Civic Engagement on Campus: The Journey at Radford University

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SCHEV: Civic Engagement Education and Assessment Meeting
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Outline

- Introductions
- Civic Engagement at Radford University
- Assessing Civic Engagement at Radford University
- ePortfolios and Civic Engagement at Radford University
- Think Pair Share Activity
- Conclusion
Civic Engagement at Radford University

- SCI (scholar – citizen initiative) program in University

- Aims: support the holistic approach of learning and promote discussion and problem solving of the real-world issues through reflective practice and civic engagement.

- SC scholar or fellow program
  - 6 SCI course credits
  - 1 co-curriculum activities per semester
  - 5 hours of community services
  - Mentorship *
  - SC self-directed project*
Civic Engagement in Curriculum

- How – Civic Engagement Format in Class or Co-Curricular Activities
  - Discuss the real-world contemporary issues, local, regional, and global.. with different views, supported by theories and evidences.
  - Incorporate community project
    - Identify and analyze needs of community and brainstorm ways to improve by working with clinical facility members
    - Define the best evidence-based practice
    - Incorporate community education or service activities (e.g., health fair)
  - Incorporate experiential learning through service-learning projects or study abroad program
How?
-Civic Engagement Practice through Co-Curricular Events

- Faculty initiatives for co-curricular events in Nursing/ Health Care
  - Open to RU campus and public
  - Includes small group discussion or large-group public forums either inviting a expert speaker or not
  - Involve community health providers as speakers, discussion panelists, and audiences
  - Enhance academic-clinical partnership in community
  - Educate / Increase awareness of students, faculty, community health providers and customers

- “Being Mortal” book campus event and movie screening
- “Race Talk” campus event
- “Traditional + Western Integrative Health Practice” Symposium
- “QSEN (Quality and Safety Education for Nurses)” conference
- Free Community Health Services to Underserved Area, Collaborating with Community Agencies (e.g., RAC – Remote Area Corporation)
- ELNEC (End-of-Life Education ) training
How?
-Civic Engagement Practice in Course

- SCI Nursing Courses
  - Define and Solve Community Health Issues – Service-Embedded Course or Course-Project
    - Define Health Issues or Safety Issue in the Clinical Practice Settings or in Community
    - Provide In-Service and/or Patient Education or Health Services
    - Ex. Define High Prevalence in Obesity and CV Disease in Appalachian Areas ➔ Provide Patient Education Incorporating Diet Education and/or Health Screening through Health Fair during Geriatric Nursing Courses or Community Nursing Courses
  
  - Promote Inter-professional Teamwork - Interdisciplinary Discussion/Workshop or Service-Embedded Course
    - Discussion of Professional Roles, Scope of Practice, and case approach using Case Analysis Approach
    - Defined the lack of access of care in Pulaski County ➔ Work with Pulaski Free Clinic ➔ Have Internship or Clinical Hours at Free Clinic Services + Inter-professional Teamwork to Provide the Care (Nursing, Social Work, Occupational Therapy, and Physical Therapy)

- Promote Empathy Practice to Understand Patient Experiences
  - Invitation of a Real Person to Listen Their Stories/Experiences in Geriatric Courses/Leadership Courses – Challenges & How to Overcomes
How?
-Civic Engagement Practice in Courses

- SCI Courses

- Look for Better Strategies for Effective Health Care System and Health Practice
  - Comparative Health Care System / Practice → done in one study abroad program and one course incorporating different Study Abroad Programs (7 other countries)
  - Discuss U.S. health care system and differences in health system and practice in other countries by sharing their experiences

- Look for Better Culturally Competent Care
  - Using experiential learning (e.g. study abroad, minority community visits), interviewing or listening to personal stories with experiences or expertise in the topic, research articles, and or group debriefing sessions
How?
-Civic Engagement Practice in Courses

- Quality Enhancement: SCI Co-Curriculum → Incorporated to SCI Courses
  - Define Substance Abuse Issues in Community → Invite A Speaker from State Health Department to Discuss the Issues (Tier 1 Event)
  - Workshop to Provide education for the strategies for Better Screening and Management for Substance Abuse Issue for students, faculty, and community providers as co-curricular activities (Tier 2 Event)
  - Later, discussion or small project of substance abuse issue in specific population and skill training below designated as evidence-based practice were incorporated into 5 courses (OBGYN, Pediatric Nursing, Psych/Mental Health, Community Nursing, Med-Surg Nursing)

- SBIRT-Directed Early Screening & Intervention for Substance Abuse
- Motivational Interviewing for Chronic Disease Management and Substance Detoxification by Empowering Patients
- Opioid High Dose & Naloxone: SMART training
Civic Engagement in Curriculum

- How - Strategic plan to Implement SC pedagogy in individual program level

  : Develop curricular pathway for each program
   - Form SCI nursing team
   - Review SCI requirement
   - Review current nursing courses, health relatee workshop throughout university and student organizations' activities
   - Identify potential SCI courses and activities
   - Educate and support students and faculty to apply for SCI designation to their courses and works.
   - Advise, support, and communicate with faculty, students, and students for their progress and concerns
How?

SCHOLAR CITIZEN INITIATIVE PATHWAY FOR RUSON UNDERGRADUATE STUDENTS

Vision: The Scholar Citizen Initiative (SCI) provides experiences and reflective activities that allow students to connect their personal and professional life with their civic roles and responsibilities. The vision for undergraduate nursing student involvement in SCI is to offer the students the opportunity to engage holistically in their education and further reflect on the nursing role as it relates to community and civic life. It also gives them an avenue to graduate with distinction if they do not meet the requirements for the Honors Academy.

Requirements to be a Scholar Citizen:
- Apply to the program by beginning of next to last semester
- Maintain GPA of 2.00-2.50
- 6 credits of SCI academic work
- 5 hours of community service and 1 co-curricular event each semester enrolled in SCI
- Develop/maintain SCI ePortfolio
- Complete graduation application one semester prior to graduation

Additional requirements for Scholar-Citizen Fellow:
- Facilitate one discussion associated with a SCI co-curricular event
- Mentor other students in SCI
- Design/complete Capstone Experience in leadership, applied research, or public service
- Document all of the above in ePortfolio and include in final capstone reflection

Students may enter the nursing program already involved in SCI or start SCI as they start the program.

Level 1:
- Attend nursing or other co-curricular activity
- Contract Mental Health as SCI course

Level 2:
- Attend nursing or other co-curricular activity
- Contract Research or OB as SCI course

Level 3:
- Attend nursing or other co-curricular activity
- Contract Gero as SCI course and/or develop independent project

Level 4:
- Attend nursing or other co-curricular activity
- Contract Community as SCI course and/or develop independent project
- Prepare eportfolio for defense

Student may enter SCI here

SNO involvement is an accessible method for obtaining required service hours each semester.

Scholar Citizen Registration:
https://www.radford.edu/content/scholar-citizen/home/aapos-n-erants.html

Scholar Citizen Advisors in the School of Nursing:
Dr. Euna Lee: elee7@radford.edu
Dr. Linda Ely: lely@radford.edu
Dr. Megan Hebdon: mhebdon@radford.edu
Civic Engagement in Curriculum

- Why Matters?
  - Education is meant to benefit people
  - Helps to see the real problems in our community, local, regional, and global
  - Helps to define the better solution
  - Assists making a sound decision thru communication and team work
  - Helps to build the systematic leadership
Assessing Civic Engagement at Radford University

Five Learning Outcomes

- Critically analyze different viewpoints of or theories about a contemporary issue using reliable sources
- Make connections between one's academic experiences/knowledge and one's own participation in civic life
- Apply ethical reasoning to contemporary local, national, or global issues
- Evaluate problems in the context of contemporary local, national, or global issues
- Engage in a self-reflective process as a means of understanding civic experiences
Assessing Civic Engagement at Radford University

- Assessment Methods
  - Public Co-Curricular Events (speakers, performances)
  - Small Co-Curricular Events (alt. spring breaks, students attending conferences)
  - SCI Courses
  - SCI Fellows
Assessing Civic Engagement at Radford University

- Public Co-Curricular Events

Zuleika Gonzalez
Assessing Civic Engagement at Radford University

- Small Co-curricular Events
  - SCI Student Experiences Survey
  - Reflection Essay
Assessing Civic Engagement at Radford University

- SCI Courses
  - Two learning outcomes (reflection SLO required)
    - SCI Student Experiences Survey
    - Reflection Essay
Assessing Civic Engagement at Radford University

- SCI Fellows
  - E-Portfolio
    - Show fulfillment of all SCI outcomes
    - Major project
    - Capstone reflection essay
ePortfolios and Civic Engagement at Radford University

We do not learn from experience... we learn from reflecting on experience.

– Jackie Gerstein

A generation that acquires knowledge without ever understanding how that knowledge can benefit the community is ... not learning what it means to be citizens in a democracy.

- Elizabeth L. Hollander
Defining ePortfolio

- Collection of selected works of learning that occurs over a length of time

- Housed in a digital containers capable of displaying audio, graphical, and textual artifacts (Barrett, 2000)

- Must include reflection or synthesis
  - “make learning visible” (Yancey, 2009)

- “Folio thinking” (Chen, 2004)
  - Reflexive practice
Defining ePortfolio
Defining ePortfolio
SCI ePortfolio

- SCI fellows are required to create and defend as their capstone
  - Encouraged to tell their SCI story

- Opportunities for feedback throughout (1 required per semester)
  - One-on-one meetings with the SCI director
  - ePortfolio Open Labs

- ePortfolios are scored on a rubric to determine graduation status
ePortfolio at Radford University

http://www.radford.edu/content/CITL/home/eportfolio.html
Think – Pair – Share

- What are you currently doing at your university in terms of Civic Engagement?
- What can you do to improve Civic Engagement at your university?
- What are your lessons learned from today’s session?
Conclusion and Questions
Thank You!

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