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A Descriptive Study of Service-Learning on Social Justice and Leadership Perceptions in Senior BSN Students

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A DESCRIPTIVE STUDY OF SERVICE-LEARNING ON SOCIAL JUSTICE AND

LEADERSHIP PERCEPTIONS IN SENIOR BSN STUDENTS

A thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Science in Nursing

By

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CEDARVILLE UNIVERSITY

SCHOOL OF NURSING

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Service-learning (SL) is proposed as a pedagogical method by the American Associate of Colleges of Nursing (AACN, 2008) for achieving the essential of professionalism and professional values (Essential VIII), which includes the concept of social justice. Along with the concept of social justice being discussed in Essential VIII, the concept of leadership is discussed throughout the AACN Essentials. SL has been implemented in many educational settings across the United States, including nursing. There continues to be a lack of quantitative research on service-learning to qualify it as an evidenced-based teaching strategy. The purpose of this study was to assess if there were changes in perspectives of social justice and leadership for students enrolled in a senior level Care of Populations' course at Cedarville University after completing a service-learning experience. Fifty subjects completed the Service-Learning Self-Evaluation Tool (SLSET) before and after the learning experience. The findings are of use in nursing education by helping to provide supportive evidence for the continued use of service-learning as a pedagogical method.

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The researcher wishes to extend deep appreciation and gratitude to her thesis committee: Dr. Janet Conway, chairman and Dr. Rachel Parrill. To Dr. Parrill for guiding me towards this study and to Dr. Conway for all the love and support that she has shown me over the past 15 years. She will never stop being my advisor, coach, and cheerleader.

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CHAPTER I

INTRODUCTION

Introduction

In order for schools of nursing to gain accreditation with the Commission on

Collegiate Nursing Education (CCNE), they must incorporate the AACN Essentials of

Baccalaureate Education for Professional Nursing Practice (Essentials) (CCNE, 2009)

into aspects of their curriculum. The Essentials (AACN, 2008) list nine categories,

including *Essential VIII: Professionalism and Professional Values*. Within this

essential, the concept of social justice is addressed as a value that the professional nurse

should demonstrate. Along with the specific addressing of social justice, the concept of

leadership is intertwined throughout the *Essentials*. The specific term of leadership is

mentioned in essentials *I (Liberal Education for Baccalaureate Generalist Nursing*

Practice), II (Basic Organizational and Systems Leadership for Quality Care and Patient

Safety), VI (Interprofessional Communication and Collaboration for Improving Patient

Health Outcomes), and IX (Baccalaureate Generalist Nursing Practice). It is an

expectation that BSN nurses from a CCNE accredited program are proficient in the

AACN Essentials (CCNE, 2009).

The AACN, in its Faculty Tool Kit to accomplish the 2008 *Essentials*, lists

service-learning (SL) as a pedagogical method to help integrate aspects of *Essential VIII*

into the curricula (AACN, 2009). The concept and use of SL in nursing existed prior to

this publication. Articles discussing the use of service-learning in the nursing curricula

started to appear in the mid 1990's, specifically after the Pew Health Professions

Commission (Pew Commission) published a report in 1993 (Simoni & McKinney, 1998).

In their report, the Pew Commission addressed a concern for the need for change in the

health profession education curricula, including the need to address the community in

greater ways. Since the publishing of this report, there has been an increased use of

service-learning as a way to promote community involvement and interaction in the

nursing curricula (Simoni & McKinney, 1998).

Purpose of the Study

The purpose of this study is to assess changes in the perceptions towards social

justice and leadership of students enrolled in a senior level Care of Populations' course at

Cedarville University after completing a service-learning experience.

Statement of the Problem

Current research on the pedagogy of service-learning provides limited evidence to

demonstrate how service-learning impacts student learning outcomes. Specifically, only

one study provided quantitative evidence of changes in student perceptions of social

justice and leadership after a service-learning experience (Groh, Stallwood, & Daniels,

2011). Without evidence, there is unclear support for the use of service-learning to

achieve the necessary outcomes as outlined by the AACN in the *Essentials* document.

Research Questions

The study sought to answer the following questions:

1. Is there a difference in student perceptions of leadership skills after a service-learning experience?

2. Is there a difference in student perceptions of social justice after a service-learning experience?

Significance of the Problem

With the increased use of service-learning in the nursing curricula several authors have researched its use and effectiveness (Anderson & Miller, 2007; Bentley & Ellison, 2005; Gillis & Mac Lellan, 2010; Groh, Stallwood, & Daniels, 2011; Hunt, 2007; Loewenson & Hunt, 2011; Nokes, Nickitas, Keida, & Neville, 2005; Redman & Clark, 2002; Reising, Allen, & Hall, 2006; Reising et al., 2008; Sensenig, 2007; Simoni & McKinney, 1998; Stallwood &Groh, 2011; Upvall & Bost, 2007). This research does not provide strong enough evidence for the use of SL in the nursing curricula as a pedagogical method to achieve the necessary outcomes as outlined by the AACN in the *Essentials* document (Stallwood & Groh, 2011).

Evidence-based practice has taken a leading role in the clinical arena of nursing. The AACN (2008) specifies that the concept of evidence-based practice needs to be taught in baccalaureate education and that the graduate will be prepared to provide evidence-based care to patients. Just as in the clinical setting, supporting our teaching methodologies with strong evidence is important. The question we need to ask is if there is evidence to support various teaching methodologies that are in practice today, and if

so, what is that evidence? Arguments are made that further research needs to be done to support the use of various pedagogies in nursing education and provide the evidence needed to enhance teaching effectiveness (Ferguson & Day, 2005).

Conceptual Framework

In 2010 Benner, Sutphen, Leonard, and Day published results from a study completed for the Carnegie Foundation for the Advancement of Teaching. The overall focus for the study was to evaluate current nursing education practices, focus on successful ones, and challenge further growth and renewed perspectives on what nursing education is and what it should be. Through the published work, four main changes are suggested as a basis for the progression of an effective nursing curriculum.

In reviewing the service-learning experience designed for the senior level nursing majors, it can be suggested that the pedagogy of SL encompasses each of the changes suggested by Benner et al. (2010). The first suggested change was "from a focus on covering decontextualized knowledge to an emphasis on teaching for a sense of salience, situated cognition, and action in particular clinical situations" (Benner et al., 2010, p. 89). The service-learning experience challenges students to seek out issues that affect a particular community and come up with a plan to change or improve on one of the issues. Throughout the process the students are working with the agency, planning an intervention, and implementing the change. The students need to evaluate the problems they find and prioritize ones that they want to change.

The second suggested change was "from a sharp separation of classroom and clinical teaching to integrative teaching in all settings" (Benner et al., 2010, p. 89). In the

SL experience, not only are students learning about different community health issues and actions, but they are applying what they learn through their experience, they are seeing how these issues really occur in the world, and what they can do to promote change.

The third suggested change was "from an emphasis on critical thinking to an emphasis on clinical reasoning and multiple ways of thinking that include critical thinking" (Benner et al., 2010, p. 89). In the service-learning experience, students had to learn to be creative in their planning and designing an intervention for the group of interest. Students many times, had to think "outside the box", as they worked with varying populations such as students, elderly, homeless, and the poor.

The final suggested change was "from an emphasis on socialization and role taking to an emphasis on formation" (Benner et al., 2010, p. 89). Much of the students' experience was self-motivated. The professors were not telling them what to do, or what project to complete, rather, the students had to come up with their intervention and accomplish the work on their own, with the professor's guidance along the way. The students had to combine what they were learning in class, what they have learned in their education thus far, and what they were learning from their group of interest, to formulate and implement a plan.

Based on the review of literature, the expected outcome of the research was that there will be an increase in the level of leadership skills and social justice perspectives after a service-learning experience (Anderson & Miller, 2007; Groh et al., 2011; Loewenson & Hunt, 2011; Redman & Clark, 2002; Sensing, 2007). With the increase in

both of these dimensions, the expectation is that students will make progress towards

growth in professional nursing practice. These findings will help provide more support

for the continued use of SL in the nursing curricula. The framework is developed based

on the use of service-learning as a pedagogy to accomplish a shift in the approach to

nursing education to produce professional nurses. Figure 1 shows the conceptual

framework for this study.

Figure 1
Conceptual Framework

Service –Learning

- **"From a focus on covering decontextualized knowledge to an emphasis on teaching for a sense of salience, situated cognition, and action in particular clinical settings" (Benner et al., 2010,p. 89).**
  -
- **"From a sharp separation of classroom and clinical teaching to integrative teaching in all settings" (Benner et al., 2010, p. 89).**
  -
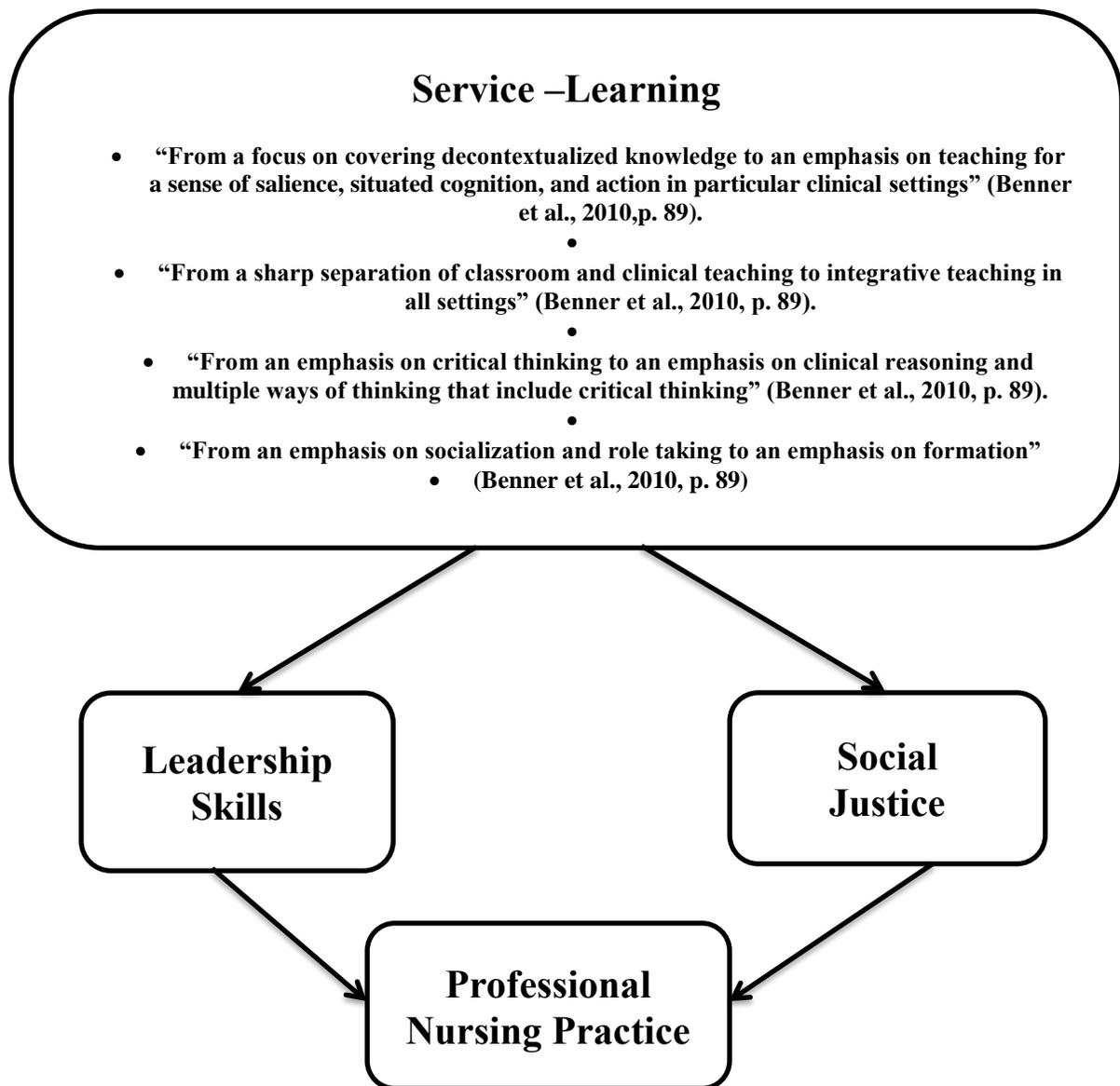- **"From an emphasis on critical thinking to an emphasis on clinical reasoning and multiple ways of thinking that include critical thinking" (Benner et al., 2010, p. 89).**
  -
- **"From an emphasis on socialization and role taking to an emphasis on formation"**
  - **(Benner et al., 2010, p. 89)**

Leadership Skills

Social Justice

Professional Nursing Practice

Definition of Terms

The terms used for this study are a synthesis from nationally recognized organizations including the National Service-Learning Clearinghouse, the AACN, The Robert K. Greenleaf Center for Servant Leadership and recognized authorities on leadership. The definitions for these terms are as follows:

Service-learning-"a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibilities, and strengthen communities" (National Service Learning Clearinghouse, 2012, para. 1)

Leadership skills- competently and humbly serving and collaborating with others while inspiring them to accomplish cognitive, behavioral, and process competencies (AACN, 2008; Hershey, Blanchard, & Johnson, 2008; Robert K. Greenleaf Center for Servant Leadership, 2013).

Social Justice-"is acting in accordance with fair treatment regardless of economic status, race, ethnicity, age, citizenship, disability, or sexual orientation" (AACN, 2008, p. 28)

Professional Nursing Practice –"caring, professional, and ethical nursing practice, guided by altruism, autonomy, human dignity, integrity, and social justice" (AACN, 2008, p. 27-28)

CHAPTER II.

REVIEW OF THE LITERATURE

Selected Review of the Literature

The review of the literature is organized into the following topics: service-learning in nursing and service-learning in nursing education and the concepts of leadership and social justice.

Service-learning in nursing

Literature and systematic reviews

In 2010 and 2011 there were systematic and literature reviews completed that discussed the published information about the use of service-learning in the nursing curricula (Gillis & Mac Lellan, 2010; Stallwood & Groh, 2011). Both of these reviews discussed the use of SL as a teaching method recommended by the AACN. These reviews came to different conclusions in regards to the use of service-learning.   For the 2010 literature review Gillis and Mac Lellan, reviewed 25 articles on service-learning and determined that SL was, in fact, a good option as a pedagogical method in the nursing curricula because it showed effects on many things including students leadership skills and responsibility for social justice for the more vulnerable in society (Gillis & Mac Lellan, 2010). The evidence was weakened in this review due to the inclusion of non-research articles. The 2011 systematic review provided stronger evidence due to its

inclusion of only quantitative research articles (Stallwood & Groh, 2011). The systematic review revealed many weaknesses in regards to the research done on service-learning. The findings of these studies will be discussed later in the review of literature. The authors shared recommendations for further research based on the review which included the call for the sharing of reliability and validity of instruments used for measurement, the use of standardized research questions, and the standardization of the SL experience (Stallwood and Groh, 2011).

Research

Many research studies have been done on service-learning in the nursing curricula, most of them being descriptive in nature. The literature review produced six research studies (published from 2005-2008) that explored the use of service-learning in nursing. Except for two of the studies, the research focused on different concepts that were influenced by the SL experience. The various concepts studied included social responsibility, stereotypes, cultural competence, health promotion, critical thinking, and civic engagement (Bentley & Ellison, 2005; Hunt, 2007; Nokes et al., 2005; Reising et al., 2006; Reising et al., 2008; Upvall & Bost, 2007). Four of the six articles reviewed provided quantitative data as well as qualitative data. However, only one article provided the reliability of their tool, and all failed to discuss the validity of their tools. In the article that discussed the reliability of the tools used, it was shared that the majority of the tools had lower reliabilities, having Cronbach's alphas less than .80 and some even less than .70 (Nokes et al., 2005).

There is also conflicting evidence of objectives achieved through the use of service learning. A qualitative study done in 2007 with five students found that there was an increase in cultural competence after their SL experience working with Somali refugees (Upvall & Bost, 2007). However, a quantitative study with a lower internal reliability, found a decrease in cultural competence after 14 students completed a SL experience in 2005 (Nokes, et al., 2005). The problem with this quantitative study is that there was no clear discussion of what the SL experience entailed.

Another gap in the literature revealed inconsistencies in the types of service-learning experiences. Of the six articles reviewed, four of them failed to discuss the length of time that the students participated in the experience (Hunt, 2007; Nokes et al., 2005; Reising et al., 2008; Upvall & Bost, 2007), one of them stated that the students did two 1 ½ hour sessions (Reising et al., 2006), and the final article stated that the experience included 6-8 meetings over a 10 week time period (Bentley & Ellison, 2005). Along with the differences in time spent in the SL experience, only two of the six articles had similar SL experiences. The experiences varied from on-campus health screenings/education (Reising et al., 2006; Reising et al., 2008), to working with refugees (Upvall & Bost, 2007), working with a homeless population (Hunt, 2007), or working with teenage mothers (Bentley & Ellison, 2005).

As suggested in the systematic review from 2011, it is difficult to truly evaluate the effectiveness of service-learning when there is such a broad spectrum in the application of the learning method. Problems also arise from inconsistencies in findings about outcomes with one study finding an increase and another finding a decrease in cultural competence with the SL experience (Nokes et al., 2005; Upvall & Bost, 2007).

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The qualitative studies fail to measure changes. One can gather from the data that students' are affected, yet measureable effects fail to be obtained.

Service-learning in nursing and the concepts of leadership and social justice

In the review of literature over the past 10 years, five articles were found discussing the concepts of social justice and leadership in conjunction with service-learning. Of the five articles, only two of them were research articles. The three articles that did not contain research provided expert opinion in the discussion of the use of service-learning. The authors of the articles had used SL in their curricula, stated they had seen its effects on student growth in the aspects of leadership and/or social justice (Anderson & Miller, 2007; Redman & Clark, 2002; Sensenig, 2007).

In 2011, there was a published study about SL effects on students' attitudes towards homelessness (Loewenson & Hunt). Though the concept of social justice was not described as a measured outcome, the authors addressed it as an influence on the measured attitudes. The study was completed with 23 undergraduate BSN students who participated in a 3-month long experience working with homeless families. The pre/post-test designed study revealed that the service-learning experience had a positive influence on attitudes, which included the concepts of the causes of homelessness, willingness to associate with the homeless, and solutions to homelessness (Loewenson & Hunt, 2011). The authors did voice concern about the true strength of their findings in association with the SL experience, not knowing if the changes emerged from the experience or from the lectures given in class which covered many topics, including social justice.

Groh et al. completed a study in 2011 that provided a model for this study. The study focused on the changes seen on students' leadership skills and social justice perspectives after a service-learning experience. A total of 306 students participated in the descriptive study over a six-year time span (Groh et al., 2011). For this study, the students participated in a minimum of a 10 hour service-learning experience. Pre-tests were administered prior to the experience. Students then participated in the SL experience, and then a post-test was administered. T-tests were run on the means of the data to compare findings to see if there were changes in the students' perspectives. The authors found that there were in fact significant changes seen in students' perspectives in both of the areas of leadership and social justice. The authors shared the reliability of the instrument, the Service-Learning Self-Evaluation Tool (SLSET), which revealed Cronbach's alphas greater than 0.80 (Groh et al., 2011).

The weaknesses seen in this study include the authors' failure to conceptually define the concepts of leadership and social justice. They also failed to provide any details about the SL experiences that the students participated in. One is unable to determine if the positive effects were seen at the same level in each experience.

CHAPTER III.

METHODOLOGY

Research Methodology

This study elaborated on the changes that a service-learning experience had on students' perceptions of leadership and social justice. This chapter discusses the research design, the sample, data collection methods and protocols, reliability and validity of the instrument, and data analysis for the study.

Research Design

This is a descriptive study that explores the concepts of leadership and social justice perceptions in relation to a service-learning experience. This study was modeled after one completed by Groh, Stallwood, and Daniels (2011). The Leadership Development Institute (LDI) at the University of Detroit Mercy (UDM) developed the SLSET tool in order to assess outcomes of service learning experiences throughout their campus. The questionnaires for this study were modeled after the SLSET tool. Permission was obtained from Fr. Timothy Hipskind, the director of the Leadership Development Institute at the University of Detroit Mercy, for the use of the tool. This consent can be found in Appendix A.

For this study, participants completed the pre-evaluation questionnaire before their service-learning clinical experience began. The post-evaluation questionnaire was

completed after the students' 60 hour (minimum) SL experience. A copy of the

questionnaires appears in Appendix B. Along with the pre- and post-evaluations, a

questionnaire was designed to elicit demographic data of the subjects. This demographic

data is included on the pre-evaluation questionnaire. Along with the post-evaluation, the

subjects answered questions about the service-learning experience in relation to the

course and the location where they completed their experience.

The Sample

The sample was a convenience sample obtained from a senior level nursing

course in the BSN program at Cedarville University. Cedarville University is a faith-

based institution located in rural Ohio. The University has an estimated 3,300 students

enrolled in the undergraduate, graduate, and online courses (Cedarville University, 2012).

Undergraduate students all obtain a minor in Biblical Studies and have chapel and church

attendance requirements. The School of Nursing at Cedarville University is accredited

by the Commission on Collegiate Nursing Education and has approval from the Ohio

Board of Regents and the Ohio Board of Nursing (Cedarville University, 2012).

A total of 50 students enrolled in a Care of Populations course completed the

study. The Care of Populations course is a six semester hour course that focuses "on

contemporary health issues of populations and communities using theoretical models of

epidemiology, health promotion, primary health care, and public health practice.

Students integrate knowledge from the health, social, and nursing through targeted

assessment, interventions, programs and advocacy" (Cedarville University, 2011, p. 261).

Students participate in four hours/week of classroom instruction and also are required to

complete a total of 90 clinical hours. Of the 90 clinical hours, 60 hours are directly

devoted to the service-learning experience. The students interact with their assigned

location weekly during the semester for a total of 15 weeks. During their 60 clinical

hours students complete an assessment of the target population and then devise an

intervention for the population. During their clinical experience they also implement

their plan and then evaluate the intervention. Along with completing a project discussing

their plan, students also complete bi-weekly reflection/evaluation journals of the

experience.

Subject selection inclusion criteria included the students enrolled in Care of

Populations that consented to participate. Exclusion criteria include students who did not

complete both pre-and post-questionnaires.

Data Collection Methods and Protocols

Permission was granted from the Institutional Review Board (IRB) at Cedarville

University for the completion of the study. Students were approached in the classroom to

discuss the study. All students were asked to stay in the classroom while the study was

discussed. The author discussed the purpose of the study with students. Students were

assured that their privacy would be respected and that their decision to participate would

not affect their course grade. Subjects were also assured that the faculty would not be

privy to individual responses/findings, only aggregate data. Students were told that the

findings of the research would not affect their course grade. Finally, students were

informed that there was no expected harm to them or the populations they would be

working with in their clinical practice. Once this information was shared, the students

were told that their participation was voluntary and asked to sign a consent form if they desired to participate. A copy of the consent can be found in Appendix C. They then completed the pre-questionnaire. The post-questionnaire data was collected once the students had completed their clinical hours after one of the lecture sessions.

Reliability and Validity of the Instruments

The tool being used for this study is called the Service-Learning Self-Evaluation Tool (SLSET). It was developed by the Leadership Development Institute (LDI) at University of Detroit Mercy. It is a 17 item Likert scale questionnaire with 10 items focused on leadership (based on Servant Leadership Attributes determined by the Greenleaf center) and seven items focused on social justice (based on Catholic Social Teaching issues) (Groh et al., 2011). The constructs of social justice assessed with this tool include "dignity of human being, community and the common good, rights and responsibilities, option for the poor, dignity of work, solidarity, and care of God's creation" (LDI, n.d.). The constructs of leadership skills assessed with this tool include "listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment, and building community" (LDI, n.d.). For each of the questions the students ranked their response in agreement to the statement as follows: 1) strongly disagree, 2) disagree, 3) neither agree or disagree, 4) agree, and 5) strongly agree.

The value and accuracy of the instrument is based on its reliability and validity. According to Burns and Grove (2009) the reliability of the instrument assesses the consistency of the tools measurements and the chance of error. One way to assess an

instrument's reliability is through evaluating the internal consistency. A statistical procedure used to obtain this measurement is the Cronbach's alpha coefficient (Burns and Grove, 2009). This coefficient was used to evaluate the internal consistency, therefore the reliability of the instrument used for this study.

The Chronbach's alpha measurements that were obtained from the model study ranged from an alpha of .80 to .87 (Groh, Stallwood, & Daniels, 2011). For the concept of leadership the pre-test alpha was .80 and post-test was .87. For the concept of social justice the pre-test alpha was .82 and the post-test was .87 (Groh, Stallwood, & Daniels, 2011). Further reliability information was obtained from the LDI staff at UDM. The tool has been used in various academic settings over the past 10 years. Over those years the leadership pre-test alphas ranged from 0.796 to 0.856. The leadership post-test alphas ranged from 0.857 to 0.89. The social justice pre-test alphas ranged from 0.853 to 0.877. The social justice post-test alphas ranged from 0.845 to 0.887 (S. Ran, personal communication, February 20, 2013 and March 14, 2013).

Data Analysis

The data gathered from the questionnaires was treated as interval/ratio level data because the responses to the questionnaires were in the form of a Likert scale. Statistics used included the mean and standard deviation for each question on the pre and post-test questionnaire. Paired t-tests were run to compare the mean data from pre and post-questionnaires. T-tests are a common parametric analysis used to test the differences between samples (Burns and Grove, 2009). Along with this data, Cronbach's alphas

were analyzed for the questionnaires used in this study. A 0.05 level of significance was set for this study prior to the data collection and analysis.

CHAPTER IV.

RESULTS

Presentation and Analysis of Data

The findings and statistical analyses of the research data are presented in this chapter.

Characteristics of the Sample

The sample consisted of 50 students in the Care of Populations Course who met the inclusion criteria set for the study. The students ranged in age from 20 years to 24 years of age. Tables 1 and 2 show further demographic information of the participants in this study.

Table 1
Subjects by Gender

Gender	Number Of Subjects	Percent Of Sample
Male	2	4
Female	48	96

Table 2
Subjects by Ethnicity

Identified Ethnicity	Number Of Subjects	Percent of Sample
Caucasian	47	94
Asian American	1	2
Hispanic	1	2
Asian	1	2

Cedarville University is a faith-based university and encourages its students to be involved in various ministries to the community. Due to this encouragement, further demographics were gathered based on various ministries in which the students have served. Information was also gathered about if students had worked a nursing job or if they worked an off campus job. These questions were asked to see if these factors had any influence on the outcome of the study. The results of these findings are shared in Table 3.

Table 3
Subjects by Previous Experience

Previous Experience	Number of Subjects	Percentage of Sample
"Christian Ministry"	35	70
Mission Trip	45	90
Current Off Campus Job	20	40
Nursing Job Experience	33	66
Volunteer Work	40	80

Further demographic information was gathered about mission trip experience. The reason for this was to further evaluate if mission trip participation and type of experience had an effect on the possible changes seen with the service-learning

experience. The further demographic information for mission trip participation is shared

in Table 4.

Table 4
Subjects by Type of Mission Trip

Type of Mission Trip	Number (of 45 participants)	Percentage of Mission Trip Participants
National	8	19
International	12	28.6
Both National and International	22	52.4
To Marginalized Population	15	33.3

Of the data from those who had participated in a mission trip, there were three

subjects who were missing data about the type of mission trip. The demographics shared

here reveal that the subjects had a wide variety of mission and outreach experience prior

to their service learning experience.

Analysis of the Findings

Responses from the pre- and post-questionnaires were summed and mean scores

were calculated for each subcategory under leadership skills and social justice.

Cumulative mean scores were calculated for the leadership and social justice scales.

Statistical tests for data significance were obtained from t-tests of the pre-and post-

leadership skills and social justice means. A p value of 0.05 was set for the two-tailed t-

test.

Findings Related to the Research Questions

Two research questions were considered for the purposes of this study. The discussion of the findings related to each are discussed below. Table 5 provides a visual of the data gathered in regards to the research questions explored in this study.

Question one

Is there a difference in student perceptions of leadership skills after a service-learning experience?

The pre-test leadership mean score was 3.86 with a standard deviation of 0.42. The post-test leadership mean score was 4.03 with a standard deviation of 0.37. The leadership t-test revealed a "t" of -3.47 at a significance of p=0.00. Based on these findings, the answer to research question one is that there is a significant difference in student perceptions of leadership skills after a service learning experience.

Question two

Is there a difference in student perceptions of social justice after a service-learning experience?

The pre-test social justice mean score was 4.25 with a standard deviation of 0.53. The post-test social justice mean score was 4.40 with a standard deviation of 0.48. The social justice t-test revealed a "t" of -1.93 at a significance of p=0.06. Though this is not considered a significant finding based on the set p value of 0.05, the findings of the study are approaching significance. Based on these findings, though not significant, there was an increase in students perceptions of social justice after a service-learning experience.

Table 5
Results of Analysis for Leadership Skills and Social Justice

	MEAN (SD)	RANGE	ALPHA	*PAIRED T TEST (DF)*	*P VALUE*
LEADERSHIP SKILLS					
Pre-Service-Learning	3.86 (0.42)	1 to 5	.74	-3.47 (46)	.00
Post-Service-Learning	4.03 (0.37)	1 to 5	.68		
SOCIAL JUSTICE					
Pre-Service-Learning	4.25 (0.53)	2 to 5	.79	-1.93 (49)	.06
Post-Service-Learning	4.40 (0.48)	1 to 5	.77		

Further results based on each individual construct of leadership skills and social justice can be found in Appendix D.

Findings Related to Instrument Reliability and Validity

As seen in the above tables, the Cronbach's alphas for this study ranged from 0.68-0.79. These fell much lower compared to the model study's alphas which ranged from 0.80-0.87. The alphas fell even lower than the ones provided by UDM which ranged from 0.796-0.89. Considerations must be made in regards to sample sizes. The sample size from this study (50) was much smaller than the model study's sample size of 306 students. Also, the alphas provided by UDM included sample sizes in the thousands and tens of thousands because SL and the forms are completed across campus. Though not as high as the model study and the information provided from UDM, the Cronbach's alphas from this study show that there was lower reliability. If the sample size was larger, one would expect higher alphas.

Additional Findings Suggested by the Data

Further information was gathered on the post-questionnaire that included where the subject completed their service learning opportunity and questions about the course, self-growth, teacher engagement, contact with poor and marginalized, and connection with agency. The information about where the student completed the service learning opportunity helped to further analyze the SL experience and the effect that it had on the subjects. The other questions allowed for further data to be gathered about student perspectives and feelings. Further discussion about the findings in regards to the SL location experience will be discussed in the following chapter. Table 6 reveals the findings about the course, subject's self-growth, teacher engagement, contact with poor and marginalized, and agency connection. Part of this information helps to support the incorporation of Benner et al.'s (2010) recommendations for nursing education, specifically the learning of course material and subject's self-growth.

Table 6
Results of Further Assessment of Service-Learning Experience

Question	Range	Mean (SD)
To what extent did the SL experience help you to learn the material of the course?	1-5	3.60 (0.99)
To what extent did the SL experience help you to grow in your own sense of worth as a person engaged in making our society more just and compassionate?	1-5	3.74 (1.07)
To what extent did the teacher engage the service experience in this course?	1-5	3.66 (1.17)
To what extent did it allow you to have DIRECT contact and communication with the poor or marginalized?	1-5	3.34 (1.47)
To what extent were you able to easily connect with your service agency?	2-5	3.74 (1.01)

CHAPTER V.

SUMMARY

Discussion of the Findings

This study of service-learning provides further evidence to support the use of this pedagogy in the nursing curricula. There were significant changes (p=0.00) in leadership skills and approaching significant changes (p=0.06) in social justice perceptions. Based on this information nurse educators can have further confidence in this pedagogy and should consider implementing into their curricula in order to help accomplish *Essential VIII* and leadership as required by the AACN.

Further analysis was done under each of the subcategories of leadership skills and social justice (Appendix E). There was growth demonstrated on each of the leadership skills except for stewardship which was defined as "a commitment to serving the needs of others" (LDI, n.d.). There was a slight decrease in the means (-0.1). The explanation for this might relate back to the lower score that students gave in relation to their feelings of having direct contact with the poor or marginalized. The vast majority of students have participated in a mission trip prior to this experience and a third of those identified that they had work with "marginalized populations." For the SL experience, not all students had direct contact with this population, as some worked with elderly in a private faith-based care facility and others worked with students at private faith-based schools.

Because some of these populations can be viewed as less marginalized individuals, perhaps students felt less of a need to serve these populations compared to one previously worked with through missions experiences.

Under the subcategories of social justice, there was growth demonstrated in each area except for "care for God's creation" which was defined as "the goods of earth are gifts from God. We have a responsibility to care for these goods as stewards and trustees, not as mere consumers and users" (LDI, n.d.). There was even less of a decrease in the mean (-0.04) compared to the findings of stewardship. Because the means were so close in the pre- and post-questionnaire, the consideration should be made that this finding is more of a lack of change versus a decrease.

Differences in changes were not evaluated between genders due to the small sample size and the high percentage of female subjects. In considering the findings of the research, one must look at the big picture. Overall scores showed that students demonstrated growth in leadership skills and social justice; therefore service learning is a valid pedagogy to use in the nursing curriculum. The overall change should be the determining factor when considering the implications of this study.

Findings in Relation to the Conceptual Framework

In relation to the conceptual framework, the changes seen in student perceptions of leadership skills and social justice suggest that the students are progressing towards professionalism as expected by the AACN. There was an increase in the mean both in the overall leadership skills and social justice after the SL experience. The AACN's definition of professionalism includes social justice. Therefore, the findings of this study,

which showed an increase in social justice perceptions, also show student growth towards professionalism.

The data gathered from the post-questionnaire about student's perceptions of the SL experience provided support that the SL experience is a way to integrate the classroom and clinical setting. With a mean of 3.6 out of five, students stated that the SL experience helped them to learn the course material. This shows that the combined experience of the classroom and clinical provided more growth in their learning. The SL experience assisted in developing a sense of salience by utilizing the knowledge gained from class to direct analysis of population needs and development of projects for the "real world" application in nursing.

Students also said that the experience helped them to grow in their level of engagement of "making our society more just and compassionate" (LDI, n.d.). This is shown by students having a mean of 3.74 out of five. This growth is towards the student being formed into a better person, therefore a better nurse through growth in justice and compassion. An application of role formation is identified as a result of the SL project. Students stated an ability to easily connect with the service agency with a mean score of 3.74. These findings show support of SL as application of Benner et al.'s (2010) four conceptualization approaches to nursing education. These findings provide an additional evidence-based approach to support the pedagogy of service-learning as a teaching strategy of use by nurse educators.

Findings in Relation to the Literature Review

The findings of this study support findings in previous studies. Gillis and MacLellan (2010) and Groh et al. (2011) found that the service learning experience is a valid pedagogy for developing leadership skills and social justice. This study adds further support to these previous findings. As discussed as a gap in the literature review, and as suggested by Groh et al. (2011), there needs to be further discussion of the SL experience itself. The reason for this is that studies will have increased validity if students are participating in similar experiences. Another gap found in the literature review was the stark difference in time involved in the SL experience or the complete lack of discussion of the length of the service learning experience (Bentley & Ellison, 2005; Hunt, 2007; Nokes et al., 2005; Reising et al., 2006; Reising et al., 2008; Upvall & Bost, 2007).

In considering this gap in literature, information was gathered from the students about the location where they completed their SL experience. Information was also gathered from the course coordinator about the time spent in the SL experience and the projects completed by the students for the SL experience. The leadership skill mean change and social justice mean change were analyzed by type of location for further insight into the SL location effects on changes in perceptions. Students participated with many different populations for the experience. This is necessary due to the number of students participating in the course during a given semester. There is not one agency that could support the number of students enrolled in the class. Overall, students did work with specific types of populations which included the following: elderly, local health departments, pregnant women, private school children, public school children,

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homeless/destitute people, low income people, and factory workers. A list of student

projects can be found in Appendix E. Table 7 shows the differences in pre-post means in

leadership and social justice amongst each type of population.

Table 7
Population Worked With During Service-Learning Experience

POPULATION TYPE	LEADERSHIP MEAN DIFFERENCE	SOCIAL JUSTICE MEAN DIFFERENCE
Public Schools	0.17	0.46
Private Schools	0.48	0.06
Public Health Departments	-0.08	0.13
Elderly	0.01	-0.03
Pregnant Women	0.20	0.11
Homeless/Destitute	0.21	0.09
Low Income	0.19	0.26
Factory Workers	-0.10	0.29

In reviewing the information on the previous table, working with the elderly

showed the lowest change in leadership skills and social justice, even showing a decrease

in social justice. The biggest changes were seen in those working with public school

students. The lowest difference in leadership skills were those working with public

health departments, the highest difference in leadership were those working with private

school students. The lowest difference in social justice were those working with the

elderly, the highest difference in social justice were those working with public school

students.

Conclusions

The purpose of this study was to assess changes in the perceptions of social justice and leadership of students enrolled in a senior level Care of Populations' course at Cedarville University after completing a service-learning experience.

From the data presented in the preceding chapters, the following conclusions can be stated:

1. A service-learning experience has a significant effect on the change of perceptions of leadership in senior level nursing students.
2. A service-learning experience has a positive, though not significant, effect on the change of perceptions of social justice in senior level nursing students.
3. Students working with public school children showed the greatest change in social justice perceptions and those working with the elderly demonstrated a negative change in social justice perceptions.
4. Students working with private school children showed the greatest change in leadership skill perceptions and those working with public health departments demonstrated a negative change in leadership skill perceptions.
5. There was an increase in each of the social justice and leadership perceptions except for the constructs of stewardship and care for God's creation.

General Implications

This study provides further data and evidence to support the use of service-learning as a pedagogy in nursing curricula. With significant changes noted in leadership skill perceptions and approaching significant changes in social justice perceptions,

support is given on the positive effects of service-learning. When considering adding a service-learning experience to the nursing curricula, as suggested by the AACN (2009) in the toolkit, one can have added confidence to its effects on students. The service-learning experience can have a role in producing professional nurses from nursing schools today.

In consideration of the conceptual framework, and Benner et al. (2010) challenge to nursing educators across America, this study provides support that service-learning is a pedagogy that integrates the classroom and clinical setting and guides students to a "sense of salience" in regards to care for those in the community. This is supported through the students' agreement that the experience helped them to learn the material for the class and it helped them to grow in their own sense of worth.

Correlations were run between the changes seen in leadership skill and social justice perceptions with students' participation in activities such as Christian ministries, volunteerism, and mission trip experience. There were no correlations between these activities and the outcomes of the study. With this information, the findings in this study may be helpful to pursue with non-faith-based institutions. It could also be possible that there might be more of a change seen in perceptions because initial scores might be lower in non-faith-based institutions. Groh et al. (2011) stated that their findings could not necessarily be generalizable because of their faith-based institution; however, the current study limits some factors that might influence findings and changes in student perceptions.

The study also added further information to clarifying the service-learning experience and activities that students complete. As seen in the differences of means,

this study helped to show areas of greater change after the service-learning experience. This study revealed that students working with younger generations show a greater change in leadership skills and social justice perceptions.

Limitations

Limitations to this study were greatly associated with the small sample size. There were only 50 students that participated in the study. This limited the study in various ways, specifically in regards to the strength of the findings. The changes in leadership skill perceptions were significant, however, the changes in social justice perceptions were only approaching significance with a $p = .06$. With a larger sample size, the outcome might have shown a significant change in both areas. The sample also could have had an effect on the lower Cronbach alpha's compared to those from the LDI. The lower Cronbach alpha's seen in this study lead to decreased reliability of the instrument (Burns & Grove, 2009). The smaller sample size also limits the generalizability of the findings.

Another limitation is related to the length of time between the pre-and post-test. The pre-test was administered in late August and the post-test was administered in late November. For these three months, there were other things that the students' experienced other than their clinical time at their specified location. Some of these life events might have had an effect on the findings of the study.

A final limitation to this study was its design and sample. The study was a descriptive study and the sample was obtained by convenience. The strength of the data would be increased if there was a control group. This was not an option however due to

the fact that the service-learning experience is a mandatory part of the Care of Populations course. Also, the sample was obtained by convenience for the author. This possibly influenced the results because the students knew that the study was related to the author's thesis project causing a potential Hawthorn effect.

Recommendations

Recommendations for further study include the following:

1. Replicate the study in future nursing classes. Several of the locations of the service-learning experience are the same over many years, therefore this would provide consistency. This would also add to the sample size and therefore potentially increase the strength of the findings and the reliability of the tool.

2. Use this tool in non-faith-based institutions service-learning experiences to increase the generalizability of the findings.

3. Further research on service-learning and its effects on other variables. This will provide further support and evidence for the use of SL as a pedagogy in the nursing curricula.

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Appendix A

Copy of Approval for Questionnaire Use

From:	"J. Timothy Hipskind" Friday - April 13, 2012 9:57 AM
	<hipskijt@udmercy.edu>
To:	Lindsay Sara Tucholski <tucholskil@cedarville.edu>
CC:	Carla J Groh <grohcj@udmercy.edu>, Pamela Zarkowski
	<zarkowp1@udmercy.edu>, "Kathleen Zimmerman-Oster, PhD"
	<kzoster@sbcglobal.net>
Subject:	Re: Fwd: Re: Service-learning
Attachments:	Mime.822 (15 KB) [Save As]

Dear Lindsay,
I am the current Director of Service-Learning in the Institute for Leadership and Service at the University of Detroit Mercy, that is the position that John Daniels held when he developed the "SL1" and "SL4" forms that I believe are the subject of your inquiry.

We are happy to hear that you are interested in using the forms. We do have one predictable request. If you are going to use these tools in your research, please give proper credit to us in your paper. Something like:
"Permission has been granted from the University of Detroit Mercy Institute of Leadership and Service to use the pre- and post-service evaluation surveys." Or "This survey has been modified from the original survey used by the Institute of Leadership and Service."

Also, Dr. Kathleen Zimmerman-Oster and graduate assistant Shan Ran have does some statistical analysis and done some presentations on ten years of that data, and they would be happy to share that with you. Dr. Zimmerman-Oster is copied on this email.

If I can help you in any other way, please let me know,

Tim

Fr. Tim Hipskind, SJ
Director of Service Learning
Institute for Leadership and Service
University of Detroit Mercy
232 Briggs
313-993-2003

Appendix B

Pre- and Post-Evaluation Questionnaires with Demographic Material

Figure B1
Service-Learning Pre-Evaluation Form

Pre-Evaluation Form of Service Learning Experience

Name_____

Year_____   **Month**_____

Demographic Information

1. **What is your age?**
    a.   Under 20   b. 20-22   c. 22-24   d. Over 24
2. **What is your gender?**
    a.   Male   b. Female
3. **What is your racial background?**
    a.   African American   b. Asian American   c. Caucasian/white   d. Hispanic American

    e. Native American   f. Other (please specify) _____
4. **Do you participate in a Christian Ministry with the University or at Church?**
    a.   No   b. Yes
5. **Have you ever participated in a mission trip? (If YES, circle all that apply)**
    a.   No   b. Yes   c. Nationally   d. Internationally   e. Marginalized Populations
6. **Do you currently work in a job off campus?**
    a.   No   b. Yes
7. **Have you ever worked a nursing job (i.e. nurse's aide, externship, internship, etc.)**
    a.   No   b. Yes
8. **Have you ever volunteered or served at any of the following areas? (Circle all that apply)**
    a.   Homeless Shelter   b. Woman's Shelter   c. Crisis Pregnancy Center   d. Inner City Ministry

    e. Food Pantry   f. Public School   d. Other (please specify) _____

Your Leadership Self-evaluation: Service-learning is not just a service project. It is the use of service to help develop graduates who lead and serve in their communities.
Please rate your <u>current</u> level of competence in each category, from low (1) to high (5):

	Low				High
Listening: *listening intently to others, getting in touch with one's own inner voice*	1	2	3	4	5
Empathy: *understanding and empathizing with others*	1	2	3	4	5
Healing: *care for yourself and your relationship to others*	1	2	3	4	5
Awareness: *general awareness, self-awareness, ethics, power and values*	1	2	3	4	5
Persuasion: *use of persuasion rather than positional authority; consensus-building*	1	2	3	4	5
Conceptualization: *thinking to encompass the broader-based "big picture"*	1	2	3	4	5
Foresight: *the ability to foresee the likely outcomes of a situation*	1	2	3	4	5
Stewardship: *a commitment to serving the needs of others*	1	2	3	4	5
Commitment to the growth of people: *nurturing growth of employees and colleagues*	1	2	3	4	5
Building Community: *developing and modeling interdependence*	1	2	3	4	5

Your Social Justice Issue Interest: In your service project and in your studies and career, the following are areas in which you can have impact, just by the way you do what you do.

	Low				High
Dignity of the Human Person: *all people are sacred. People do not lose dignity because of disability, poverty, age, lack of success, or race*	1	2	3	4	5
Community and the Common Good: *we realize our dignity and rights in relationship with others, in community. We are called to respect creation, be good stewards of the earth and each other*	1	2	3	4	5
Rights and Responsibilities: *people have a fundamental right to life, food, shelter, health care, education, and employment. Corresponding to these is the duty to work for the common good*	1	2	3	4	5
Option for the Poor: *the moral test of a society is how it treats its most vulnerable members. The poor have the most urgent moral claim on the conscience of the nation, and our good efforts*	1	2	3	4	5
Dignity of Work: *people have the right to decent and productive work, fair wages, private property and economic initiative. The economy exists to serve people, not the other way around.*	1	2	3	4	5
Solidarity: *we are one human family. Our responsibilities to each other cross national, racial, economic, and ideological differences. We are called to work globally for justice.*	1	2	3	4	5
Care for God's Creation: *the goods of the earth are gifts from God. We have a responsibility to care for these goods as stewards and trustees, not as mere consumers and users.*	1	2	3	4	5

Figure B2
Service-Learning Post-Evaluation Form

Post-Evaluation Form of Service Learning Experience

Name_____ **Year**_____ **Month**_____

Your Leadership Self-evaluation: Service-learning is not just a service project. It is the use of service to help develop graduates who lead and serve in their communities.
 Please rate your <u>current</u> level of competence in each category, from low (1) to high (5):

	Low				High
Listening: *listening intently to others, getting in touch with one's own inner voice*	1	2	3	4	5
Empathy: *understanding and empathizing with others*	1	2	3	4	5
Healing: *care for yourself and your relationship to others*	1	2	3	4	5
Awareness: *general awareness, self-awareness, ethics, power and values*	1	2	3	4	5
Persuasion: *use of persuasion rather than positional authority; consensus-building*	1	2	3	4	5
Conceptualization: *thinking to encompass the broader-based "big picture"*	1	2	3	4	5
Foresight: *the ability to foresee the likely outcomes of a situation*	1	2	3	4	5
Stewardship: *a commitment to serving the needs of others*	1	2	3	4	5
Commitment to the growth of people: *nurturing growth of employees and colleagues*	1	2	3	4	5
Building Community: *developing and modeling interdependence*	1	2	3	4	5

Your Social Justice Issue Interest: In your service project and in your studies and career, the following are areas in which you can have impact, just by the way you do what you do.

	Low				High
Dignity of the Human Person: *all people are sacred. People do not lose dignity because of disability, poverty, age, lack of success, or race*	1	2	3	4	5
Community and the Common Good: *we realize our dignity and rights in relationship with others, in community. We are called to respect creation, be good stewards of the earth and each other*	1	2	3	4	5
Rights and Responsibilities: *people have a fundamental right to life, food, shelter, health care, education, and employment. Corresponding to these is the duty to work for the common good*	1	2	3	4	5
Option for the Poor: *the moral test of a society is how it treats its most vulnerable members. The poor have the most urgent moral claim on the conscience of the nation, and our good efforts*	1	2	3	4	5
Dignity of Work: *people have the right to decent and productive work, fair wages, private property and economic initiative. The economy exists to serve people, not the other way around.*	1	2	3	4	5
Solidarity: *we are one human family. Our responsibilities to each other cross national, racial, economic, and ideological differences. We are called to work globally for justice.*	1	2	3	4	5
Care for God's Creation: *the goods of the earth are gifts from God. We have a responsibility to care for these goods as stewards and trustees, not as mere consumers and users.*	1	2	3	4	5

Assessment of Specific Opinions Regarding Course Content and Service-learning Experience

	Low		Neutral	High
To what extent did the service-learning experience help you to learn the material of this course?	1	2	3	5
To what extent did the service-learning experience help you grow in your own sense of worth as a person engaged in making our society more just and compassionate?	1	2	3	5
To what extent did the teacher engage the service experience in teaching this course?	1	2	3	5
To what extent did it allow you to have DIRECT contact and communication with the poor or marginalized?	1	2	3	5
To what extent were you able to easily connect with your service agency?	1	2	3	5

Please share with me where you completed your service-learning clinical experience _____

Thank you all for your willingness and participation in this study!

Permission has been granted from the University of Detroit Mercy Institute of Leadership and Service to use the pre- and post-service evaluation surveys

Appendix C

Copy of Subject Consent Form

Quasi-Experimental Study of Perceptions of Social Justice and Leadership in Senior Nursing Students

Fall Semester 2012

You are being approached to take part in a research study concerning the outcomes of a service-learning experience. This research project is being conducted by Lindsay Tucholski, a MSN student at Cedarville University. The objective of this study is to determine if a service-learning experience has an effect on student perceptions towards social justice and leadership. This study is being conducted during the fall semester of 2012. The survey is being given to students in the Care of Populations Course.

There are no foreseeable risks if you participate in this study, nor are there any advantages that can be achieved by your participation. Your grade in the program will not be affected by the decision you make to participate or not or by the outcomes of the research. The information gathered for this study will provide evidence of results from the teaching pedagogy of service-learning. The data gathered from the research will be shared among faculty in the nursing department, faculty at Cedarville University, The University of Detroit Mercy's Institute for Leadership and Service, and also potentially though published material.

This research is confidential and your privacy will be respected. If you decide to participate please sign this form and return the form to the envelope at the front of the room. If you choose to not participate, do not sign this consent form and return it to the envelope. You may decide to withdrawal from the study at any time without consequences.

If you have any questions about the study please contact me at the following e-mail address tucholskil@cedarville.edu.

_____

Print Name

_____

Signature

_____

Date

Appendix D

Data from Individual Leadership and Social Justice Constructs

Table D1

Leadership Self-Evaluation: Pre- and Post-Service-Learning Scores

LEADERSHIP SKILL CONSTRUCT	DEFINITION	N PRE/ POST	PRE (SD)	POST (SD)	DIFF
Listening	Listening intently to others, getting in touch with one's own inner voice	49/50	4.11 (±0.59)	4.14 (±0.53)	0.03
Empathy	Understanding and empathizing with others	49/50	4 (±0.79)	4.32 (±0.55)	0.32
Healing	Care for yourself and your relationship to others	48/50	3.77 (±0.93)	3.98 (±0.77)	0.21
Awareness	General awareness, self-awareness, ethics, power and values	48/50	3.77 (±0.83)	4 (±0.61)	0.23
Persuasion	Use of persuasion rather than positional authority; consensus building	48/50	3.19 (±0.94)	3.58 (±0.93)	0.38
Conceptualization	Thinking to encompass the broader-based "big picture"	48/50	3.65 (±0.84)	3.94 (±0.68)	0.29
Foresight	The ability to foresee the likely outcomes of a situation	48/50	3.92 (±0.65)	3.94 (±0.74)	0.02
Stewardship	A commitment to serving the needs of others	48/50	4.4 (±0.68)	4.3 (±0.74)	-0.1
Commitment	Nurturing growth of employees and colleagues	49/50	3.88 (±0.78)	4.06 (±0.65)	0.18
Building Community	Developing and modeling interdependence	49/50	3.71 (±0.76)	3.92 (±0.78)	0.21

Table D2

Social Justice Self-Evaluation: Pre- and Post-Service Learning Experience

SOCIAL JUSTICE CONSTRUCT	DEFINITION	N PRE/ POST	PRE (SD)	POST (SD)	DIFF
Dignity of the Human Person	All people are sacred. People do not lose dignity because of disability, poverty, age, lack of success, or race	50/50	4.56 (±0.64)	4.58 (±0.78)	0.02
Community and the Common Good	We realize our dignity and rights in relationship with others, in community. We are called to respect creation, be good stewards of earth and each other.	50/50	4.3 (±0.79)	4.48 (±0.76)	0.18
Rights and Responsibilities	People have a fundamental right to life, food, shelter, health care, education, and employment. Corresponding to these is the duty to work for the common good	50/50	4.28 (±0.86)	4.48 (±0.61)	0.2
Option for the Poor	The moral test of a society is how it treats its most vulnerable members. The poor have the most urgent moral claim to the conscience of the nation and our good efforts	50/50	4.06 (±0.82)	4.2 (±0.83)	0.14
Dignity of Work	People have the right to decent and productive work, fair wages, private property and economic initiative. The economy exists to serve people, not the other way around	50/50	4.04 (±0.83)	4.4 (±0.64)	0.36
Solidarity	We are one human family. Our responsibilities to each other cross national, racial, economic, and ideological differences. We are called to work globally for justice	50/50	4.08 (±0.9)	4.24 (±0.82)	0.16
Care for God's Creation	The goods of earth are gifts from God. We have a responsibility to care for these goods as stewards and trustees, not as mere consumers and users	50/50	4.46 (±0.76)	4.42 (±0.73)	-0.04

Appendix E

Service-learning Projects Completed by Students

Table E1
Service-Learning Projects Completed

POPULATION TYPE	PROJECTS COMPLETED
Private Schools	1. Safety day for K-8th grade students, topics included handwashing and fire, internet, and stranger safety 2. Middle school health fair
Health Departments	1. Tobacco use education in area schools 2. Survey of area citizens of programs they desire to see provided
Elderly	1. Developing an action plan on how local Police Department can help track wandering dementia patients 2. Staff education at an extended care facility 3. Personal information form to keep in car glove box for EMS
Pregnant Women	1. Updated offices referral system and updated MSDS sheets 2. Created life skills brochure as a resource for patients
Homeless/Destitute	1. Created a health care provider list for uninsured women 2. Conducted health education for homeless women
Low Income	1. Community fair geared toward elementary age children 2. Interviewed family's to gather information on perspectives of childhood obesity for the local clinic 3. LEAD project with a focus on clinical time management and patient flow 4. Created a video on health promotion topics to be played in clinic waiting room
Factory Workers	1. Implemented a nutrition challenge to workers and arranged for vendors to provide more healthy foods in vending machines
Public Schools	1. Created a health education manual for elementary age children 2. Middle school health fair 3. Started middle school self-esteem group