Service Learning in RN to BSN Leadership Education

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Objectives & Disclosure Statement

At the conclusion of this presentation, the learner will:

• Describe service learning in RN to BSN leadership education.
• Provide examples of service learning in distance learning RN to BSN leadership coursework.
• Discuss strategies to incorporate service learning into RN to BSN leadership coursework through collaboration with community partners.

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RN to BSN Background

- In 2011, enrollment in Bachelor of Science in Nursing (BSN) degree completion programs (RN to BSN) has increased every year for the last 9 years.

- Enrollment has grown from 31,215 students in 2003 to 89,975 students in 2011, a 288% increase.

- There are more than 646 programs available, including more than 400 programs that are offered at least partially online.

(AACN, 2004; AACN, 2012)
Practice Experiences

• All Baccalaureate programs, including RN to BSN programs, must provide practice experiences for students to bridge to baccalaureate-level professional nursing practice.

  (AACN, 2004; AACN, 2012)
According to the Institute of Medicine (IOM) Future of Nursing Report, there need to be innovative strategies to meet the goals to attain the education percentages set forth by 2020 (IOM, 2010).

Distance Learning Courses discussed:
- Practicum – 2 semester hours
- Project - 1 semester hour
- These courses are taken together and the project is completed during the semester.
Select Course Objectives

• Analyze the role and functions of the nurse manager and members of the interdisciplinary team in the delivery of patient care.

• Analyze approaches of teamwork and collaboration as they relate to problem solving outcomes for the selected healthcare facility or institution.

• Describe and develop a plan for improving, assisting, revising, restructuring or analyzing an issue related to management for the nursing leadership and administration of the selected healthcare facility or institution.
Each student is encouraged to explore with the preceptor an experience that will bring new insights regarding leadership and management, regardless of the level of supervisory experience of the student.

The leadership practicum spends 60 precepted hours with a nurse preceptor with his/her BSN or higher nursing degree in a nursing leadership role.
Service Learning defined

• Service-Learning is a teaching and learning strategy that integrates community service with academic instruction and structured reflection in such a way that students’ gain further understanding of course content, meet genuine community needs, develop career-related skills, and become responsible citizens. servicelearning.wcu.edu

• Academic service-learning becomes a reciprocal process in which the student gives back to the community and helps meet an essential need (Washington-Brown & Ritchie, 2014)
Service Learning defined

Academic service learning involves:
• Integration of critical reflections
• Meaningful community service activities related to academic learning
• Improves academic growth
• Employs civic responsibility

(Felver, et al. 2010)
Service Learning Course Designation

Learning Connection

Community Engagement

Reflection Method

(Center for Service Learning, 2014)
Service Learning Project

- The service learning project is a collaboration between the student and preceptor that is approved by the course professor.

- The project is to be completed during the course semester (estimated to be completed within 30 hours).

- The student has a class oral presentation during the semester sharing the topic and progress.

- The student is expected to present the project at the site.
Practicum & Project Log

• The student completes a log documenting practicum hours; project hours; and leadership goals.

• The project log documents progress toward the project.

• The student creates reflective writings (articulated learnings) to explore academic enhancement, personal development, & civic engagement (Molee, et al.).
Service Learning Project Topic Ideas

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<thead>
<tr>
<th>Topic ideas:</th>
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<tbody>
<tr>
<td>Incivility in nursing</td>
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<td>Improving communication</td>
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<td>Transformational leadership</td>
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<td>Creating a culture of nursing excellence</td>
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<td>Preparing for Magnet designation</td>
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<td>Preparing for the Beacon Award</td>
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<td>Rationale for keeping the charge nurse role</td>
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Service Learning Project Topic Ideas

<table>
<thead>
<tr>
<th>Topic ideas (cont’d):</th>
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<tr>
<td>Developed brochure (translated in Spanish)</td>
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<td>Bulletin board for RNs (evidence-based information about new process)</td>
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<td>Gathered operating room start times and reasons for delays</td>
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<td>Began inquiry for a grant (evidence-based information)</td>
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<td>Reviewed quality improvement data</td>
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<td>Searched for evidence-based information to update guidelines</td>
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<td>Gathered information for a new role description</td>
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Preceptor & Student Comments

• “Being able to precept has exposed me to more knowledge and information concerning the “big picture”. Being able to use this experience has allowed me to gain exposure for future growth in my career”.

• “I learned so much from the experience of being with my preceptor”.

• “The project came together in a satisfying way and I believe it will be of an educational benefit when the facility decides to add it to their educational program”.
References


References


