



## Experiential Learning Seed Grant (ELSG) APPLICATION COVER SHEET

Name: [REDACTED] Email: [REDACTED] Amount Requested: \$ 3926.40

Dept: [REDACTED] Rank:  Instructor/Lecturer Status:  Untenured but on Tenure Track  
 Assistant Professor  First Year on Tenure Track  
 Associate Professor  Tenured  
 Professor  Staff

Is this a collaborative project?  Yes  No

Collaborator Name: Email: Dept:

Collaborator Name: Email: Dept:

Collaborator Name: Email: Dept:

SHORT PROJECT TITLE: Summer Experiential Learning for Senior Nursing Students

Is this proposal a revision of a previously submitted proposal that was not funded?  Yes  No

If "yes," is this the first time it has been resubmitted for consideration?  Yes  No

If a resubmission, briefly summarize the major revisions made to the previous proposal:

Please indicate if the proposed project involves any of the following:

- Human research participants
- Use of vertebrate animals
- Biohazards (rDNA)
- Hazardous waste
- Radiological hazards

Is this project expected to generate personal income from sales (e.g., book royalties, sale of works of art, etc.)?

- Yes (*Explain in Project Narrative*)
- No

### Application Checklist

- Application Cover Sheet** (two pages with all signatures)
- Project Narrative** (maximum four pages, single-spaced with double-spacing between paragraphs; 1" margins all around; Arial or Times New Roman 11+ point font; following sections identified with section titles)
  - Project Summary (maximum one-half page suggested)
  - Alignment with QEP Goals and Student Learning Outcomes
  - Background and Objective(s)
  - Project Plan
  - Anticipated Results
- References Cited** (only those referenced in the Narrative; 1" margins all around; Arial or Times New Roman 11+ point font)




**Budget** (required template; maximum \$4,000)

**Budget Justification** (maximum one single-spaced page; 1" margins all around; Arial or Times New Roman 11+ point font; statement[s] of unavailability of tangible items requested such as cameras, iPads/iPods, computers, software, and equipment >\$3,000 from IT, Media Center, or department)

**Facilities, Equipment, and Other Resources** (maximum one single-spaced page; 1" margins all around; Arial or Times New Roman 11+ point font)

I certify that, to the best of my knowledge, the information provided in this application is true, complete, and accurate. I understand that any false, fictitious, or fraudulent statements or claims may subject me to administrative penalties. I agree to be responsible for the conduct of this project and to abide by the terms and conditions of the award specified in the Experiential Learning Seed Grant guidelines.

Signature:   
E88D0B1709BF423...

Date: 

Collaborator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Department Head   
32626FB7B8F74DF...

Date: 

Associate Dean or Dean's Signature   
E160C143673E469...

Date: 

\*\*We strongly suggest that you use DocuSign to complete the signature process for the application. If you are new to the DocuSign process or need a refresher, please email [QEP@Valdosta.edu](mailto:QEP@Valdosta.edu) at least 10 days before the due date for this application.

**\*\*All applications must be submitted with all signatures by November 1, 2021 @ 5 pm EST to be considered for review by the QEP committee.** Decisions regarding approved applications will be distributed by early December.

## Summer Experiential Learning for Senior Nursing Students

### Project Summary

This project is designed to give Senior 2 nursing students the opportunity to practice nursing in a unique, closed community environment of a summer camp. Nursing students are educated to provide care across the lifespan. During the course of the four semesters of the nursing program, students are given the opportunity to care for individuals at various stages of life, coordinated with the classroom didactic content of each age group. During the Senior 2 semester, right before the students graduate, the focus broadens to include a community health focus. Community health focuses on the health of populations. For example, schools, neighborhoods, cities, even states and nations. During the traditional Fall and Spring semesters, students practice this specialized area of nursing in schools, home health agencies, and public health departments. However, during the summer semester, these community opportunities are not as available as they are during the school year. This often means that summer students do not get the same rich experiences of their Fall/Spring counterparts.

Camps Merri-Mac (<https://www.merri-mac.com/>) and Timberlake (<https://www.camp timberlake.com/>) are located in Black Mountain and Marion, NC. They are family owned and have operated for more than 60 years, serving boys and girls ages 6-16 in a residential camp setting. Each two week session of camp serves 300 girls and 150 boys. This does not include the young adult and adult staff of each camp, which number from around 100 at Camp Merri-Mac to around 50 at Camp Timberlake. Each camp has an infirmary which is staffed by nurses and manages the health, wellness and illnesses of the camper and staff population of the camps.

The proposed experiential learning activity is to select 8 Senior 2 nursing students to participate in camp nursing, 2 per 1 week period for 4 weeks in June and/or July. This would allow these students to be able to practice community health nursing in this unique environment. It would also alleviate some of the burden of clinical experience placement for the summer Community Health course (NURS 4201). The desired outcome would be for the students to have a robust community health clinical experience and gain practical hands on clinical nursing experience for a diverse group of people.

### Alignment with QEP Goals and Student Learning Outcomes

The chart below outlines the alignment with the QEP Goals and student learning outcomes as identified by the learning outcomes for NURS 4201 (Community Health Nursing) and the Program Outcomes for the BSN Nursing Program of Valdosta State University. The left hand column gives brief descriptions of the activities the student will be engaged in during their time at camp.

<b><u>Activities</u></b>	<b><u>NURS 4201 Course Objectives</u></b>	<b><u>BSN Program Objectives</u></b>	<b><u>Experiential Learning Competency Achievement</u></b>
Care for campers exhibiting signs of illness or injury and make decisions regarding disposition of camper and any	Apply public health principles, including epidemiology and levels of prevention, to	1, 3, 4, 5, 7, 9, 10	Critical thinking

necessary measures to ensure the health of the greater camp community	promote optimal health and wellness		
Plan delivery of medications to campers as well as managing “sick call” and emergencies.	Utilize professional, ethical, economic, legal, and political factors in planning health care for populations	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Critical thinking Leadership Professionalism
Plan for mitigation of illness spread and assess for safety risks in the camp and develop plans to mitigate those risks	Develop a plan of care for a community based on assessment and diagnosis of needs and resources	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Critical thinking
Engage in teaching of health promotion principles to campers and staff	Apply teaching/learning principles to promote optimal health and wellness	1, 3, 4, 6, 7, 9, 10	Critical thinking
Carry out care of campers and staff in accordance with American Camp Association standards and Buncomb County health regulations for residential camps	Evaluate the delivery of health care to communities utilizing appropriate standards and regulations	2, 3, 4, 6, 10	Critical thinking
Work with nurses from other areas of the country and from other nursing specialties and also with Wildlife First Responders	Collaborate with clients and other health care professionals to assure continuity of care	2, 3, 5, 6, 9	Communication Teamwork Leadership Professionalism
Experience a unique community health care environment and engage in a unique nursing role that is outside the usual clinical experiences of nursing school.			Career and Self-Development

*Note:* BSN Program Objectives available on the School of Nursing website (<https://www.valdosta.edu/colleges/nursing-and-health-sciences/>), the Undergraduate Nursing Handbook or upon request.

## **Background and Objectives**

Community Health Nursing (NURS 4201) is an important capstone course in the nursing program. It allows students to utilize the skills they have learned throughout the program and apply them to a population instead of a single client. For the Accelerated BSN students, who take this course in the summer, clinical placement is often a challenge. One of the primary clinical sites during the Fall and Spring semesters is area schools. These are ideal sites since the schools are, in fact, populations. However, during the Summer semester, these clinical sites are not an option. Other sites are utilized during the summer, but none give quite the same unique population perspective of a school.

Summer residential camps fill that gap. They are closed populations with a variety of ages and healthcare needs. There are safety and health risks associated with camp, necessitating the presence of nurses on the camp property. These nurses not only respond to the health needs of the campers and staff, but also work to mitigate both the epidemiological health risks and also the safety risks inherent in a closed camp community.

The goal of this experiential learning activity is to embed nursing students in the camp environment to care for a unique and varied population of people.

## **Project Plan**

This opportunity provides an ideal opportunity for students to engage in an experiential learning activity through summer camp. Nursing students would apply to participate in the experiential learning activity. Eight students would be chosen. Those selected would attend camp two at a time for a one week time period for each dyad (Sunday through Friday) during June and July. The students would live on or near the camp property; meals and housing would be provided by the camp. Students would work alongside the nurses at the camp. Their activities would be administering camper medications as ordered during medication pass times. They would assess and treat campers during sick call times and throughout the camp day as needed. Students would work with licensed nurses to ensure the health needs of the camp are met, including maintenance of appropriate first aid supplies throughout camp and care of any campers who might be admitted to the infirmary with illness. As a deliverable, the students would be required to turn in a Windshield Survey of the camp, which is also a project done by students who will experience a traditional community health clinical rotation, as well as clinical journal entries related to the camp experience and a final reflection paper when the week is over.

## **Anticipated Results**

Camp is a dynamic, fluid and often unpredictable environment. From a broad perspective, each student who participates in the experiential learning activity will have the same result – caring for children and adults in a residential camp environment. From a week to week perspective, the nursing students may experience a variety of problems and issues, from the minor to potentially life threatening. Each student will have the opportunity to utilize the nursing skills that they have acquired throughout the nursing program. They will collaborate with nurses from a variety of specialties as well as with Wildlife First Responders and community healthcare providers. They will also be able to participate in governance of the camp community through director level meetings. This will help the students build confidence and also their skills in intercollaborative care, an essential skill for graduate nurses (American Association of Colleges of Nursing, 2008).

Nursing school is a time of profound growth for students. This experiential learning activity will add to that growth. Nursing school is also expensive for students. In addition to their

tuition, nursing students must purchase medical equipment, an iPad, appropriate footwear, liability insurance, drug screens and background screens as well as make payments each semester for their standardized testing. Financial support for the students is an important part of this new venture for the School of Nursing.

### **References**

American Association of Colleges of Nursing. (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice*. American Association of Colleges of Nursing. <https://www.aacnnursing.org/portals/42/publications/baccessentials08.pdf>



## Budget Justification Summer Experiential Learning for Senior Nursing Students

The budget needs for this experiential learning activity are not complicated. However, financial support is important to the success of this program. Nursing school is expensive for students. In addition to their tuition, nursing students must purchase medical equipment, an iPad, appropriate footwear, liability insurance, drug screens and background screens as well as make payments each semester for their standardized testing. Financial support for the students is an important part of this new venture for the School of Nursing.

The domestic travel budget is designed to support two students per week with travel to the camp location. Students would be asked to travel together, two per car, in order to offset the cost. Mileage to and from Black Mountain, North Carolina from Valdosta, Georgia is 860 miles. At the rate of \$0.56 per mile that is \$481.60 per car. Multiplied times four cars that is \$1926.40.

Students would be housed on camp property and given three meals a day while at camp. This is a contractual service provided by Camps Merri-Mac and Timberlake. The reimbursement for this would be \$200.00 per student for each one week period. This totals \$2000.00.

Any necessary medical equipment is provided by the camps. Students would bring their own stethoscopes with them.

Any other expenditures would be outside the scope of the experience (meals out, etc) and solely the responsibility of the student.