Forward  
Student-Led Philanthropy Projects**

**Funding: Ohio Campus Compact**  
through Learn & Serve America Higher Education  
Grant from the Corporation for National and  
Community Service  
<http://www.ohiocampuscompact.org/>

\$4,500 for philanthropy award  
\$500 for course support  
\$500 for university support

5

**The Funded Courses**

**UG Community health nursing courses**  
*"Community Care of Vulnerable Populations"*

- two\* consecutive quarter courses Winter & Spring 2010
- Key course activity: community assessment project (CAP)
  - conducted in clinical
  - 25% of course grade
- Related course objectives "in care of vulnerable popns."
  - Analyze health care needs
  - Analyze issues of distributive & social justice
  - Identify socio-political & economic structures of PH care systems

6 6

**Pay It Forward  
Winter Course Activities**

- 18 CAP clinical projects (3-4 students / group) – brief summary by group of priority health problem
- class selects 8 health problems – overview by group rep as advocate for problem & target population  
<http://blogs.con.ohio-state.edu/payitforward/student-projects/>
- class selects 4 problems in different target populations
- class makes recommendations for RFP process
- Didactic components: faculty & university support team presentations
- Student service-learning: community assessments,

7 7

### Pay It Forward Spring Course Activities

- reviewed Winter class activities & recommendations
- generated list of potential community NFP agencies
  - reviewed agencies' profiles on local foundation
  - selected eight agencies to receive RFP
- reviewed & revised draft RFP, letter of announcement
  - course head sent RFP and letters
- reviewed & revised proposal scoring criteria
- scored proposals

8 8

### Pay It Forward Spring Course Activities

- clinical CAP – continued problem-focused on the two selected health problems (4 groups of 4-5 students/ topic)
- Didactic components:
  - university support team presentations
  - supplemental lectures on program planning, evaluation, leadership, PHN competencies, EBP

9 9

### Pay It Forward - Timeline

- November 2009 – RFP released, proposal submitted, funding award notice
- January 2010 – presentations to Winter class; CAPs; faculty & university support team training
- March – Winter class selects priority health problems and populations, provides recommendations
- March- presentation to Spring class
- April- class finalizes agency list, RFP, letter; CAPs
- May- class finalizes scoring criteria; reviews RFPs
- June- letters to funded agencies; award reception; student evaluation data collected

10 10

### Evaluation-Community, Faculty, Students

- Community
  - anecdotal
  - funder's survey
- Faculty
  - anecdotal
  - funder's survey
- Students
  - anecdotal
  - project blog comments
  - video analysis
  - course evaluation narrative comments
  - funder's survey

12

### Evaluation-Community, Faculty, Students

Students

- anecdotal: varied within clinical groups and across clinical groups; engaged in class
- project blog – varied postings, some photos
- video analysis – student engagement varied
- course evaluation narrative comments- 7 positive, 5 negative
- funder's survey – still awaiting

13

### Lessons Learned

Course:

- scope of project & time issues
- extra didactic content
- expand evaluation mechanisms- course survey, focus groups, journals
- consider alternate formats:
  - graduate nursing L&M course series
  - student service organization
  - three UG course series
  - involve community agencies

Community:

- revise RFP
- integrate proposal into service activities
- incorporate into class - e.g., presentations

14