



Azusa Pacific University  
Center for Academic Service-learning and Research  
“Where the Cornerstones Connect”

**Fall 2011 UNRS Evaluation Report: Service-Learning Courses**

**Student self-reporting through end-of-semester service-learning evaluation surveys  
School of Nursing**

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**Executive Summary**

The Center for Academic Service-Learning and Research administers an end-of-semester Student Evaluation survey in each service-learning course. The evaluation tool is composed of seven Likert Scale questions and four open-answer questions. This summary report specifically targets five of the Likert Scale questions and will give a sampling of essay responses taken from all nursing service-learning courses.

This report will summarize 365 nursing student evaluation responses collected from seven Service-Learning courses.<sup>1</sup> The *Service-Learning Student Evaluation* asks students to assess their personal contribution to the service site, consider the course professor’s integration of the service-learning activity into the learning objectives, and to measure the effectiveness of in-class reflection time in relation to the service-learning project. The Likert Scale questions also assess the degree to which service-learning strengthens the student’s desire to continue in civic and community engagement, increases their ability to better understand the worth of all people, and the capacity to live out Christian values. Other questions are designed to assess the student’s awareness of a possible increase in intercultural competence and two questions address student understanding of faith integration within the course related to the service-learning project.

The data come alive when student voices are pulled from the four additional open-answer questions and are then compared to the Likert Scale portion of the service-learning evaluation. When statistics are studied within the context of the open-answer questions it is clearly evident that the service-learning experience creates significant learning opportunities to enhance individual scholarship in support of the course learning objectives. Service-learning also appears to increase student “awareness of others” while adding to deeper respect for people with diverse cultural backgrounds and experiences. There is also strong evidence from the self-reporting that students reflect upon a deepening personal faith and

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<sup>1</sup> UNRS 105, 105HD, 210, 210HD, 212, 212HD, 313, 313HD, 314, 314HD, 403, 410

increased capacity to live out Christian values in the community because the service-learning opportunities support the students' belief that service is a component of biblical Christianity.

The Center for Academic Service-Learning and Research is making this assessment data available as support evidence of the four major WASC themes: *God-honoring Diversity*, *Faith Integration*, *Transformational Scholarship* and *Intentional Internationalization*. Each service-learning professor is provided the specific data from their course which includes a complete list of student essay responses. This report summarizes the data; however, upon request it is possible to provide more detailed research from individual courses.

## **Introduction**

In this short report data from the Likert Scale portion of the evaluation has been averaged to provide an overview of the quantitative and qualitative responses of student self reporting. At the close of the semester each service-learning professor in the School of Nursing received individual student evaluation reports linked directly to their specific course and service-learning project. Each student comment was provided to the professor in support of pedagogical aims and outcomes, as well as presenting to each professor and department evidence of practical *transformational scholarship*.

## **Student Evaluation Summary**

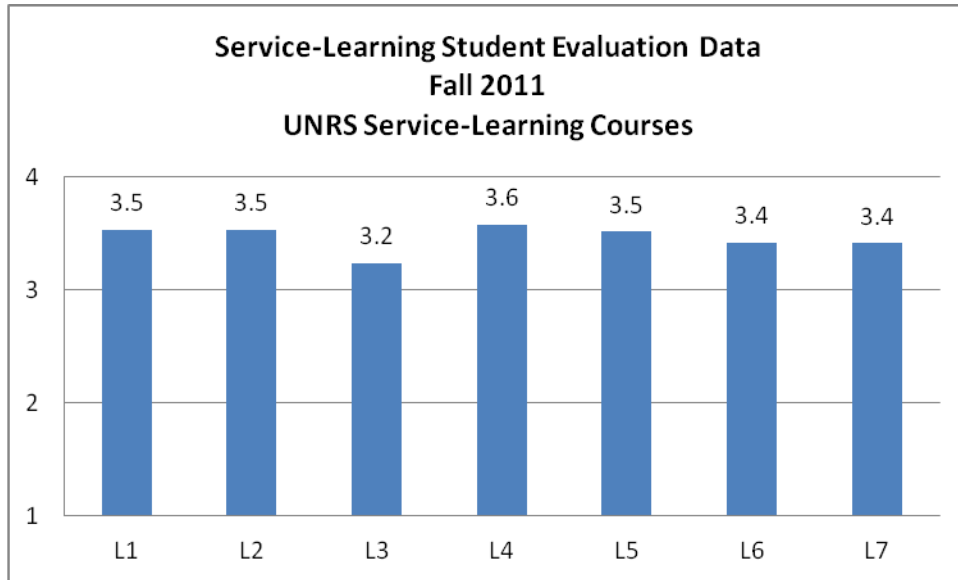
365 nursing students enrolled in seven service-learning courses responded to the fall 2011 evaluation. Nursing students reported increasing skill levels relevant to future career competencies obtained through working in a variety of clinical settings. As part of the service-learning requirement students were asked to reflect upon their experiences and participate in classroom discussion sharing observations connected to their experience working in hospitals, senior centers, and for some, creating health assessments for community members. Significant aspects of individual and personal reflection processes were shared in the open-answer portion of the student evaluation.

The Likert Scale questions in this report include the following statements:

1. I feel that I made a positive contribution at my service site.
2. My professor successfully integrated the service experience with the learning objectives of this course.
3. There was adequate classroom reflection time to get the most out of my service experience.
4. The service-learning experience helped me better understand the worth of all people.
5. This service-learning experience has deepened my desire to be involved in the community in the future.
6. This service-learning experience increased my capacity to live out Christian values in the community.
7. I was able to understand the connection between my service-learning experience and my personal faith.

The chart below visualizes the averaged totals of the Likert Scale values across the seven questions. Values are ranked:

- 4 = strongly agree
- 3 = agree
- 2 = disagree
- 1 = strongly disagree



Likert Scale values are represented on the charts below with the following indications:

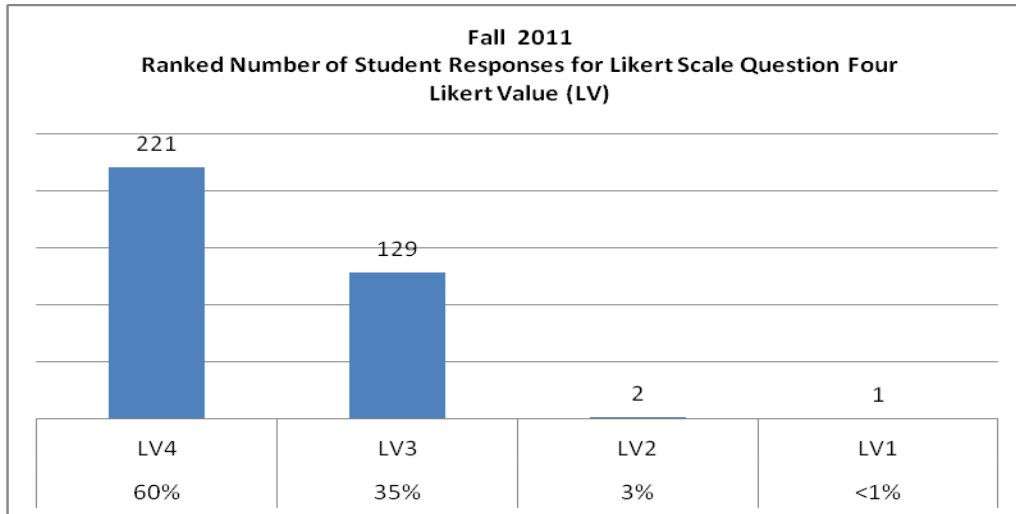
- LV4: Likert Scale value 4 (strongly agree)*
- LV3: Likert Scale value 3 (agree)*
- LV2: Likert Scale values 2 (disagree)*
- LV1: Likert Scale values 1 (strongly disagree)*

### **God-Honoring Diversity**

One Likert Scale question correlates with the university's pursuit for evidence of God-honoring diversity:

- 4. The service-learning experience helped me better understand the worth of all people.*

The chart below shows the breakdown of student responses to this Likert Scale question. Of the 365 nursing students who responded to the end-of-semester evaluation:



Q4: *The service-learning experience helped me better understand the worth of all people.*

- 221 (60%) *strongly agreed*
- 129 (35%) *agreed*
- 2 (3%) *disagree*
- 1 (<1%) *strongly disagree*

Two open-answer essay questions provide the students an opportunity to reflect upon respect for others:

1. ***How did your service-learning opportunity impact your understanding and respect for other people?***
2. ***If applicable, please give an example of something you learned about others or yourself through the service-learning experience.***

The student responses to the open-answer questions provide further evidence that students experienced shifts in perspective as they spent time serving in the community. When students reflected upon their experiences many observed an increase in awareness of others and an enlarged capacity to appreciate diverse cultures, beliefs and values. The following responses provide evidence of increased respect for and awareness of others, as well as promotion of intercultural competency through civic engagement and service activity tied to the service-learning curriculum. These student learning outcomes provide evidence of and support for the more specific goals of the larger *God-honoring Diversity* initiative.

A small sample of the student responses is included in the following section. A complete list of student responses from each course is provided to every service-learning professor at the end of each semester.

## Student Self-Reflections

Course	Service-Learning	Student Comments:
<p><b>UNRS 105</b> Foundations of Nursing Practicum</p>	<p>Nursing students contributed hours to residents in Senior Centers</p>	<p>Communication and getting to know the older adults helped me understand how much activity they like doing and that they enjoy the activities. I respect them more because they were so accommodating and willing to talk to us.</p>
		<p>I don't usually spend much time around older adults. This was a good experience for me and it was fun as well.</p>
		<p>This project highlighted my own fears/prejudices/stereotyping. This was good for me because I can't fix a problem if I don't know what/where it is.</p>
		<p>My project showed me that older people are wrongly stereotyped as unhealthy way too often.</p>
		<p>It definitely showed stereotypes are not right and that each person should be respected the way you want to be respected.</p>
		<p>It showed me that no matter someone's age, they still have personality and life that can bring and joy and contribute to society.</p>
		<p>It helped me to see the importance of the elderly in our community and to see them as equals.</p>
<p><b>UNRS 210</b> Nursing Care in Maternal, Newborn, and Women's Health</p>	<p>Clinical experience in various hospital maternity wards.</p>	<p>Clinicals always help me view the world, life and values through others' eyes.</p>
		<p>It is important to respect all patients, no matter what religion or cultural beliefs, especially for birth.</p>
		<p>Culture is a big part of obstetrics. Understanding and being open to all the different ones is challenging and eye-opening.</p>
		<p>I was able to listen and integrate people, belief, and values into my care.</p>
		<p>I was able to experience many cultures. They taught me how to be less ethnocentric.</p>
		<p>It taught me to respect other people's cultures and beliefs, and to incorporate them into their plan of care.</p>

		<p>I valued learning how other cultures and backgrounds relate to the childbirth process.</p> <p>This experience helped me to better relate to all different ethnic and religious groups.</p> <p>The service-learning component provided an opportunity to learn other people's views.</p> <p>I met a lot of different women from different backgrounds and learned to respect women no matter their flaws, beliefs, decisions.</p> <p>This allowed me to see other ways of life.</p>
<p><b>UNRS 212</b></p> <p>Nursing Care of Adults and Elderly</p>	<p>Cared for adults and elderly at various hospital</p>	<p>Seeing patients in the hospital setting and caring for them and their needs really gave me so much respect for other people. Their illnesses affect their families as well and hospitalization is often seen as a burden to them, so my respect for them is strengthened and I strive to help them get better.</p> <p>People are different and have different views, beliefs, and values, but health care, love, and the need for purpose is universal.</p> <p>Even when people are sick they need to be respected. This semester I continued to advocate for my patients and made sure they were being treated the way I would want my family treated.</p> <p>It helped me to understand that while I have my own set of values, so do other patients and it needs to be respected.</p> <p>This really helped me gain a much larger understanding and respect for other people by interviewing and caring for them.</p> <p>My Service-Learning opportunity allowed me to explore patient's cultures and allowed me to improve my spiritual communication.</p> <p>Working with the underprivileged population helped me respect them</p> <p>I was able to learn about other cultures and people different from myself</p>
<p><b>UNRS 313</b></p> <p>Restorative Nursing</p>	<p>Students assessed various churches to determine if setting is well-prepared to accommodate mobility and comfort of disabled</p>	<p>This opportunity helped me see life through the eyes of the disabled person and it gave me more respect for people with disabilities.</p> <p>It gave me a deep respect for individuals that go to church even though it does not accommodate them.</p> <p>All people leave a unique story and should not be judged.</p>

	or elderly with physical limitations	<p>I gained respect for people with disabilities.</p> <p>I have a greater understanding of some of the challenges faced by people with handicaps and can see the environment from their perspective a little better.</p> <p>It increased my understanding of disabled people and how frustrating it can be.</p> <p>I was able to see how we are all children of God and are able to worship him in an environment for everyone, where all are welcome.</p>
<p><b>UNRS 314</b></p> <p>Nursing Care of Children and Young Adults</p>	Pediatric Clinicals	<p>I was able to respect other's beliefs and values.</p> <p>I learned that people and cultures are different, but all should be respected.</p> <p>Being in the clinical site opened my eyes to people of different backgrounds; I learned a lot from patients and gained a respect for their circumstances.</p> <p>People are all different. Love them where they are at!</p> <p>I experienced how different people are raised and respecting their values and culture.</p> <p>I was exposed to people of different personal values, which encouraged me to look past it.</p>
<p><b>UNRS 403</b></p> <p>Leadership and Management in Professional Practice</p>	Varied hospital experiences	<p>It allowed to understand people from different walks of life.</p> <p>I was able to learn how to collaborate with others, being open to learning about their beliefs and opinions.</p> <p>I really enjoyed working with a diverse population (more mature ladies); it was a new experience for me.</p> <p>I worked with the elderly and I understand they deserve great respect and dignity in the elderly age despite often being neglected.</p> <p>It was just another reminder that the Lord has placed many different kinds of people on the Earth and that we must love them all equally.</p> <p>I learned respecting our patients is an important concept in nursing.</p>
<p><b>UNRS 410</b></p> <p>Community Health Nursing</p>	Various community placements	<p>It made me look at the hospice patients as more than just patients but as humans with feelings and emotions. Hence holistic care</p> <p>We don't know our last days. Treat everyone like it's their last and live as if it's your last.</p> <p>Definitely encouraged my understanding and</p>

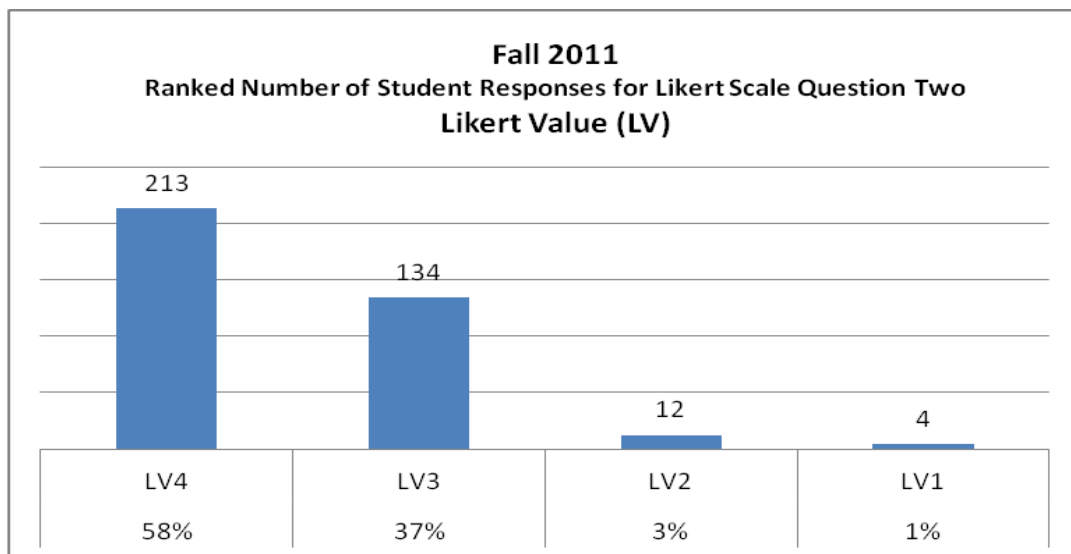
		respect. Wanted to give my best effort to show respect
		It allowed me to see many in different facets of life, all dealing with the same developmental issues.
		We should all have an equal opportunity for better health, no matter what race, gender, age, socioeconomic class.
		I wanted to show respect different cultural beliefs.
		It taught me that all people are valued in the eyes of God.
		I saw the value of every individual.

### ***Transformational Scholarship***

Two of the Likert Scale questions correlate with the university’s pursuit of evidence in *transformational scholarship*:

2. *My professor successfully integrated the service experience with the learning objectives of this course.*
3. *There was adequate classroom reflection time to get the most out of my service experience.*

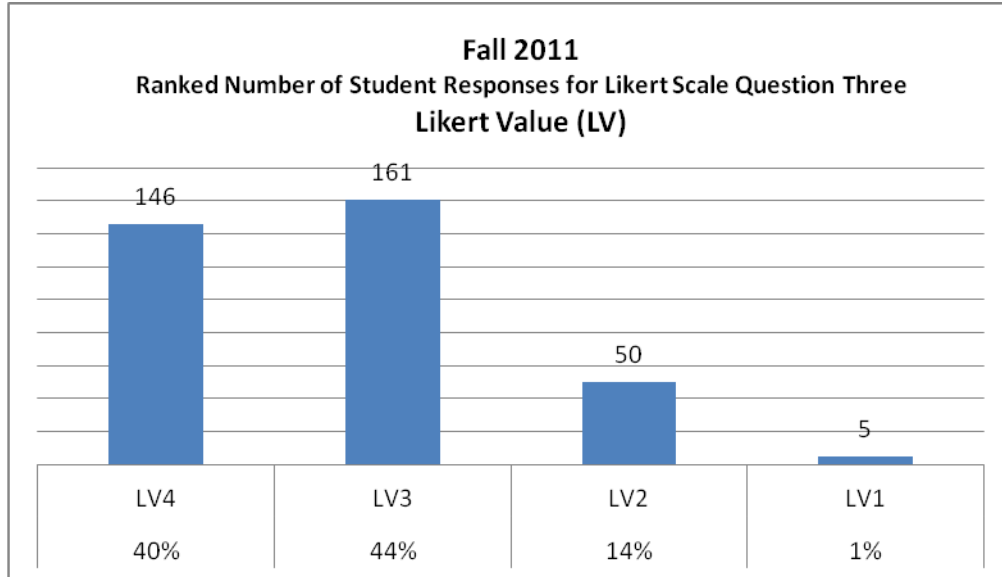
The chart below shows the breakdown of student responses to Likert Scale question two. Of the 365 nursing students who responded to the end-of-semester evaluation:



*Q 2: My professor successfully integrated the service experience with the learning objectives of this course*



- 213 (58%) *strongly agreed*
- 134 (37%) *agreed*
- 12 (3%) *disagree*
- 4 (1%) *strongly disagree*



Q 3: *There was adequate classroom reflection time to get the most out of my service experience.*

- 146 (40%) *strongly agreed*
- 161 (44%) *agreed*
- 50 (14%) *disagree*
- 5 (1%) *strongly disagree*

## Student Self-Reflections

In addition to the Likert Scale questions the students also responded to the question “*What was of greatest value to you in this service-learning experience?*” The follow responses provide support and evidence of positive student learning outcomes, a specific goal of the larger *Transformational Scholarship* initiative.

Course	Service-Learning	Student Comments:
UNRS 105 Foundations of Nursing Practicum	Nursing students contributed hours to residents in Senior Centers	Interacting with the seniors and being able to apply what I learned in class to real life situations was one of the greatest values. Another one was being able to simply sit and hear the stories, struggles, and experiences these seniors have gone through.
		Interacting with the seniors was a great experience to prepare me for interacting with patients in the hospital. It was a good practice

		<p>for how to communicate professionally and gather important information about them.</p> <p>I valued being taught as much as I was teaching was somewhat unexpected, but very valuable.</p> <p>The opportunity to apply my knowledge /skills from the classroom into real life situations in which others may benefit</p> <p>I valued learning time management and improving my interview skills.</p> <p>I valued being able to participate and help in a community that I did not understand or appreciate before.</p> <p>This experience confirmed my interest in nursing!</p>
<p><b>UNRS 210</b> Nursing Care in Maternal, Newborn, and Women’s Health</p>	<p>Clinical experience in various hospital maternity wards.</p>	<p>The application of theory in practice and the integration of faith in service</p> <p>Aside from gaining experience and skill, I was able to understand the variety of values and meaning of worth to other people.</p> <p>It made me realize more about myself as a nursing student. It opened my eyes to what it is like to be a real nurse.</p> <p>The experiences I gained this semester really contributed to how I feel about my values because seeing labor and deliveries and the process made me more aware of myself.</p> <p>I valued the hands-on experience!</p> <p>I loved the great hands on experience the nurses at the hospital allowed me to participate in.</p> <p>This one has been one of the greatest clinical experiences from the program.</p> <p>I got to experience seeing a baby born and helping in bathing the baby.</p>
<p><b>UNRS 212</b> Nursing Care of Adults and Elderly</p>	<p>Cared for adults and elderly at various hospital</p>	<p>I valued the experience I gained in the clinical setting while acquiring knowledge.</p> <p>Having so many opportunities and freedom to be proactive in learning skills necessary for a professional nurse</p> <p>I enjoyed being able to give hands-on care with the patients at the hospital and providing spiritual care by sharing my faith with them and vice versa.</p> <p>I learned so much this semester and I am grateful for the instructors, professors, and</p>

		nurses who helped teach me and refine my skills, helping me to appreciate the field of nursing even more.
		The patient care was of greatest value. I was able to care for patients that really inspired me and helped me to appreciate life, those in it, and the experiences I receive through it.
		I was more prepared to think and act more like a nurse.
<b>UNRS 313</b>	Students assessed various churches to determine if setting is well-prepared to accommodate mobility and comfort of disabled or elderly with physical limitations	My eyes were opened to the everyday difficulties that a handicapped person encounters.
Restorative Nursing		I valued seeing the connection between rehab/disability and how it relates to the community/church setting.
		The greatest value was being able to recognize the community of handicapped that I did not normally think about before.
		I valued thinking about things from a different perspective!
		It allowed me to see the difficulties that handicapped people can have, not just at churches, but everywhere else just to get from point A to point B.
		I learned that I take a lot of my physical capabilities for granted. As I looked for ramps and other assistive devices at the church, I realized this was something handicap people go through every day.
<b>UNRS 314</b>	Pediatric Clinicals	I enjoyed learning more about children and family values, how to care for patients, and how to care for family units as a whole
Nursing Care of Children and Young Adults		The greatest value was learning about the families I was interviewing and applying what I learned in lecture.
		Seeing the learning from class put into practice in asking questions was important.
		Being at the hospital was one of the best experiences I have ever had. I was able to see such unique and profound cases that enlightened my perspective.
		All the patients and families enriched my life experience making my learning better-rounded.
		In this service we were able to learn how to chart.
		I didn't think I would work well with kids, but I

		loved it!
		I was able to educate two families concerning some problems I found in their children's nutrition.
<b>UNRS 403</b>  Leadership and Management in Professional Practice	Varied hospital experiences	I valued being able to integrate leadership and management concepts learned in class into a practical setting.
		It gave me the opportunity to serve others by using what I learned in nursing classes.
		I valued the chance to gain more knowledge and teach it to others.
		I learned how to manage a staff as a student shadowing a charge nurse.
		Learning how to adequately collaborate with others and demonstrate leadership.
		Learning the actual roles of a nurse manager.
		Learning from the extensive experience of my charge nurse and applying that information.
<b>UNRS 410</b>  Community Health Nursing	Various community placements	I felt that my partner and I helped children maintain their health. We increased the immunization rate 45% allowing more children to be healthy and free of preventable disease.
		Learning my strengths, being able to synthesize health and nutrition information into a simple way for people in the community to understand and implement in their own lives to improve their health
		Knowing that I contributed in helping individuals that needed it (winter shelter program). Seeing a tangible positive difference
		I was able to put into action the class material and role as a health educator through this project.
		In order to teach others you have to first have a strong understanding and need to learn how to teach something multiple ways for a better understanding.

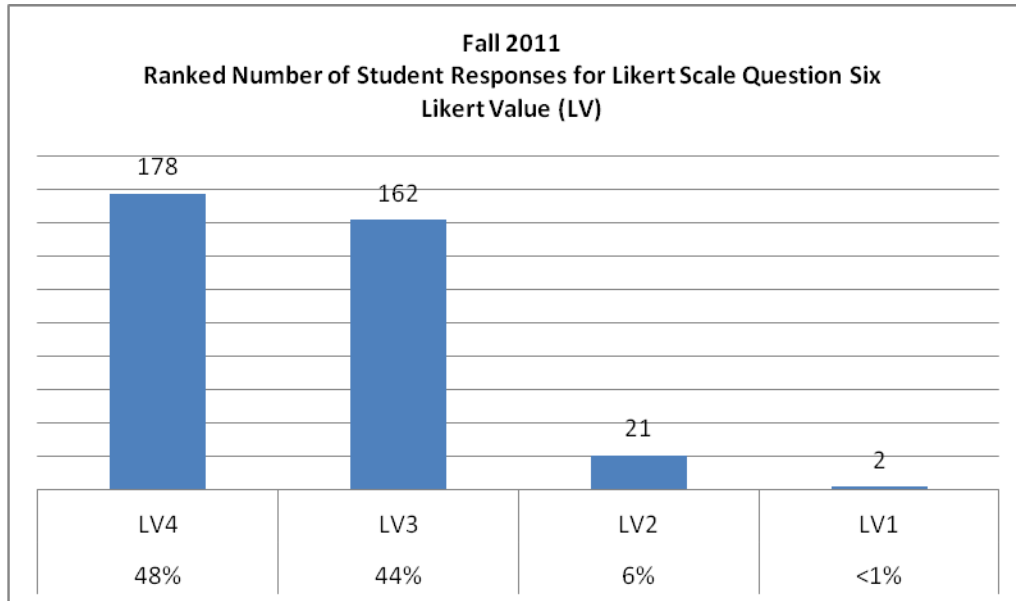
### ***Faith Integration***

Two of the Likert Scale questions correlate with the university's pursuit of evidence of faith integration:

6. *This service-learning experience increased my capacity to live out Christian values in the community.*

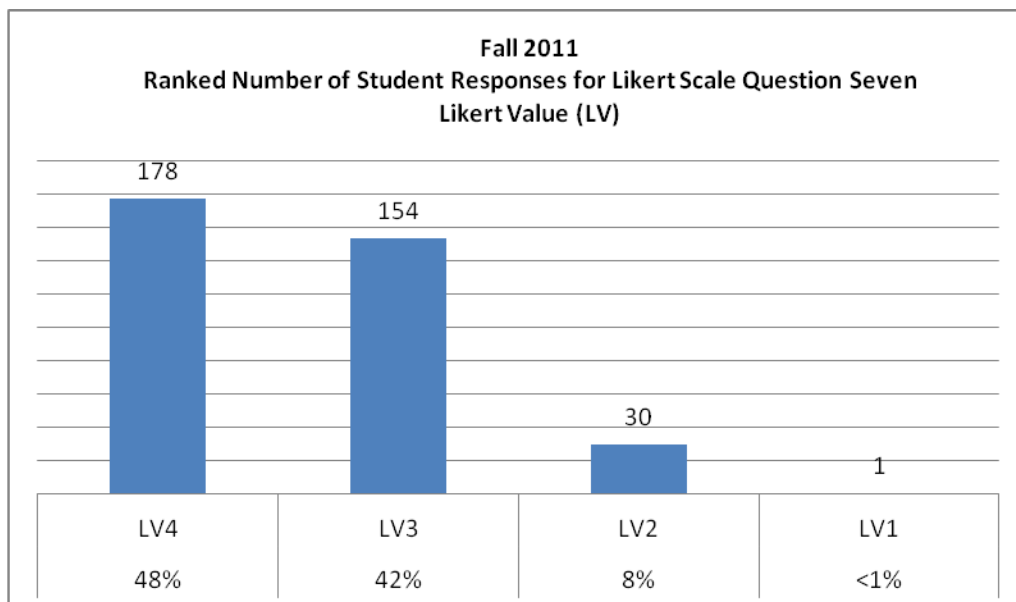
7. I was able to understand the connection between my service-learning experience and my personal faith.

Of the 365 nursing students who responded to the end-of-semester evaluation:



Q6: This service-learning experience increased my capacity to live out Christian values in the community.

- 178 (48%) strongly agreed
- 162 (44%) agreed
- 21 (6%) disagree
- 2 (<1%) strongly disagree



Q7: I was able to understand the connection between my service-learning experience and my personal faith.

- 178 (48%) strongly agreed
- 162 (44%) agreed
- 21 (6%) disagree
- 2 (1%) strongly disagree

## Student Self-Reflections

The 365 nursing students were quite capable of identifying and articulating their personal faith responses, correlating personal faith values and beliefs with the service-learning experience. All four open-answer questions elicited a variety of student responses with evidence of faith integration through service-learning. One question, *“How did your personal faith commitment impact your involvement in this service-learning experience?”* specifically asked the students to self-report about faith integration; however, the three other questions often elicited similar responses from many of the students despite the fact that personal faith commitment and values were not directly mentioned.

Course	Service-Learning	Student Comments:
<b>UNRS 105</b> Foundations of Nursing Practicum	Nursing students contributed hours to residents in Senior Centers	My personal faith commitment impacted this project by helping me realize that every senior in the room was so precious and important and that sharing good information and sharing laughter is something that brings joy to God.
		This project was a great opportunity to love on others and just minister to them through our interaction.
		My faith impacted the service because it felt great to serve God's children and to give them a fun day with fun treats.
		My faith impacted me by wanting to be involved because it gave me fulfillment and joy.
		I want to serve God more than anything and I have a passion in caring for people and I realize I can use that gift to serve God through caring for others.
		My faith reminded me to think of every audience members unique needs such as they are hard of hearing, diabetic, or dyslexic.
		It reminded me to show love and compassion towards all different types of people.
		Caring for the seniors made me value them more.
		To appreciate life and the time we have left and to take care of the bodies God gave us and to help others understand.
<b>UNRS 210</b> Nursing Care in	Clinical experience in	My personal faith commitment is to serve my brothers and sisters in Christ and being able to do clinicals at this hospital gives me that ability.
		I value life and want to support mothers and

<p>Maternal, Newborn, and Women's Health</p>	<p>various hospital maternity wards.</p>	<p>fathers in being as proactive as possible in the care and development of their child.</p> <p>I was able to use my faith to care for my patients more adequately (mom and baby). It also helped my empathy with them.</p> <p>I was able to see birth and the whole childbearing process as a miracle and share with others my hope and joy in Christ.</p> <p>My faith helped my love, compassion, and drive for wanting to serve others. My faith enables me to be beyond myself and do for others.</p> <p>It impacted me in a positive way; I saw God's work in the hospital.</p> <p>I was able to live out my Christian values in the way I interacted with patients, peers, and staff.</p> <p>I had to cope with a fetal demise patient which took trust in God.</p>
<p><b>UNRS 212</b></p> <p>Nursing Care of Adults and Elderly</p>	<p>Cared for adults and elderly at various hospital</p>	<p>When engaging in conversation regarding spirituality, I was able to voice my personal faith and beliefs. The conversation often led to important questions from the client that allowed me to expand or share my faith.</p> <p>My personal faith commitment impacted my experience by helping me to see the value in every life at every stage, specifically dying.</p> <p>My personal faith commitment led me to work when I was tired and help even the patients that tested me and made me angry.</p> <p>My faith impacted me because God gives me a sense of hope for my patients. I have faith that God has a plan for each of my patients. This is comforting.</p> <p>My personal faith commitment helped me empathize with others and pray for them throughout the semester.</p> <p>I think I had to rely on faith more than I expected to pull through difficult times and stress.</p> <p>Loving others is a reflection of how Christ loved and died for us.</p> <p>My faith helped me see the positive sides of negative situations and helped me act as a servant.</p> <p>Many times I would depend on the Lord to carry me through a clinical day, knowing that I</p>

		<p>was low on sleep and knowing that my skills as a nurse is still in process.</p> <p>People's lives are so hard and I realized this more this semester and found myself praying for them and with them.</p> <p>My goal in life is to show the Lord, and many people could tell this is a huge part of my life.</p> <p>God has given me the strength and compassion to serve others.</p> <p>Having faith in the clinical setting really changes your perspective and gives you a different view. My faith has helped me through the hard and long days and has guided me in showing love to my patients.</p> <p>It gave me a desire to care for the psychosocial and spiritual health of my patients in addition to their physical health.</p>
<p><b>UNRS 313</b></p> <p>Restorative Nursing</p>	<p>Students assessed various churches to determine if setting is well-prepared to accommodate mobility and comfort of disabled or elderly with physical limitations</p>	<p>My faith made me think of the commands to provide for the poor. Money isn't the only valuable thing in life.</p> <p>My faith helped me function and provide service to the site.</p> <p>I was compelled to advocate for the handicapped as Jesus did in the Bible.</p> <p>With faith in God comes also value for human life and social justice.</p> <p>I want to serve God with those less fortunate; this let me see another way to do this.</p> <p>As a Christian, I was able to be open and explore for opportunities to enhance the church community.</p> <p>My faith made me more willing to see what was done and what else could be done to help the handicapped.</p>
<p><b>UNRS 314</b></p> <p>Nursing Care of Children and Young Adults</p>	<p>Pediatric Clinicals</p>	<p>I learned to count my blessings and know that help is needed and I have to be there to give.</p> <p>God calls us to love people and so that is the ministry of nursing!</p> <p>Just being grateful to God for being healthy as well as seeing the joy from those children with their illness.</p> <p>This experience reminded me that as Christians we are to love others because we are all valued in His eyes.</p> <p>It allowed me to better care for patients as I realized the worth of all individuals.</p> <p>I wanted to show care and compassion for the</p>



		<p>children and their families. Kindness and love were major in incorporating my faith into this experience.</p> <p>Having the Lord was the only thing that helped me cope with what I was experiencing.</p> <p>I believe my faith allows me to love everyone and motivates my desire to help everyone.</p> <p>Interacting with sick children and grieving families allowed me to talk about spirituality more with families and help the families grieve and pray.</p> <p>Prayer was very helpful when it came to children with terminal illnesses.</p> <p>Working with children made me realize how precious children are and to appreciate God's creation.</p> <p>Personal faith was very important because illness affects the lives of all the family members.</p>
<p><b>UNRS 403</b></p> <p><i>Leadership and Management in Professional Practice</i></p>	<p><i>Varied hospital experiences</i></p>	<p>God desires us to be good stewards of the gifts, skills, and abilities He has given us. I make an effort to use my talents wisely and appropriately in every situation I am in.</p> <p>Seeing what and how a Christian manager and leader can affect a workplace.</p> <p>Because I believe that all people were created in the image of God and that we must do unto the "least" of his children, it allowed me to show His love.</p> <p>My faith helped me to see how God can work beyond medicine.</p> <p>My faith allowed me to see the gifts God has granted others and demonstrate my gifts He has given me.</p>
<p><b>UNRS 410</b></p> <p><i>Community Health Nursing</i></p>	<p><i>Various community placements</i></p>	<p>My personal faith commitment impacted my involvement due to the "spiritual assessment" from and needing to have a strong grasp and understanding of my own beliefs so that I won't be biased.</p> <p>My personal faith gave me the opportunity to care and have sympathy for those who are in need.</p> <p>I was able to see God provide the time, the right people, and accurate resources in order to accomplish this project with a strong impact.</p>

		God opened my eyes to the apparent need of our population of interest (homeless) and gave me much more of a heart to serve them.
		I would say that my personal faith commitment pushed me to be dedicated, eager, and driven in providing students with information regarding providing students with information regarding their health. I say this because Joshua Circle Elementary is one of the poorest schools in the Hesperia School District. So the information provided was very important and could be useful in their understanding and concept of health--dental health!
		I feel that the topic we discussed allowed me to realize what my faith teaches me about this subject and also what the faith of others is and how it can impact my teaching.
		To love all--to love means to care, especially those who may lack the access to resources.

### ***Intentional Internationalization***

Senior-level nursing students enrolled in APU's South Africa Study Abroad Program were provided the extended learning opportunities of clinical experience in the most challenging of circumstances. Service-learning community development opportunities include serving with an HIV/AIDS health program and teaching at an orphanage. Some students have the opportunity to intern at local NGOs (non-governmental organizations), as well as support other local community development organizations.

We were unable to obtain the evaluations. Previous semesters are fully documented and available upon request.

### **Summary Observations**

The majority of nursing students replied similarly when responding to questions about service-learning and faith integration. The students in the fall 2011 semester very competently communicate how the service-learning (clinical experience) stretched them as Christians, challenged them to question aspects of their personal faith and/or the nature of God's will in the lives of others, and to fully realize a dependence on God to motivate them as they pushed through difficult and trying experiences. They showed a clear awareness that the complexities of their duties, as well as stressful working circumstances (difficult assignments) encouraged them to draw upon their faith commitments. For many, clear growth in their personal spirituality was evident in their self-reflection.

Whereas in other disciplines the majority of students place greater emphasis on outward expressions (what is observable to others) rather than private, more inward contemplations of their faith, nursing students communicate seasons of profound growth and change through perspective altering encounters with sick and dying patients tied to their own helplessness in such circumstances.

The open-answer questions ask the students to relate their service-learning experience to intercultural competency or diversity awareness and many of the students considered respect and care for others as a major component of their spiritual development. Nursing students expressed an increased sensitivity to the struggles of children and families from all sectors of the community. The majority of nursing students gave specific examples of how service-learning increased their understanding and respect for other people.

The service-learning curriculum designed for study-abroad programs and used specifically in the South Africa term provides at its core major support aimed at specific student learning outcomes and in support of all WASC themes: *God-honoring Diversity*, *Faith Integration*, *Transformational Scholarship*, and of course, *Intentional Internationalization*. The Nursing students who participate in this major program experience clinical settings that can be described as difficult and stressful. Upon returning to APU the students share their core beliefs have been challenged and tested as they worked with extremes of poverty, AIDS and other disease. They also experience deep Christian humility and enthusiasm for what they could contribute to changing lives as they complete their degree expecting to graduate as well-qualified nurses.

Although we in the Center for Academic Service-Learning and Research plan and create the necessary faculty, student and community connections to support successful *student learning outcomes*, we believe that our evaluation processes are strong support to larger APU assessment needs, providing the much needed evidence that students themselves understand and appreciate the value of *God-honoring Diversity*, *Faith Integration*, *Transformational Scholarship*, and for the students who participated in the South Africa term, a wealth of experience in an *international service-learning* experience. We are delighted with our ability to support the university in these four important areas.