

KCEL Departmental and Interdisciplinary Program Mini-Grant Application

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Department	Nursing
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Grant Title	Exploration of Community-Based Learning in Alaska
What are the basic pedagogical ideas, problems, or questions you will examine during the grant period?	<p>In the Patient Protection and Affordable Care Act in 2010, public health and preventative care became a major national focus. Opportunities to expose students to public health efforts across the nation are needed. Providing students with opportunities to work with patients in medically underserved areas is also needed. Four years ago, nursing developed a relationship with the North Slope Borough Public Health Department to send nursing students in the fall semester of their senior year to Barrow, Alaska for their public health nursing rotation. This region is one of the most medically underserved areas of the United States. Over the past four years, the experience has expanded to include a rotation in Fairbanks, Alaska at the Fairbanks Memorial Hospital for their maternal health rotation. In the first year, only 2 students participated in the experience and last year, the program grew to 6 students in 2 rotations. We have received an increasing number of applications from students interested in this experience. Additionally, with high demand for clinical rotations in the state of Minnesota for schools of nursing, this partnership opens up additional clinical rotations for our students that are rich both in experience, as well as culture. Last fall, The Arctic Sounder published an article about our nursing students in Barrow. In a subsequent conversation with a public health nurse consultant for the state of Alaska, it came to our attention that other communities in Alaska, like Bethel, were interested in having students rotate through their clinic. Each fall, two faculty members visit the students in Fairbanks and Barrow (Dr. Barbara Zust and Lynnea Myers) as part of their clinical evaluation of the students in each of the rotations. Both Dr. Zust and Lynnea Myers would like to extend their visits this fall to other locations that are open to students, including Bethel and Fairbanks. Additionally, the entire nursing department would like to explore ways to engage in community-based learning in Alaska through technology and other interactive methods, as well as explore research possibilities with public health nurses in the North Slope Borough. The purpose of the visit will be to meet with public health nursing staff at the various locations to discuss potential clinical rotations for future nursing students, opportunities for community-based learning, and research opportunities.</p>
Please describe what course(s) you will focus on during the mini-	The funds from this grant will be used to cover the cost of travel to these additional sites to meet with staff and explore

grant period and how you anticipate incorporating the mini-grant project into that course or those courses.

rotations for both the Public Health and Maternal Health courses (currently NUR 386 and NUR 388). These courses will continue to be a part of our new curriculum being in Fall 2015 with different course numbers. It will also support a course that Dr. Zust teaches on Native Wellbeing (NUR 205), which is a co-requisite course for students in the Alaska rotation, as well as a WRIT I and Global Perspectives course for any student on campus. With the entire department participating in this experience, the grant may also affect pedagogy in courses taught by Jessica Stadick in our new nursing curriculum (NUR 202- Introduction to Health Professions) and an FTS course by Heidi Meyer (FTS 100- Live Well).

What work will be accomplished during the grant period? Supply a brief plan of work.

Initial conversations have already happened with the Alaska Department of Public Health around additional clinical sites. A contract with the state (which has been reviewed by the nursing faculty) will be needed to further pursue these clinical experiences as they are state public health agencies. Prior to traveling to Alaska, faculty will contact the various public health agencies to further explore their interest in meeting to discuss a potential clinical partnership. Based on the agencies that respond, faculty will develop a travel itinerary that allows for time to meet with the agencies, explore the community for student housing options, and explore other community agencies and opportunities that might be appropriate for the rotation, as well as community-based learning and research. The funds are being requested to help cover the additional faculty participating in the visits, as well as the cost of the additional stops. The funds will be used in addition to the monies already provided to travel to and from Barrow and Fairbanks (\$2600) for the faculty (Zust and Myers) from the CICE for student evaluation (see budget for estimated cost for additional plane travel stops).

How will you measure the outcomes and impact on teaching and learning of your work during this grant period? Please be specific about methodology, assessment techniques, and evaluation of student learning.

Each year, the students are required to journal about their experience and these are submitted to faculty once they return for review. Additionally, students complete an evaluation of the experience formally at the end of the semester and informally in a debriefing meeting with the faculty. This information helps faculty adjust experiences, assignments, etc. from year to year to further enhance the experience. Students will be asked to complete these same activities in Fall 2015 in order to compare findings from year to year using a standard template. Based on feedback from both the students and the partners, the experience continues to grow and be positive for both parties. Additionally, students have reported in their end of the program reflections that this rotation is one of the most important things they have done in terms of their education at Gustavus and several students have reported that employers have found this rotation to be something that distinguishes the student from others who are also applying for the same job. Since this trip will involve the initial exploration of community-based learning and research opportunities, additional measurements may be conducted in the aforementioned courses evaluating the effects of the new teaching methods on the curriculum or the scholarship produced as a result of the partnerships.

Anticipated project completion

End of the Semester Fall 2015 (for student evaluations)

date?

Please upload Mini-grant Budget Form here.

[Mini-grantBudgetFormRevised.xls](#)