

ACADEMIC SERVICE-LEARNING PROJECT SCOPING GUIDE

A Step-by-Step Guide for Long-Term Care Leaders to Scale Communication Capacity Through Higher Education Partnerships

Purpose of this Tool: Designed for Long-Term Care Administrators, Directors, and Marketing Coordinators. Use this framework to audit facility communication bottlenecks, identify regional academic partners, draft structured MOUs, and ensure risk/HIPAA compliance before launching student-led PR and marketing campaigns.

PHASE 1: INTERNAL CAPACITY AUDIT & ASSESSMENT

Identify non-clinical communications projects currently neglected due to staff time or budget constraints:

Communication Channel	Common Facility Bottlenecks	Student Team Solution
Social Media & Digital	• Inactive platforms • Lack of consistent posts • No recruitment messaging	30-day content calendar, Canva/Adobe graphics, social media editorial calendar
Website & Copywriting	• Outdated site layout • Dense/inaccessible text • Weak search visibility (SEO)	Website copy audit, accessible resident spotlights, SEO optimization briefs
Caregiver Recruitment	• Low applicant traffic • Generic job flyers • Poor career fair presence	Targeted recruitment flyers, staff spotlight videos, campus outreach kits
Community & Donors	• Infrequent newsletters • Lack of donor pitch decks • Unpromoted facility events	Print/digital newsletters, donor campaign brochures, event PR packages

PHASE 2: RECIPROCAL PROJECT SCOPING

Co-design projects with university faculty to align learning rubrics with facility goals:

Institution Type	Where to Look & Contact	National Resources & Clearinghouses
Regional Universities (e.g., WSU, Gonzaga, EWU)	School of Communication, PR Faculty Advisors, Service-Learning / Centers for Civic Engagement	Campus Compact Database: Connects 1,000+ community-engaged universities with pre-built toolkits.
Community Colleges (Local regional campuses)	Business & Marketing Depts, Applied Technical Communication, Workforce Dev Office	National Service-Learning Clearinghouse : Free legal MOU templates, rubrics, and safety guidelines.

PHASE 3: REAL-WORLD PROOF POINTS (LOW CLIENT STRAIN)

Case Study: Pullman Regional Hospital (PRH)	Case Study: Whitman County Public Health (WCPH)
• Scope: PR Writing course supported high school athletic training program. • Applied Labor: 25 students across 6 school teams. Low Strain: Client spent 6 hours total across 15 weeks. • Deliverables: 60 high-quality assets (parent email campaigns, sponsor pitch decks, game banners, coin-toss scripts, pompom stickers).	• Scope: Multi-year public health campaign in rural Eastern Washington. • Applied Labor: 60+ students in 10 strategy teams + 5 specialized execution teams over 2 years. • Low Strain: Bi-weekly Zoom check-ins with health nurse/specialist. • Deliverables: Social calendars, infographics, blog series, web tracking

PHASE 4: RISK MANAGEMENT & OPERATIONAL COMPLIANCE CHECKLIST

Protect facility operations, resident privacy, and regulatory standing before student team access begins:

Compliance Area	Operational Requirement & Action Item	Status
1. Background Screening	Cross-check student team names against state registry checks via university service-learning unit.	[] Complete
2. HIPAA & Confidentiality	Require all student team members to sign standard facility HIPAA confidentiality non-disclosure forms.	[] Complete
3. Resident Media Releases	Secure signed resident/family consent forms prior to capturing or publishing photography, videos, or quotes.	[] Complete
4. Primary Coordinator	Designate a single facility point of contact (e.g., Marketing Director) for periodic check-ins.	[] Complete

PHASE 5: FACILITY PROJECT SCOPING WORKSHEET

Complete this worksheet as you begin to scope the project:

Facility Name:	_____
Primary Facility Coordinator:	Name: _____ Title: _____
Contact Email & Phone:	Email: _____ Phone: _____
Identified Needs: (Select project focus)	☐ Social Media Strategy & Content Calendar ☐ Caregiver Recruitment Flyers & Collateral ☐ Website Copy Audit & SEO Rewrites ☐ Resident Life Spotlight / Newsletter Series ☐ Other: _____
Target Academic Partner:	Institution: _____ Dept/Course: _____ Number of Students: _____
Proposed Deliverables: (What will students create?)	1. _____ 2. _____ 3. _____
Reciprocal Goals	[Clear statements detailing what the community organization gains (e.g., increased outreach material) and what the student learns (e.g., practical health literacy applications)]
Estimated Time Commitment	[List the agreed-upon weekly hours, total project hours, and target completion dates]
Meetup Dates	• Kickoff: _____ • 3-5 week check-in: _____ • End of term presentations: _____
Communications Plan	[How will students or instructor communicate with the facility? Frequency?]
Facility Mentor / Resident Assets: Who/what can students interview?	• Resident Stories: _____ • Staff Mentors: _____
Signatures & Approvals:	Facility Coordinator: _____ Date: _____ Faculty Advisor: _____ Date: _____

Presenter & Facilitator Contact Information:

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