Service Learning Proposal

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Abstract

This paper discussed my service learning project. A service learning project is one of the requirements for RN to BSN program at Ferris State University. I will volunteer for Volunteer Muskegon with their program Muskegon County Medical Reserve Corps (MRC). The MRC members are all volunteers who are willing to service throughout the nation. During this unfolding flu pandemic, I, as a MRC member, will assist Muskegon County Health Department with holding school-based H1N1 influenza vaccination clinics.

Service Learning Proposal

A service learning project is to engage students in connecting community experiences with academic content. Through service learning, students are providing meaningful services to the community and, at the same time, enriching the learning experiences (National Service-Learning Clearinghouse, 2009). Therefore, the RN to BSN program at Ferris State University requires professional nursing students to have a service learning project. In order to graduate, professional nursing students must meet their service learning requirements.

**Agency Description**

Volunteer Muskegon is an organization founded in 1996 through collaboration between the United Way and the Community Foundation for Muskegon County. As Muskegon County’s only volunteer resource center, it “provides volunteer recruitment and placement for non-profit human service and art organizations all over Muskegon County. The Mission of Volunteer Muskegon is to provide leadership, services and programs that support, promote, and recognize volunteerism thereby enriching the lives in our community” (Volunteer Muskegon, 2009, “Support Us,” para. 1). One of Volunteer Muskegon’s programs is the Medical Reserve Corps (MRC). The MRC was founded after President Bush’s 2002 State of the Union address, in which he asked all Americans to volunteer in support of their country. The mission of the MRC is to “improve the health and safety of communities across the country by organizing and utilizing public health, medical and other volunteers” (MRC, 2009, “About the Medical Reserve Corps,” para. 2). MRC is a partner program with Citizen Corps, a national network of volunteers dedicated to ensuring hometown security. MRC volunteers are dedicated to establishing teams of local volunteer medical and public health professionals to contribute their skills and expertise throughout the year as well as during times of community needs. MRC units are community-based. Muskegon County MRC functions as an MRC unit. Muskegon County MRC volunteers support local public health initiatives and assist Muskegon County health department with surge personnel needs.

**Service Learning Role**

MRC units are currently participating in a variety of activities related to the planning for and response to H1N1. I, as a MRC member, will assist Muskegon County Health Department with school-based H1N1 influenza vaccination clinics weekly, beginning this December. I will go to middle schools in the Muskegon County public school system every week. I will help set up the clinics, administer N1H1 influenza vaccine to the 10 and up age group, and provide educational materials about the H1N1 influenza and vaccination. Furthermore, I will educate students on what to do about the flu, answer their questions, and provide reference information for difficult questions.

**Objectives**

My personal objectives are to raise public health and public health education awareness. I also expect to learn how to establish a strong community network to help identify the community’s needs and organize large events.

FSU School of Nursing defines that “the nursing role development outcome is to demonstrate the ability to provide direct patient care in the areas of health promotion, risk reduction, and disease prevention” (Ferris State University, 2009). By participating in school-based H1N1 influenza vaccination clinics, I will meet this outcome.

FSU School of Nursing defines that “the context for nursing care outcome is to coordinate the health care of diverse populations across the lifespan toward achieving the goal of healthy individuals, families, groups and communities at the local and global levels” (Ferris State University, 2009). This outcome will be met by working with Muskegon County Health Department, a local agency and the 10 and up age groups in my community.

**Evaluation**

Upon completion of my 20 hours of services, I will write a reflection paper describing what I learned from the service learning project, how it affected me personally, and how my services met the BSN program outcome objectives.

I will schedule an appointment with my contact person at the Muskegon County Health Department to evaluate my performance. I would like to show her my reflection paper in order to receive some valuable suggestions from her. Thus, I can analyze my areas of strength and weakness and decide what needs changing.

**Agency Contact Information**

Agency: Muskegon County Health Department

Address: 209 E. Apple Avenue, Muskegon, MI 49442

Contact person: Pat Krehn

Title: Nursing supervisor

Phone number: work phone: (231)-724-1244 cell phone: (231)-638-0106

Email: krehnpa@co.muskegon.us

**Conclusion**

I am looking forward toassisting Muskegon County Health Department with school-based H1N1 influenza vaccination clinics. As a registered nurse, I have an obligation to use my skills and knowledge to serve my community. I believe my services to the community will enrich my learning experience while I am pursuing my BSN degree now.

References

Ferris State University School of Nursing (2009). *BSN programs organizing framework*.

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medicalreservecorps.gov/Homepage

National Service-Learning clearinghouse. (2009). *What is Service-Learning*? Retrieved from http:

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Volunteer Muskegon. (2009). *Support us*. Retrieved from http://www. Volunteer muskegon.org/

Appendix A

**CHECKLIST FOR SUBMITTING PAPERS**

|  |  |
| --- | --- |
| **CHECK, DATE, TIME, & INITIAL** | **PROOFREAD FOR: APA ISSUES** |
|  | 1. **Page Numbers:**  Did you number your pages using the automatic functions of your Word program? [p. 230 and example on p. 40)] |
|  | 2. **Running head:** Does the Running head: have a small “h”? Is it on every page? Is it less than 50 spaces total? Is the title of the Running head in all caps? Is it 1” from the top of your title page? (Should be a few words from the title of your paper). [p. 229 and example on p. 40] |
|  | 3. **Abstract:** Make sure your abstract begins on a new page. Is there a label of Abstract and it is centered at the top of the page? Is it a single paragraph? Is the paragraph flush with the margin without an indentation? Is your abstract a summary of your entire paper? Remember it is not an introduction to your paper. Someone should be able to read the abstract and know what to find in your paper. [p. 25 and example on p. 41] |
|  | 4. **Introduction:** Did you repeat the title of your paper on your first page of content? Do not use ‘Introduction’ as a heading following the title. The first paragraph clearly implies the introduction and no heading is needed. [p. 27 and example on p. 42] |
|  | 5. **Margins:** Did you leave 1” on all sides? [p. 229] |
|  | 6. **Double-spacing:** Did you double-space throughout? No triple or extra spaces between sections or paragraphs except in special circumstances. This includes the reference page. [p. 229 and example on p. 40-59] |
|  | 7. **Line Length and Alignment:** Did youuse the flush-left style, and leave the right margin uneven, or ragged? [p. 229] |
|  | 8. **Paragraphs and Indentation:** Did you indent the first line of every paragraph? See P. 229 for exceptions. |
|  | 9. **Spacing After Punctuation Marks:** Did you space once at the end of separate parts of a reference and initials in a person’s name? Do not space after periods in abbreviations. Space twice after punctuation marks at the end of a sentence. [p. 87-88] |
|  | 10. **Typeface:** Did you use Times Roman 12-point font? [p. 228] |
|  | 9. **Abbreviation:** Did you explain each abbreviation the first time you used it? [p. 106-111] |
|  | 11. **Plagiarism:** Cite all sources! If you say something that is not your original idea, it must be cited. You may be citing many times…this is what you are supposed to be doing! [p. 170] |
|  | 12. **Direct Quote:** A direct quote is exact words taken from another. An example with citation would look like this:  “The variables that impact the etiology and the human response to various disease states will be explored” (Bell-Scriber, 2007, p. 1).  Please note where the quotation marks are placed, where the final period is placed, no first name of author, and inclusion of page number, etc. Do all direct quotes look like this? [p. 170-172] |
|  | 13. **Quotes Over 40 Words:** Did you make block quotes out of any direct quotes that are 40 words or longer? [p. 170-172] |
|  | 14. **Paraphrase:** A paraphrase citation would look like this:  Patients respond to illnesses in various ways depending on a number of factors that will be explored (Bell-Scriber, 2007). Do all paraphrased citations look like this? [p. 171 and multiple examples in text on p. 40-59] |
|  | 15. **Headings:** Did you check your headings for proper levels? [p. 62-63]. |
|  | 16. **General Guidelines for** **References:**  **A.** Did you start the References on a new page? [p. 37]  **B.** Did you cut and paste references on your reference page? If so, check to make sure they are in correct APA format. Often they are not and must be adapted. Make sure all fonts are the same.  **C.** Is your reference list double spaced with hanging indents? [p. 37] |
|  | **PROOFREAD FOR GRAMMAR, SPELLING, PUNCTUATION, & STRUCTURE** |
|  | 13. Did you follow the assignment rubric? Did you make headings that address each major section? (Required to point out where you addressed each section.) |
|  | 14. Watch for run-on or long, cumbersome sentences. Read it out loud without pausing unless punctuation is present. If you become breathless or it doesn’t make sense, you need to rephrase or break the sentence into 2 or more smaller sentences. Did you do this? |
|  | 15. Wordiness: check for the words “that”, and “the”. If not necessary, did you omit? |
|  | 16. Conversational tone: Don’t write as if you are talking to someone in a casual way. For example, “Well so I couldn’t believe nurses did such things!” or “I was in total shock over that.” Did you stay in a formal/professional tone? |
|  | 17. Avoid contractions. i.e. don’t, can’t, won’t, etc. Did you spell these out? |
|  | 18. Did you check to make sure there are no hyphens and broken words in the right margin? |
|  | 19. Do not use “etc.” or "i.e." in formal writing unless in parenthesis. Did you check for improper use of etc. & i.e.? |
|  | 20. Stay in subject agreement. When referring to 1 nurse, don’t refer to the nurse as “they” or “them”. Also, in referring to a human, don’t refer to the person as “that”, but rather “who”. For example: The nurse that gave the injection….” Should be “The nurse who gave the injection…” Did you check for subject agreement? Likewise, don’t refer to “us”, “we”, “our”, within the paper…this is not about you and me. Be clear in identifying. For example don’t say “Our profession uses empirical data to support ….” . Instead say “The nursing profession uses empirical data….. |
|  | 21. Did you check your sentences to make sure you did not end them with a preposition? For example, “I witnessed activities that I was not happy with.” Instead, “I witnessed activities with which I was not happy.” |
|  | 22. Did you run a Spellcheck? Did you proofread in addition to running the Spellcheck? |
|  | 23. Did you have other people read your paper? Did they find any areas confusing? |
|  | 24. Did you include a summary or conclusion heading and section to wrap up your paper? |
|  | 25. Do not use “we” “us” “our” “you” “I” etc. in a formal paper! Did you remove these words? |
|  | 26. Does your paper have sentence fragments? Do you have complete sentences? |
|  | 27. Did you check apostrophes for correct possessive use. Don’t use apostrophes unless it is showing possession and then be sure it is in the correct location. The exception is with the word it. It’s = it is. Its is possessive. |

Signing below indicates you have proofread your paper for the errors in the checklist:

JIE LI DATE: November 24, 2009

A peer needs to proofread your paper checking for errors in the listed areas and sign below:

Kathy LaPonsie DATE: November 24, 2009