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# Community Health Advocacy Project (CHAP) [Project Proposal]

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## PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

**Project Proposal Submittal Process:** All IC projects requesting funding will require the completion and submittal of three (3) forms:

- Project Proposal Form – project scope & outcomes** (*included in this document*)
- Project Guidelines Form – reflective document outlining desirable IC project attributes**
- Project Budget Form – Excel spreadsheet to facilitate budget planning**

### **Instructions for Submitting Project Proposals:**

- ✓ Download the 3 forms to your computer
- ✓ Complete the forms and save them; including the title of your project in the file name
- ✓ Forward the 3 files via email to the IC Project Manager, Ross Humer [rhumer@plymouth.edu](mailto:rhumer@plymouth.edu)
- ✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

**Project Funding Review Process:** All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to \$1,000 can be approved by the Cluster without additional review
- **Level 2:** Any project with a proposed budget of \$1,000 but less than \$5,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 3:** Any project with a proposed budget of \$5,000 or greater **or** requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

**Deliverables:** At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

**Instructions for the PSU Integrated Cluster Project Proposal Form:** Please complete all of the elements of the following form in the spaces provided before saving and then submitting the document.

### **PSU Integrated Cluster Project Proposal Form**

**Title:** Community Health Advocacy Project (CHAP)

**Project Leadership:** (Identify Project Director/Manager or Co-Manager/s)

Sandra Van Gundy

**Project Description:** Nursing students will work in collaboration with the Center for Active Living and Healthy Communities completing biometric screenings and teaching in the community. These activities will be part of their clinical requirements for NR 3052 Clinical Applications in Patient Centered Care and NR 4040 Specialty Nursing Practice.

### **Project Goals and Outcomes:**

- 1. Project Goals – Briefly identify and describe the objectives of this project** The objectives of this project are to foster community outreach and advocacy by promoting an awareness of personal health in community members while at the same time offering experiential learning to foster critical thinking and psychomotor skill development for nursing students.
- 2. Student Learning Outcomes – Outline the expected student learning outcomes**

These Student Learning Outcomes are taken directly from syllabi associated with the course(s):

- Demonstrates basic psychomotor nursing skills.
- Surveys community settings to analyze health care needs and for nursing care planning.
- Demonstrates caring behaviors toward patient, significant others, and groups of people receiving care
- Exercises critical thinking within standards of practice
- Maintains a positive image of nursing
- Serves as a patient advocate.
- Role models professional nursing student behaviors.
- Evaluates outcomes of one's own student nursing actions.
- Uses appropriate technologies in the process of assessing and monitoring patients
- Uses clear, concise, and effective written, electronic, and verbal communications
- Documents interventions and nursing outcomes according to professional standards and work unit policy
- Assesses the client's ability, readiness, and willingness to communicate
- Assists patients and families in identifying healthy lifestyle behaviors.
- Demonstrates self-awareness of strengths and limitations as a team member

- Evaluates patient/family learning.

**Project Synopsis (objectives & outcomes):** 30 word maximum; capture the project objectives and most significant outcomes for the project. This synopsis should be written for potential use in our internal communications and external Marketing/PR activities.

**Project Synopsis (objectives & outcomes):** Advocates for the health and wellness of community members by creating a means to increase awareness of personal health through the use of biometric screening and education. Nursing students will coordinate and implement a series of screening sessions geared toward adults in the PSU community and beyond.

**Project Documents/Pictures/Videos On-line Archive:** post the link to on-line project resources captured in this project, especially, pictures, videos, “Quotable Quotes” and other project documents.

**Project Documents/Pictures/Videos On-line Archive: NA this is a new project.**

### **Rationale and Impact:**

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project?

Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

### **Project Rationale and Impact Statement:**

By participating in community outreach and support this project captures the essence of the PSU motto “Ut Prosim”. Students conducting community biometric screenings addresses the health of the PSU community and beyond. The current personal health climate in our country is such that obesity is on the rise and heart disease, diabetes, and high blood pressure are the leading contributors to morbidity and mortality. Biometric screening sessions (spring 2017) will focus on screening and education. The second set of sessions (fall 2017) will focus on screening, education and goal attainment. This allows students and community participants to build on current knowledge in enhancing/promoting health and wellness. Biometric screening provides

a personal health picture of an individual in relation to personal risk or presence of the aforementioned factors. Setting up biometric screening clinics in the community creates a literal open lab space for students to perform psychomotor skills such as physical assessment, blood glucose and cholesterol monitoring, height, weight and vital signs. By conducting these screenings the hope is that students will feel as though they are making an impact on the health and wellness of community members. Post-session conferences and journal entries allow a time for student reflection to enhance the meaning of the experience. Working with the Center for Activity Living and Healthy Communities at the ALLWell Center and Student HUB allows students to engage with the campus community and beyond. This project is entirely new in its endeavor. To date junior students have completed clinical at inpatient hospital settings only and senior students have completed community experiences in home health and day-care centers only.

## Project Team

**PSU Project Participants** (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Barbara McCahan	Community Outreach Coordinator	To foster collaboration between community members and the nursing department	Health and Human Performance	bmccahan@plymouth.edu
Sandra Van Gundy	Clinical Coordinator & Clinical Faculty	Coordinate the clinical experience including student assignments, dates, times, set-up, breakdown, etc.	Nursing	Svangundy@plymouth.edu
Sandra Gamble	Clinical Faculty	Oversee nursing student activity	Nursing	sgamble@plymouth.edu
Julie Fagan	Clinical Faculty	Oversee nursing student activity	Nursing	Jmfagan1@plymouth.edu
Kathleen Patenaude	Clinical Faculty	Oversee nursing student activity	Nursing	Kpatenaude1@plymouth.edu

**Non-PSU Project Participants** (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email
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<b>Plymouth Area Community Members</b>	na	<b>Attendees at biometric screenings</b>	na	na

**Student Participant Profile** (Identify the student population/s to be engaged in the project.

Identify if this has been or is planned to be incorporated into curricula)

<b>Class/ Student Organization/ Individuals</b>	<b>Role in Project</b>	<b>Academic Level (Undergraduate or Graduate)</b>	<b>Academic Discipline</b>	<b>Total Student Population</b>
<b>Nursing Students</b>	<b>Clinical Assessment via Biometric Screening and Teaching-some of these students will be “trainers” for equipment</b>	<b>Undergraduate Juniors and Seniors</b>	<b>Nursing</b>	<b>36 in spring and 36 in fall</b>

**IRB (Institutional Review Board) Compliance**

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
- This project DOES require IRB compliance (*complete below*)

IRB Approval Status:

IRB Approval Date:

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

## **Project Management: Timeline and Milestones**

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

**Project Start Date:** 3/27/2017

**Project Complete Date:** 12/20/2017

<b>Project Milestone</b>	<b>Milestone Description</b>	<b>Target Completion Date</b>
<b>10 sessions of Biometric Screenings Complete</b>	<b>Biometric Screenings will be offered to Plymouth area community members and PSU campus community members. 2 sessions each Friday for 5 weeks. One session will take place at AllWELL and one at the HUB each of these Fridays. Numbers of participants will be tracked.</b>	<b>5/1/2017</b>
<b>10 Sessions of Biometric Screenings Complete</b>	<b>A repeat of the sessions above only in addition to screening students will provide community teaching. Sessions in the fall will be set up at alternative locations depending on the turnout at sessions this spring. Numbers of participants and return participants will be tracked.</b>	<b>12/20/2017</b>

Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements: **Junior and senior nursing students are well prepared for integration of clinical skills. Basic training on blood glucose and cholesterol screening machines can will happen in the clinical lab prior to attending the sessions. Two students will be selected as equipment “trainers” who will then train the students at the next session. Nursing students could also come to the open lab in the nursing department to practice during open lab hours.**