



**Pierce College Puyallup
Associate Degree in Nursing
Program**

**Service-Connected Learning
Handbook**

Adopted 4/06; Revised 11/06

Service-Connected Learning

What is Service-Connected Learning?

Service-connected learning incorporates community-based volunteer service into academic instruction to support the learning goals of a course. Service-connected learning projects are course-driven, determined by the student as it aligns with instructional goals, while at the same time responding to real needs of community organizations. In addition, service-connected learning provides students with a unique opportunity to learn from community-based professionals and the communities they work within.

Benefits of Service-Connected Learning

Student Enhancement:

Service-connected learning offers opportunities for enhancing student learning in a variety of ways. Students:

- Connect academic content with hands-on experience by exploring related community opportunities based on real community needs
- Increase their sense of self-efficacy and develop analytical skills
- Are provided an opportunity to utilize new ways of critical thinking
- Challenge personal and social assumptions, values and beliefs
- Learn from community-based professionals with expertise in addressing social issues in communities they work within

Community Enhancement:

Service-connected learning offers opportunities for enhancing community campus connections in a variety of ways. By participating in service-connected learning, community partners can:

- Expand their base of volunteers
- Work with students who are enthusiastic and motivated to learn and bring with them new insights, perspectives and knowledge
- Help shape student learning and knowledge of their surrounding community

To Community Partners for Service-Connected Learning:

Community partners are more than supervisors; you help to educate service learning students. Service-connected learning students not only want to help meet important community needs, but this experience is also a basis for understanding their coursework. Your help is essential in encouraging students to think about what the experience means to them.

You set the organizational context and provide an important view of the overall societal issues and impact. Students come to you not only for supervision, but also to learn from your skills and

expertise. As a co-educator you can assist students in making connections between their service activities and their course learning objectives. Here are some helpful hints to make this an enlightening experience for all:

1. **Complete a Service-Connected Learning Agreement Contract.**
2. **Provide a Structured Experience:** Projects with visible outcomes keep students focused, interested and motivated. A mutually agreed upon schedule or regular hours will help provide structure.
3. **Take Time into Consideration:** Service-connected learning positions are designed to fit within the academic quarter and are appropriate for **40 hours** in the agency per student distributed over the quarter. When designing projects, plan for well defined projects that can be completed in a short time period.
4. **Designing the Opportunities:** When designing opportunities for service-connected learning students, the most important step is looking at your organizational needs and capacity. Think about how students might help meet your identified needs.
5. **Be Responsive to Student Questions and Concerns:** Students face numerous challenges related to the academic system. Responding to student's calls and questions will help alleviate problems for students.
6. **Schedule and Provide a Comprehensive Orientation:** The orientation should familiarize the student with the mission of the organization, the space, people and safety issues related to the respective position and responsibilities. This orientation is the student's first substantive contact with your organization and will set the tone for the service-connected learning experience.
7. **Provide On-going Supervision and Offer Constructive Feedback:** Service-connected learning students seek to provide a service that meets real community needs, while learning more about the work done by organizations as it relates to healthcare systems. Supervision and constructive feedback offer community site supervisors the opportunity to serve as co-educators of students.
8. **Complete and Return the Student Evaluation Form:** As part of the student evaluation, please complete the Service-Connected Learning Experience Student Evaluation form.
9. **Contact Us:** We are here to help support and guide you through this service learning experience. Please call, should you have any questions or concerns regarding service learning or about the student:

Educators

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Contact

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To The Service-Connected Learning Student:

Students who participate in service-connected learning provide a service at a community organization that is related to nursing core coursework and personal interest. The student is responsible for choosing their own site and organizing their volunteer training with their site supervisor. The list of possible sites for volunteering is in the Service-Connected Learning Connections section of this handbook. If you need further assistance organizing your placement, please see one of the faculty members listed above. Each student may secure one site for the whole experience, or have a different site every quarter.

Students are expected to:

1. Actively secure an appropriate community partner, whose mission is focused on stewardship towards meeting social needs within the community, acting as a volunteer in their existing community volunteer program.
2. Attend orientation as it relates to the community partner affiliation
3. Commit and schedule time. If you are unable to attend, please contact the site representative as soon as possible to inform them of your absence.
4. Complete related assignments.
5. Be professional, display a positive attitude and honesty.
6. Be open to working with diverse populations and communities.
7. Complete evaluations.

GRADING POLICY: This is a pass/fail portion of your nursing clinical coursework. In addition, some assignments from your theory based courses may reflect your experience in working within the community in order to maximize the learning goals of the project. **Forty contact hours** of service learning plus approximately **ten hours** of related projects and reports are required each quarter in order to meet academic credit. The completion of forms, evaluations and the level of your achievement of the course competencies will determine your grade. Because this is a performance based, self-directed course, you will be assessed by the amount of effort you put into your project, the quality of the required written documents, journal, portfolio and your level of professionalism. It is your responsibility to manage your time and complete all assigned work.

Service-Connected Learning Goals

By the end of the service-connected learning experience, the student will be able to:

1. Demonstrate an understanding of culturally competent care.

2. Identify historical and political factors that influence a healthcare system.
3. Discuss the major health/psychosocial issues experienced by communities, clients and families.
4. Evaluate the healthcare resources available within a community.
5. Develop awareness of barriers to health, well-being and primary healthcare access.
6. Describe and demonstrate therapeutic communication techniques when interacting with communities, clients, families and providers.
7. Demonstrate patient teaching for health promotion and disease prevention.
8. Describe the role of the nurse as patient advocate in relation to community.
9. Develop individual and collaborative leadership skills.
10. Reflect on how service-connected learning enhances collaborative practice.

Distribution of Hours per Quarter:

(2 Year Students – Quarters 2-5/Bridge Students – Quarters 4-5)

Expected preparation for experience (i.e. organizing site visits, required training, etc.)	10
Service-Connected Learning at Facility	<u>40</u>
Total	50*

*Because each student is acting as a volunteer within each organization, similar to an internship, the credits for this experience is calculated as 50 hours for one credit.

Student Assignments

1. Service-Connected Learning Portfolio (maintained throughout project)
2. Service-Connected Learning Presentation (performed every quarter)
3. Library Research Assignment (due at the end of the project)

1. Service-Connected Learning Portfolio (maintained throughout the project)

Components:

- a. Cover sheet
- b. Community Partner Service Learning Agreement Contract
(due mid-term of initiation quarter: 2nd Year Students – Quarter 2/Bridge Students – Quarter 4)
- c. Student Service-Connected Learning Agreement Form
(due mid-term of initiation quarter: 2nd Year Students – Quarter 2/Bridge Students – Quarter 4)
- d. Student Service-Connected Learning Goals & Library Research Assignment Proposal Form
-- Must contain at least 5 objectives relating to nursing core coursework
(due mid-term of initiation quarter: 2nd Year Students – Quarter 2/Bridge Students – Quarter 4)
- e. Weekly reflective journal entries

- Should be ongoing using a before, during and after approach
- Should be a minimum of one page in length
- Should reflect upon at least one objective
- f. Service-Connected Learning Time Sheet
 - Must be completed in its entirety and demonstrate 40 hours of service-connected learning at the chosen site
- g. Student Performance Evaluation for Service-Connected Learning (*completed each quarter by hosting facility*)*
- h. Student's Evaluation of Service-Connected Learning Experience (*completed each quarter by student*)
- i. Library Research Assignment (*completed at end of project – Quarter 5*)
- k. Reference List – scholarly articles that have been instrumental to your learning experience. (*Updated every quarter*)

**(Please note that the student's performance will also be evaluated on the appropriate clinical course evaluation form as the Service-Connected Learning project is apart of the nursing program's clinical coursework. See the Clinical Handbook for more information.)*

2. Service-Connected Learning Presentation Guidelines

(A presentation is made every quarter)

1. State the main point clearly.
2. Use specific examples to illustrate or support the main point.
3. Provide 3 references, or scholarly articles, that you reviewed that broadened your understanding of working within the community that reflects your experience.
(The list of references needs to be apart of your portfolio.)
4. Speak to the audience. Do not read the presentation.
5. Present a clear conclusion of the service learning point.
6. Stay within the stipulated time line of 15 minutes.

3. Library Research Assignment

(Due at the end of the project – Quarter 5)

Components:

- No more than 6 pages in length
- Utilize APA format
- Must be related on at least one objective as it relates to nursing core coursework
- Must contain at least 5 scholarly sources. Encyclopedias and dictionaries are not to be used!
 - Some examples are analyzing the role of the nurse in the community setting; discuss barriers to accessing healthcare services within the community

**Pierce College Nursing Program:
Community Partner
Service-Connected Learning Agreement Contract**

*(Due mid-term of initiation quarter: 2nd Year Students – Quarter 2
/Bridge Students – Quarter 4)*

Student Name: _____

Service Learning Facility: _____

Address: _____

Primary Contact Person: _____

Phone: _____ Email: _____

Alternate Contact Person: _____

Phone: _____ Email: _____

Project Description:

In this position, the student will engage in the following activities/roles/tasks:

What, specifically, do you hope the student will learn while working with your organization?

This service-connected learning contract is designed to:

- a. Assist the student and community partner in understanding the learning objectives for the course.
- b. Clarify the activities, acting as a volunteer, in which the student will be involved at the agency in relation to the learning goals.
- c. Insure that both the student and the service-connected learning facility are aware of their responsibilities as partners in this service learning experience.

I agree to honor the volunteer commitment required for this service-connected learning experience, as well as any additional volunteer training mandated by the service-connected learning facility. I also agree to contact either my facilitator or instructor should I have any concerns about my service-connected learning experience.

Student Signature

Date

I agree to provide adequate volunteer training and supervision for the service-connected learning experience, to plan appropriate activities for the student within the agency which meets the learning objectives for the course and to complete necessary service-connected learning forms (contract and evaluation). I also agree to contact the facilitator should I have any concerns about this service-connected learning experience or the student.

Agency Signature

Date

Pierce College Nursing Program: Student Service-Connected Learning Agreement Form

*(Due mid-term of initiation quarter: 2nd Year Students – Quarter 2
/Bridge Students – Quarter 4)*

As a service-connected learner, you are given the opportunity for a unique and valuable experience. As a student of the Pierce College-Puyallup Associate Degree Nursing program, you must agree to:

- Fulfill your agreement as to your duties, hours and responsibilities to the best of your ability.
- Be professional, punctual, polite and respectful of agencies policies, rules and regulations.
- Respect the confidentiality of clients, providers and families.
- Give notification in advance if you must miss or be late for a service learning session. If advance notification is impossible, call as soon as possible.

I have read and agree to this agreement and the guidelines as outlined in the Pierce College-Puyallup Associate Degree Nursing Service-Connected Learning Handbook.

Student Signature

Date

Pierce College Nursing Program: Student Service-Connected Learning Goals and Library Research Assignment Proposal

*(Due mid-term of initiation quarter: 2nd Year Students – Quarter 2
/Bridge Students – Quarter 4)*

Student: _____ Date: _____

Student Learning Goals:

- 1.
- 2.
- 3.
- 4.
- 5.

Library Research Assignment Proposal:

I have read the student learning goals and library research assignment proposal. I concur with the goals and assignment proposal.

Faculty Signature

Date

**Pierce College Nursing Program:
Student Performance Evaluation for
Service-Connected Learning**
(to be filled out by hosting facility)

Student's Name:

Name of Hosting Facility:

Date:

Name of Supervisor:

Student Learning Goals (from Service-Connected Learning Goals Form):

1.

2.

3.

4.

5.

In your opinion, were the student learning goals met? Why or why not?

Please provide any suggestions for improvement of this experience.

Supervisor's Signature

Date

Service-Connected Learning Connections

(A few suggestions, others available upon request.)

Agency	Description	Contact
Pierce County Narcotics Anonymous	Addictions	253-531-8792
CARE	Chemical Abuse	253-572-2273
Volunteer Chore Service	Elder/Adult Disability	253-502-2741
Family Justice Center	Domestic Violence	Susan Adams or Craig Roberts 253-798-4330
Catholic Community Services	Community Services	Linda Dombrowski 253-502-2741
Greater Lakes Mental Healthcare	Mental Health	Volunteer Coordinator 253-581-7020
Out of the Woods	Emergency Shelter	Bill Arensmeyer 360-786-6383
Franciscan Hospice	End-of-Life Care	James Bentley 253-534-7069 or Sharon Wilhound 253-534-7070

**Other Service-Connected Learning Connections are available upon request.*