A Descriptive Study of Service-Learning on Social Justice and Leadership Attitudes in Senior B.S.N. Students

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Service-Learning Effects on Social Justice and Leadership Perceptions

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BACKGROUND

- AACN Essentials (2008) state that the BSN graduate should demonstrate leadership and professionalism, including social justice.
- Service-learning is suggested in the AACN Essentials Faculty Tool Kit (2009) as a pedagogy effective for teaching social justice.
- Evidence needed to support use of service-learning in nursing curricula.

PURPOSE

- Assess changes in the attitudes towards social justice and leadership skills in senior level BSN students enrolled in a Care of Populations' course after completing a service learning experience.

RESEARCH QUESTIONS

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

FRAMEWORK

- Service-Learning
- Leadership Skills
- Social Justice
- Professional Nursing Practice

DEFINITION

- 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)

METHODS

- Descriptive Study
- IRB Approved
- Convenience Sample of Senior Level BSN students
- Pre-test administered prior to service-learning experience
- Post-test administered after completing a 60-hour service-learning experience

INSTRUMENT

- Service-Learning Self-Evaluation Tool (SLSET) (Leadership Development Institute (LDI) at University of Detroit Mercy (UDM)
- 10 Leadership Skill Constructs (Cronbach’s alpha: .80-.87) (Grisham et al., 2011)
- 7 Social Justice Constructs (Cronbach’s alpha: .82-.87) (Grisham et al., 2011)

SAMPLE: N=50

- Gender
  - Male: 2
  - Female: 48
- Ethnicity
  - Caucasian: 47
  - Asian American: 1
  - Asian: 1
  - Hispanic: 1
- Extracurricular Participation Area
  - Christian Ministry: 35
  - Mission Trip: 45
  - Current Off Campus Job: 20
  - Nursing Job Experience: 33
  - Volunteer Work: 40
- Type of Mission Trip (N=45)
  - National: 8
  - International: 12
  - Both National and International: 22
  - To Marginalized Population: 15

RESULTS

<table>
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<tr>
<th>VARIABLE</th>
<th>MEAN (SD)</th>
<th>RANGE</th>
<th>ALPHA</th>
<th>PAIRED T TEST (DF)</th>
<th>P VALUE</th>
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<td>Leadership Skills</td>
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<td>Pre-Service-Learning</td>
<td>3.86 (0.42)</td>
<td>1 to 5</td>
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<td>-3.47 (46)</td>
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<td>4.03 (0.37)</td>
<td>1 to 5</td>
<td>.68</td>
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<tr>
<td>Social Justice</td>
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<tr>
<td>Pre-Service-Learning</td>
<td>4.25 (0.53)</td>
<td>2 to 5</td>
<td>.79</td>
<td>-1.93 (49)</td>
<td>.06</td>
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<td>1 to 5</td>
<td>.77</td>
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</table>

CONCLUSIONS

- Significant increase in student perceptions of leadership skills
- Approaching significant increase in student perceptions of social justice

LIMITATIONS & RECOMMENDATIONS

- Limitations
  - Small sample size
  - Convenience sample
  - Length of time between pre-and post-test questionnaire
  - Lower reliability for leadership skill pre-and post-test
- Recommendations
  - Replication of study with further nursing classes
  - Replication of study in a non-faith-based institution
  - Further research of service-learning’s influence on other variables