

**FERRIS STATE UNIVERSITY
PRE-LICENSURE BSN PROGRAM**

ACADEMIC SERVICE LEARNING POLICY

Academic Service-Learning (ASL) is a form of practical experience that enhances learning in all areas of a nursing program, and the experience of Academic Service-Learning reinforces the moral and civic values inherent in serving others. The faculty view Academic Service-Learning as an important component of the professional nursing program and, as such, they require these activities be completed prior to graduation.

DEFINITION:

The faculty defines Academic Service Learning for the professional sequence-nursing student as meaningful service (work) provided to a community or a member of a community that meets a need or a goal. Such service provided by the student is integrated into curricular expectations, meets designated objectives, and has required evaluated assignments.

As a form of practical experience, Academic Service-Learning activities occur concurrently with other assigned program activities. Academic Service-Learning enhances professional development, learning across the curriculum, and the experience of community service reinforces the moral and civic values inherent in serving others. Academic Service-Learning activities must be approved, related to health care, and be separate from service required by an employer.

ACADEMIC SERVICE LEARNING GOALS:

1. To develop a plan for volunteer service to take place over the course of the professional education program.
2. To provide a health-related service to a community of need.
3. To work closely with the faculty advisor and the course faculty to implement this plan for volunteer service.
4. To successfully complete an assignment which identifies what significant personal and professional insights have occurred as a result of this service activity.

RATIONALE:

One of the primary objectives of the Ferris Professional Nursing Program is students will demonstrate personal and professional accountability in nursing practice by identifying and planning activities that contribute to growth and self-development in relation to professional goals and advancement of the profession of nursing. The purpose of this requirement is to provide the professional nursing student with a means to meet this program goal through an Academic Service Learning project that is ongoing during the professional program.

GUIDELINES:

Purpose: Academic Service Learning is designed to help students learn the value of volunteering time to a healthcare-related cause or agency.

A. Requirements: Academic Service-Learning will be structured in the following format:

1. **Service Hours:** Students will be responsible for a total of **40 hours** of Academic Service Learning to be broken down in the following way:
 - a. Eight (8) hours for proposal research and development.
 - b. A total of twenty (24) hours of onsite work will be completed during the **third (3rd) and fourth (4th) semester** in the program. Twelve (16) hours of service will occur during the third (3rd) semester and eight (8) hours of service will occur during the fourth (4th) semester.
 - c. Eight (8) hours to prepare, set up, and deliver a presentation will occur during the fourth (4th) semester of the program.
 - d. Each student will keep a log of his or her Academic Service Learning activities and hours. (See Appendix C).

B. Procedure:

Semester One: In NURS 260, students will be introduced to Academic Service-Learning. Additional responsibilities during semester include:

- Attend an Academic Service-Learning poster presentation
- Submit a reflection regarding the poster presentation

Semester Two: In NURS 362, students will be given the Academic Service-Learning Guidelines. Responsibilities during this semester include:

- Students will individually write a proposal for their selected Academic Service Learning project. The proposal will include the Academic Service-Learning Agency Contact Form (Appendix A) containing the contact information as an appendix to the proposal. A rubric for the proposal is provided (Appendix B). The proposal must be approved by the faculty advisor prior to beginning work with the agency.
- When the proposal is approved, it is to be placed in the student's portfolio in the Professionalism program outcome. Students can expect to invest eight (8) hours researching and securing an agency and writing the Academic Service-Learning Proposal.

Semester Three: In NURS 372, students will begin the onsite service hours. Responsibilities during this semester include:

- With an overall focus on Community Needs, students are expected to complete sixteen (16) onsite hours (includes orientation to the organization) serving the chosen agency. Documentation on the Academic Service-Learning Log (Appendix C) must be completed and signed by an agency representative (Appendix C).
- Near the conclusion of the semester, students will participate in a Round Table Discussion to reflect on their Academic Service Learning experience, needs of the population being served, and how the experience has promoted growth toward Program Outcomes 2, 3 and 5. The Round Table Discussion Rubric can be found in Appendix D.

- The faculty advisor will review the timesheet log and facilitate the Round Table Discussion.
- The student will place the timesheet log(s) in their portfolio under the ‘Professionalism’ tab.

Semester Four: In NURS 462, students will continue with onsite service hours.

Responsibilities during this semester include:

- Students are expected to complete the remaining eight (8) onsite hours serving the chosen agency.
- Students are required to maintain a timesheet log of Academic Service Learning to be signed by an agency representative (Appendix C).
- Near the conclusion of the semester, students will participate in a Round Table Discussion to reflect on their Academic Service Learning experience and how it has promoted growth toward Program Outcomes 1, 4 and 6. . The Round Table Discussion Rubric can be found in Appendix D.
- At the conclusion of the semester, students will write a paper focused on the link between Academic Service-Learning and Servant Leadership (Appendix E). This is an individual assignment.
- The faculty advisor will facilitate the Round Table Discussion, review the timesheet and grade the Servant Leadership paper.
- The student will place timesheets in their portfolio under the ‘Professionalism’ tab. The Servant Leadership paper can be placed under any tab in the student portfolio.
- As part of NURS 462 course expectations, students will create a poster about their Academic Service Learning experience to share with entering nursing students. The rubric for the Academic Service-Learning presentation is included as Appendix F. Students can expect eight (8) hours to prepare for, set up, and present their Academic Service-Learning poster. This assignment may be completed in pairs based on attendance at the Service Learning agency.

Semester Five: In NURS 472, students will complete their portfolio requirements (see Portfolio Guidelines and Evaluation Process policy).

- Complete the Academic Service learning Synthesis Reflection (Appendix G).
- The proposal and reflection will be included under the “Professionalism” tab of the portfolio. Students may choose to upload the other service learning papers to any program outcome.

Students with alternative schedules for the professional sequence: Students who transfer into the BSN program from another institution or from another BSN track in the program are still required to complete Academic Service Learning requirements. The following guidelines are suggested:

- Students who enter the sequence during semesters 2-4 will be required to create a proposal that is submitted for approval to the faculty advisor in the first semester of entry to the program. These students must still meet all Academic Service-Learning requirements and provide the related documentation for evaluation in the designated courses.

Academic Service-Learning Expectations				
NURS 262	NURS 362	NURS 372	NURS 462	NURS 472
<p>-Attend ASL Presentation</p> <p>-ASL Presentation Reflection</p>	<p>-Write and submit ASL Proposal</p>	<p>-Implement 16 hours at agency, including orientation</p> <p>-Round Table Discussion Focus: Community needs and program outcomes 2, 3 & 5)</p> <p>-Documentation of service hours on ASL Log</p>	<p>-Implement 8 hours at agency</p> <p>- Round Table Discussion Focus: Program outcomes 1, 4 & 6)</p> <p>-Documentation of service hours on ASL Log</p> <p>-Create and present a poster about the ASL experience to entering nursing students.</p> <p>-ASL Paper, Servant Leadership</p>	<p>-ASL Synthesis Reflection</p>
	<p><u>Portfolio</u></p> <p>-Following approval of Academic Advisor, place ASL Proposal under the Professionalism outcome in the portfolio</p>	<p><u>Portfolio</u></p> <p>-Following approval of Academic Advisor, place service hours log in the Professionalism outcome in the portfolio</p>	<p><u>Portfolio</u></p> <p>-Following approval of Academic Advisor, place Servant Leadership Paper, and ASL poster under any program outcome in portfolio. Place service hours log under the Professionalism outcome in the portfolio</p>	<p><u>Portfolio</u></p> <p>-Place ASL Synthesis Reflection in the Professionalism outcome in the portfolio.</p>

Appendix A
ACADEMIC SERVICE-LEARNING AGENCY CONTACT FORM

Student Name: _____

Agency Name: _____

Contact Person: _____

Contact Phone: _____

Contact Email: _____

Contact Address: _____

Description of Agency and Type of Academic Service-Learning Student will be engaged in:

Signature of Agency Representative (Agreeing to student volunteer):

Printed or typed name

Signature

Date

Appendix B
ACADEMIC SERVICE-LEARNING PROPOSAL

STUDENT NAME _____ **SITE** _____

DATE SUBMITTED _____ **ADVISOR** _____

PROPOSAL COMPONENT	POINTS POSSIBLE	POINTS EARNED
INTRODUCTION Introduce assignment. Purpose of paper	10	
AGENCY DESCRIPTION What is role of agency, not just name? Whom does this agency serve? Should be cited.	10	
VOLUNTEER ROLE DESCRIBED What will you do or how will this be determined?	10	
OBJECTIVES AS R/T PROGRAM What do you hope to learn or how will you benefit AND how will your service benefit the community?	20	
ACTIVITIES TO MEET OBJECTIVES What specifically do you anticipate your activities will be?	10	
EVALUATION PLAN How will you evaluate your own learning and the effects of your activities on the community?	10	
AGENCY CONTACT INFORMATION/INSTRUCTOR APPROVAL Include all pertinent information for contact. Name, title, phone, street address, email	10	
REFERENCES: The following areas should be addressed and a reference included to support each: <ul style="list-style-type: none"> • Support for agency information • Role of Academic Service-Learning in professional education • Support for planned outcomes – is there evidence that the activities positively influence the outcomes desired? 	20	
TOTAL CONTENT POINTS	100	
APA /Writing including: <ul style="list-style-type: none"> • Title page w/ running head, Abstract, Margins, Headers, Headings, References, Sentence Structure, Grammar, Punctuation, Typos & clarity of ideas. 	(30)	
TOTAL POINTS TO BE DEDUCTED FOR APA ERRORS	-30	
TOTAL POINTS OVERALL	100	

COMMENTS:

Appendix D

ASL Round Table Rubric

COMPONENT	POINTS POSSIBLE	POINTS EARNED
INTRODUCTION/DESCRIPTION: Shares the role and background of the agency. Explains personal role within the agency and activities student was part of during the experience.	20	
CRITICAL REFLECTION: Shares reflections on the experience using elements of reasoning. (Initial thoughts, assumptions, information attained, changes to thought processes regarding the agency, service learning in general, etc.)	35	
SYNTHESIS: Synthesizes understanding of the service learning experience for the community and as part of the overall nursing program, sharing insights about community needs/applying servant leadership principles and providing a summarization of learning as it relates to BSN outcomes.	35	
RECOMMENDATIONS: Discusses what they would do differently next time. Gives personal recommendation as a possible experience for other nursing students.	10	
TOTAL POINTS OVERALL	100	

Comments:

Servant Leadership Paper

Purpose

The FSU School of Nursing faculty believe:

1. Academic Service-Learning is a form of practical experience that enhances learning in all areas of a nursing program, and the experience of Academic Service-Learning reinforces the moral and civic values inherent in serving others.
2. Reflection is a process in which the student examines and interprets an experience, thus promoting cognitive learning.

Instructions

In a 5-6 page APA formatted paper (no abstract required), the student will use the concepts of Servant Leadership to reflect on the Academic Service-Learning experience. Use the following prompts to reflect upon your Academic Service-Learning experience. You must include support from three (3) scholarly sources.

Questions:

1. Describe the concepts of servant leadership theory.
2. How has your academic service-learning experience this semester impacted your understanding of servant leadership traits?
3. Empowering others and helping them meet their own identified needs is emphasized in servant leadership. Describe how your service, actions, and/or words empowered 1) clients and 2) staff of the agency.

Servant Leadership Paper Rubric

Levels of Achievement				
Criteria	Needs Improvement 0-74%	Competent 75-81%	Proficient 82-91%	Expert 92-100%
A. Introduction: Background and purpose of assignment. Defines civic engagement. (5%)	Introduction is missing all elements: at least 5 sentences; a purpose statement (with the word purpose); an outline sentence (tells the reader what to expect in the paper). May lack substance	Introduction is missing two elements: at least 5 sentences; a purpose statement (with the word purpose); an outline sentence (tells the reader what to expect in the paper). May lack organization	Good introduction. May be missing one of these elements: at least 5 sentences; includes a purpose statement (with the word purpose); includes an outline sentence (tells the reader what to expect in the paper) May lack expression	Excellent introduction. Includes all these elements: at least 5 sentences; a purpose statement (with the word purpose); an outline sentence (tells the reader what to expect in the paper)
B. Describe servant leadership theory. (10%)	Description of theoretical concepts is inadequate or inaccurate and lacks depth of thought. Supported with only non-scholarly sources.	Description of theoretical concepts lack depth of thought, expression, or organization. Supported with sources that are not scholarly or from greater than 10 years past.	Theory is described with depth of thought and expression and is supported with one scholarly resource from past 5-10 years.	Theory is described with depth of thought and expression and is supported with at least two scholarly resources from past 5-10 years.
C. Describe how ASL experience impacted understanding and development of four leadership traits. (25%)	Does not answer the prompt. Missing description and/or examples of servant leadership concepts. Lacks support from professional sources. Lacks depth of thought, expression, and organization.	Tendency to list description and examples with support that may not include professional nursing sources. May lack depth of thought, expression, or organization.	Describes and provides examples of the required elements but lacks depth of thought or expression. Answer is supported with professional sources from nursing and other disciplines within past 5-10 years.	Describes and provides excellent examples of the required elements with depth of thought and expression. Answer is supported with professional sources from nursing and other disciplines from the past 5 years.
D. Describe how service, actions, and words empowered 1. Clients and 2. Agency staff (25%)				
E. Conclusion: Summarizes main ideas and reflects on impact of assignment (5%)	Conclusion is missing all elements: Reference to the main purpose of the assignment, summary of main ideas, and less than 4 sentences. May lack substance, expression, and organization.	Conclusion is missing two elements: Reference to the main purpose of the assignment, summary of main ideas, or less than 4 sentences. May lack expression and organization.	Good conclusion. Reference to the main purpose of the assignment may not be clear. Summary of main ideas present but may lack expression. Includes at least 4 sentences.	Excellent conclusion. Refers back to the main purpose of the assignment. Summarizes main ideas. Includes at least 4 sentences.
Final Grade			Content (60%)	
			Formatting (15%)	
			Style (15%)	
			Mechanics (10%)	

Appendix E

ACADEMIC SERVICE-LEARNING PRESENTATION ASSIGNMENT Pre-Licensure BSN Program

STUDENT NAME _____ SITE _____

DATE SUBMITTED _____ ADVISOR _____

FAIR ASSIGNMENT COMPONENT	POINTS POSSIBLE	POINTS EARNED
AGENCY is clearly presented. Contact information is readily available to interested students in a format designed by student.	10	
AGENCY DESCRIPTION The role of the agency is clear and visible to visiting students.	10	
VOLUNTEER ROLE DESCRIBED What students will be expected to do in this role is provided to visitors.	10	
OBJECTIVES AS R/T PROGRAM Presentation presents to visitors how the Academic Service-Learning agency met personal and course objectives for the nursing program.	10	
EVALUATION The student shares a personal experience and view of the Academic Service-Learning experience project to visitors.	10	
MENTORING The student provides information and advice as a professional nursing student in mentoring and encouraging incoming nursing students for the Academic Service-Learning project.	10	
TOTAL POINTS FOR CONTENT	60	
QUALITY OF PRESENTATION To include: Creativity, aesthetic quality, completeness of information, helpfulness to visitors, provision of handouts for visitors, etc.	20	
PROFESSIONALISM To include: Interaction with and mentoring of visitors, professional attire, and overall presentation of self as professional nursing student.	20	
TOTAL FORMAT POINTS	40	
TOTAL POINTS OVERALL	100	

COMMENTS:

Appendix F

Academic Service-Learning Synthesis Reflection

In NURS 471, students will submit a reflection about their service-learning experience. This graded assignment is a final synthesis of the service-learning experience and should be reflective of the experience as a whole, including participation in the service-learning presentations provided to first-year nursing students. The reflection is to be 600-750 words. See grading rubric for details.

Academic Service Learning Synthesis Reflection Rubric

Student Name _____ Site _____

Levels of Achievement				
Criteria	Needs Improvement 0-74%	Competent 75-81%	Proficient 82-91%	Expert 92-100%
Introduction: Provide intro to what the paper is about and the type of experience (5%)	Introduction is missing all elements: at least 3 sentences; includes a purpose statement (with the word purpose; tells the reader what to expect in the paper). May lack substance	Introduction is missing two elements: at least 3 sentences; includes a purpose statement (with the word purpose; tells the reader what to expect in the paper). May lack organization	Good introduction. may be missing one of these elements: at least 3 sentences; includes a purpose statement (with the word purpose; tells the reader what to expect in the paper) May lack expression	Excellent introduction. Includes all these elements: at least 3 sentences; includes a purpose statement (with the word purpose; tells the reader what to expect in the paper)
Reflect on service learning using the elements of reasoning: (50%) 1. Initial thoughts (what did you think service learning was before the nursing program requirement) 2. Assumptions (how did your assumptions shape your point of view on SL) 3. Describe/reflect on your ASL experience. 4. How did your ASL experience change your thought processes regarding: a. The agency b. The clientele c. ASL in general 5. Explain how your ASL experience aided in meeting BSN program outcomes	Missing description and/or examples of the required elements. Lacks supporting criteria and/or examples from practice and professional sources. Analysis lacks effect on, staff, patients, and organization. Lacks depth of thought, expression, and organization.	Tendency to list description/examples of the required elements. Analysis lacks supporting criteria or examples from practice and professional sources. Analysis lacks effect on staff, patients, or organization. May lack depth of thought, expression, or organization.	Describes and provides examples of the required elements but lacks depth of thought or expression. Analysis is supported with criteria and examples from practice and professional sources. Analysis includes effect on staff, patients, and organization.	Describes and provides examples of the required elements with depth of thought and expression. Analysis is supported with professional criteria and excellent examples from practice and professional sources. Analysis includes effect on staff, patients, and organization.
Conclusion: Summarizes main ideas and reflects on impact of the assignment (5%)	Conclusion is missing all elements: Reference to the main purpose of the assignment, summary of main ideas, reflection upon personal impact of assignment, and less than 4 sentences. May lack substance, expression, and organization.	Conclusion is missing two elements: Reference to the main purpose of the assignment, summary of main ideas, reflection upon personal impact of assignment, or less than 4 sentences. May lack expression and organization.	Good conclusion. Reference to the main purpose of the assignment may not be clear. Summary of main ideas present. Reflection upon personal impact of assignment may lack expression. Includes at least 4 sentences.	Excellent conclusion. Refers back to the main purpose of the assignment. Summarizes main ideas and reflects upon personal impact of assignment. Reflection conveys personal feelings and how they relate to personal career development. Includes at least 4 sentences.
Final Grade	Content (60%)			
	Formatting (15%)			
	Style (15%)			
	Mechanics (10%)			

To be maintained by Faculty Advisors

ACADEMIC SERVICE-LEARNING AGENCY LISTING

Students may choose a site that is not listed below. The below list are agencies that have been used by previous students.

AGENCY NAME	PHONE & ADDRESS	AGENCY DESCRIPTION
Optometry Wellness Clinic	Contact Dr. Susan Owens, Ph.D., NP	Participating in the FSU optometry wellness screening clinic
Lead Screening of Preschool Children	Contact Dr. Rhonda Bishop, EdD, RN	Collaboration with NEMSCA Head Start
Every Woman's Place & Webster House Youth Services	1221 W Laketon Ave, Muskegon, MI 49441 Hours: Mon-Fri. 9-5 Closed Sat& Sun Phone 231-759-7909	Every Woman's Place strengthens families in Muskegon County and provides services for victims and survivors of domestic violence, sexual assault, and sex trafficking.
HELP Pregnancies A	218 S. Warren Ave Red Cross Building Big Rapids, MI 49307 Contact Person: Katherine Keller Title: Director of HELP Pregnancies Phone Number: 231-796-4919	Pregnancy Support
John Knox Community Food Pantry	4150 Kalamazoo SE, Grand Rapids, MI 49508 (616) 455-9411 Contact: Shirley Stretch or Cindy Burri Food Pantry Co-directors @ (616) 455-3236	Food Pantry in southeast Kent County. Provide holistic aid to our neighbors in need, supplying them with food and personal care items
Habitat for Humanity of Kent County	539 New Street, SW., Grand Rapids, MI 49503 Phone (616) 774-2431 Fax: (616) 774-4120 Colleen Mahon-VanDoren	Habitat for Humanity of Kent County works with families of all sizes, colors, ages, and backgrounds to help every family build a safe and healthy home base to pursue their dreams.
WIC Mecosta County District Health Department number 10	WIC Nutritionist Phone number 231-305-8662	Women, Infants, and Children (WIC) is a federally-funded Special Supplemental Nutrition Program of the Food and Nutrition Service of the United States Department of Agriculture and is administered by the Michigan Department of Health and Human Services, serving low and moderate income pregnant, breastfeeding, and postpartum women, infants, and children up to age five who are found to be at nutritional risk.
Versiti Blood Centers of Michigan	1036 Fuller NE PO Box 1704 Grand Rapids, MI 49501-1704 1-866-MIBLOOD (1-866-648-5669)	Blood Bank

Holland Rescue Mission	(616)396-2200 extension 211	Non-profit homeless shelter
New Hope Youth and Family Services	719 E High St Mount Pleasant, MI 48858 989-775-6212	Youth Opportunity is dedicated to empowering young people to become successful and independent by establishing the strong foundations of physical and emotional health, positive social and family relationships, and education.
American Red Cross	425 Hubbard Street Allegan, Michigan, 49010 269-673-8640	Blood Bank Services
Reading Volunteer Program	Helen DeVos Children's Hospital Volunteer Services (616) 391-1804	
Ronald McDonald House of Mid Michigan	Lansing, MI. 517-485-9303	House Charities all over the world are keeping families close to the care their sick children need, providing comfort, support and resources for families just steps from the hospital.
The United Way of Wexford County	117 West Cass Street P.O. Box 177 Cadillac, MI 49601 (231) 775-3753 Contact Person: Executive Director Phone: (231) 775-3753 Email: info@unitedwaywexford.org	United Way improves lives by mobilizing the caring power of communities around the world to advance the common good.
Alpha Family Center	705 N Hillcrest St. Greenville, MI 616-225-2265 https://www.alphafamilyservices.org/	Pregnancy, family, and domestic violence counseling center.
Family Promise	https://familypromise.org/find-an-affiliate/	Homeless Family Resource
God's Helping Hands of Mecosta County (GHHMC)	8760 50th Ave Remus, MI 49340 (989) 967-8581	Food pantry and second-hand goods store.
Mel Trotter Ministries	225 Commerce Avenue SW, Grand Rapids, MI 49503 Phone: 616-454-8249 https://www.meltrotter.org/	Homeless Shelter
Degage Ministries	144 Division Ave S, Grand Rapids, MI 49503 Phone: 616-454-1661	Homeless Shelter

	https://www.degageministries.org/ info@degageministries.org	
Women at Risk	We can be reached Monday-Friday (8am-5pm EST) by calling (616) 855-0796 or toll free: (877) END-SLAVERY (363-7528)	Human Trafficking Agency
Olivia's Gift	5040 Cascade Road, Grand Rapids, MI 49546. 616.447.1980 http://oliviasgift.org/	Olivia's Gift is a nonprofit organization founded in 2005 to enhance the lives of people with severe disabilities providing long-term care housing and resources aimed at bettering lives, building understanding, and establishing connections among families and the agencies that serve them
Hope House	14545 Tomahawk Ln, Big Rapids, MI 49307 (231) 598-9500 admin@hopehouseclinic.org	Free Medical Clinic
Women's Information Services Inc (WISE)	Main Office: (231) 796-6600 Please call the main office to reach your advocate's voicemail 24 Hour Crisis Line: 1-800-374-WISE https://wiseagainstviolence.org/	24 hour emergency shelter and phone line Outreach Programs
Angels of Action	Angels of Actions P.O. Box 1020 Big Rapids, Michigan 49307 (734)716-2121 http://www.angelsfaction.org/	Nonprofit feeding children in Mecosta County
Girls on the Run	https://www.girlsontherun.org/	Empowering girls through running
Roosevelt Park Ministries	1530 Grandville Ave SW Grand Rapids, MI 49503 Mon-Thu 9:30-5 Fri.-Sun. closed <u>(616) 475-5881</u> https://rooseveltparkministries.org/	Created in 1996 our mission is to provide Christ-centered, holistic support for families, individuals, and youth living in the Roosevelt Park neighborhood.
YWCA/YMCA	475 Lake Michigan Dr NW, Grand Rapids, MI 49504 <u>(616) 855-9622</u> https://www.grymca.org/	Outreach
My Brother's Keeper	405 S 3 rd Ave Big Rapids, MI 49307	Homeless shelter for men

	231-629-8033	
Spectrum Health Hospice	750 Fuller Ave NE, Grand Rapids, MI 49503 Phone: (616) 391-4200	Hospice
Faith Hospice	2100 Raybrook SE, Suite 300 Grand Rapids, MI 49546 Phone: 616-235-5113 https://faithhospicecare.org/	Hospice
Ten16 Recovery Network	21061 19 Mile Road Big Rapids, MI 49307 231-527-2000	Services for Substance Abuse Disorders
Hospice of Michigan	https://www.hom.org/	Hospice
1016 Recovery Network	Various locations http://www.1016.org/	Outpatient Counseling Education Peer Support / Recovery Coaching, Outreach, Prevention
North Kent Connect	10075 Northland Drive NE Rockford, MI, 49341 616-866-3478	North Kent Connect is a Christian organization committed to improving the lives of all people in northern Kent County by providing access to basic needs and promoting economic independence. (We service northern Kent County, which includes the cities of Sparta, Kent City, Rockford, Belmont, Cedar Springs, and Sand Lake.)
Papa's Place Adult Day Care, LLC	121 W. Upton Ave. Reed City, MI 49677 Office: (231) 465-4160 Mobile: (231) 468-1610 papasplaceadc@gmail.com https://papasplaceadc.wixsite.com/website https://www.facebook.com/PapasPlaceADC/ Nicole Haney, BSHSA, CDP Owner, Certified Dementia Practitioner	Papa's Place provides daytime activity based center to those with or without a decline in mental status (Alzheimer's, Dementia). At our center you will see participants engaged in activities that focus on abilities while stimulating components of their physical, social and mental health. Medication and meals are available while in attendance at the day center. Day center services are available in either a half day (4 hour) or full (8 hour) block of time.
Mecosta County Commission on Aging	Cynthia M. Mallory, Director Mecosta County Commission On Aging & Activity Center 12954 80th Avenue Mecosta, MI 49332 PH: 231-972-2884 FX: 231-972-4735	Variety of opportunities. One is teaching seniors how to use tablets as part of a program to aid seniors in isolation.

	cynthia.mallory@mccoasc.org http://www.mecostacounty.org/mccoac	
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