Combining DNP education and community service:
- Two DNP faculty and four DNP students
- Design and implement a healthcare program into a rural, non-profit rescue mission/homeless shelter that utilized the local emergency department for all healthcare
- C.A.R.E.S Program: Community Accessible Resources, Education, and Screening
  - Four Components:
    - Health promotion and education
    - Secondary Prevention & Screening
    - Primary Care Services
    - Community Outreach & Sustainment

**BACKGROUND**

**INTRODUCTION**

- Group DNP projects allow students to develop, implement, and evaluate large healthcare issues as a team.
- Each student must have distinct sections of the larger project that synergistically address healthcare deficits.
- Faculty guide students as individuals and as a group, facing the challenges of coordination and fostering individual scholarship.

**OUTCOMES**

- Community Fundraiser Participation—introduction of students to SRM team and community
- SRM C.A.R.E.S Manual—contained all policies & procedures for continuation, staff/resident educational handouts, healthcare screening form, & community resources
- VCANS grant recipient—mentored grant submission: purchased printer, health supplies, & medical equipment for clinic
- Developed health education and trained staff on key health issues including infection control, nutrition,
- Developed Healthcare Intake Screening: TB & communicable conditions, chronic disease, healthcare needs, substance abuse, mental health. Included actions for positive screenings
- Primary care services started—minor acute illnesses, medication refills pending linkage to local primary care with volunteer FNP
- Community groups connected with SRM—meals, home improvements, donations, volunteer time
- All 4 students completed their unique part of the project, graduated in May 2018

**KEY LESSONS LEARNED**

- Consistent Faculty-review as a whole and as individuals
- Let students lead and direct project
- Facilitate coordination between students—meet as a team
- Consider staff burden of community site
- Focus on sustainable actions-hardwiring improvements
- Leave tangible product: policies/procedures/resources
- Focus on community collaboration and resource utilization
- Clearly cover academic integrity and plagiarism—student papers are not a “group” product

**RESOURCES**


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