



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

**Spring 2012 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 364 nursing student evaluation responses collected from six 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, 105 HD, 210, 210 HD, 212, 212 HD, 313, 313 HD, 314, 314 HD, 410, 410 HD, 410SA

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*.

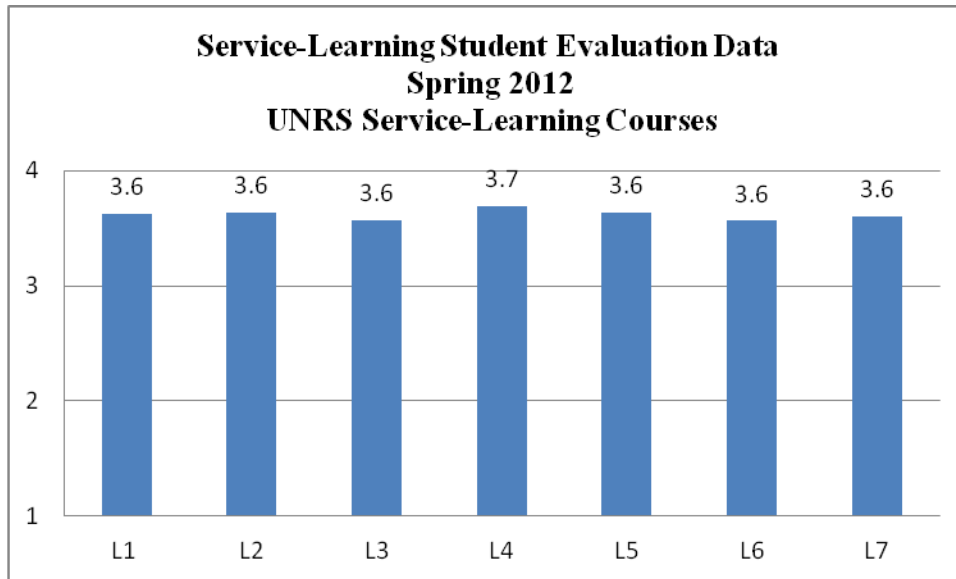
## **Student Evaluation Summary**

364 nursing students enrolled in seven service-learning courses responded to the spring 2012 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.



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)*

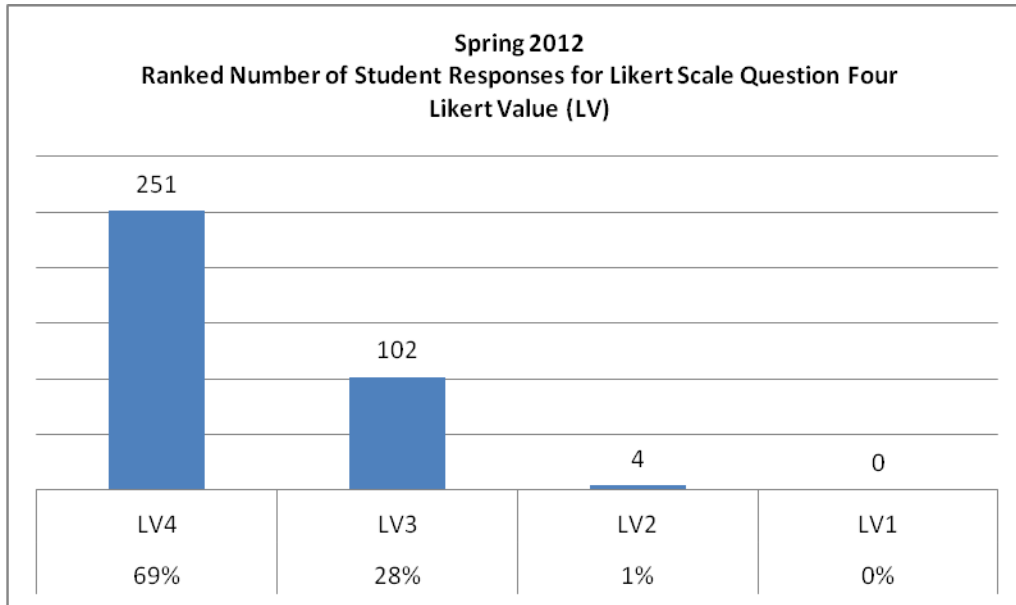
*LV1: Likert Scale values 1 (strongly disagree)*

### **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 364 nursing students who responded to the end-of-semester evaluation:



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

- 251 (69%) *strongly agreed*
- 102 (28%) *agreed*
- 4 (1%) *disagree*
- 0 (0%) *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:
<b>UNRS 105</b> Foundations of Nursing Practicum	Nursing students contributed hours to residents in Senior Centers	<i>I understand now how important it is to respect people more and the culture or background they came from.</i>
		<i>Working with a group of people I'm not used to make me want to learn about them and that specific age group. The more I learned about them the more I grew to respect them.</i>
		<i>I now understand that in their most vulnerable state, people need respect and care more than any other time. It is my responsibility to give it.</i>
		<i>It allowed me to be exposed to a bigger diversity of people.</i>
		<i>It helped me realize that seniors are the most important part to our community and that they should never be disrespected.</i>
		<i>All people are created in God's image.</i>
		<i>It helped me realize I need to accept everyone and respect other beliefs. It is vital to patient care.</i>
<b>UNRS 210</b> Nursing Care in Maternal, Newborn, and Women's Health	Clinical experience in various hospital maternity wards.	<i>It helped me realize differences in cultures with pregnancies and births.</i>
		<i>Everyone, no matter what size, gender, color, ethnicity, social class, profession, etc., is worth good care.</i>
		<i>I felt more aware of cultural and language barriers.</i>
		<i>I was able to expand my understanding of how other people live and the challenges and how they overcome them.</i>
		<i>I learned about people from different backgrounds and how to relate to them.</i>
		<i>I was able to experience and learn about Eastern cultures and their beauty as a people group.</i>
		<i>The more time I spend in the hospital the more compassion I have for people of all backgrounds. Knowing that everyone has</i>

		<p><i>gone through hard times increases my respect.</i></p> <p><i>Everyone is unique and special. All people deserve respect and advocacy.</i></p> <p><i>When you care for patients who put so much trust in you, you really gain understanding and respect for them.</i></p> <p><i>I learned not to assume anything about others before you hear their story.</i></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><i>I have always respected others, but growing and learning new thoughts and ideas is always a pleasure. It has helped me to mature and have a new found respect for others.</i></p> <p><i>My service learning has taught me how I can aid others and in the process I give them respect.</i></p> <p><i>This opportunity provided the platform for me to interact with people of different groups that I would otherwise have no association with.</i></p> <p><i>I learned to respect all people because of my job. I learned that even if they disrespect me, I am still to respect them.</i></p> <p><i>Meeting patients with different faith and situations help me understand more that people who need help come from anywhere.</i></p> <p><i>It just made me realize more that everybody deserves to be treated with respect especially when they are vulnerable and in the hospital.</i></p> <p><i>It allowed me to see how each person is different - physically, culturally, religiously, etc. and it allowed me to understand and respect each person.</i></p> <p><i>I interacted with a very diverse group and it gave me an appreciation for different cultures.</i></p>
<p><b>UNRS 313</b></p> <p>Restorative Nursing</p>	<p>Students assessed various churches to determine if setting is well-prepared to</p>	<p><i>I have learned to be more respectful of those with disabilities.</i></p> <p><i>Reminded me of the trials a handicap can have</i></p> <p><i>It made me think more about disability and handicapped people.</i></p>

	accommodate mobility and comfort of disabled or elderly with physical limitations	<p><i>I was aware of respecting the disabled in a more loving way</i></p> <p><i>It reminded me that every person is equally important.</i></p>
<b>UNRS 314</b>  Nursing Care of Children and Young Adults	Pediatric Clinicals	<p><i>Clinical helped me gain respect for all types of people and helped me realize cultural/spiritual differences.</i></p>
		<p><i>This experience has opened my eyes to different ways families interact with their health and cultural beliefs.</i></p> <p><i>The more I learn about others, the more understanding I have. The more understanding I have, the greater respect I have.</i></p>
		<p><i>It helped me better understand the faith and worth in people. I met great personalities that have a major impact in my teaching and care as a nurse.</i></p>
		<p><i>I never know someone's background and now stop before making assumptions and treating people based on those assumptions.</i></p>
		<p><i>There are different types of people that we are going to encounter in the world. This service-learning opportunity opened me up to that. I understand that we are to love everyone.</i></p>
		<p><i>Clinical helped me gain respect for all types of people and helped me realize cultural/spiritual differences.</i></p>
		<p><i>Clinical helped me gain respect for all types of people and helped me realize cultural/spiritual differences.</i></p>
<b>UNRS 410</b>  Community Health Nursing	Various community placements	<p><i>In nursing, you will find people of many different cultures, religions, and languages; this experience taught me the value of understanding and having respect for other cultures.</i></p>
		<p><i>I learned to be more respectful through the various life experiences of my clients.</i></p>
		<p><i>Every human has an inherent worth and dignity.</i></p>
		<p><i>It gave me more respect for the impoverished and ill. It also introduced me to more people who have HIV and I respect them for the struggles they go through.</i></p>
		<p><i>I thought I would serve these people, but they ended up serving and blessing me as well. I have such a deeper respect for those</i></p>

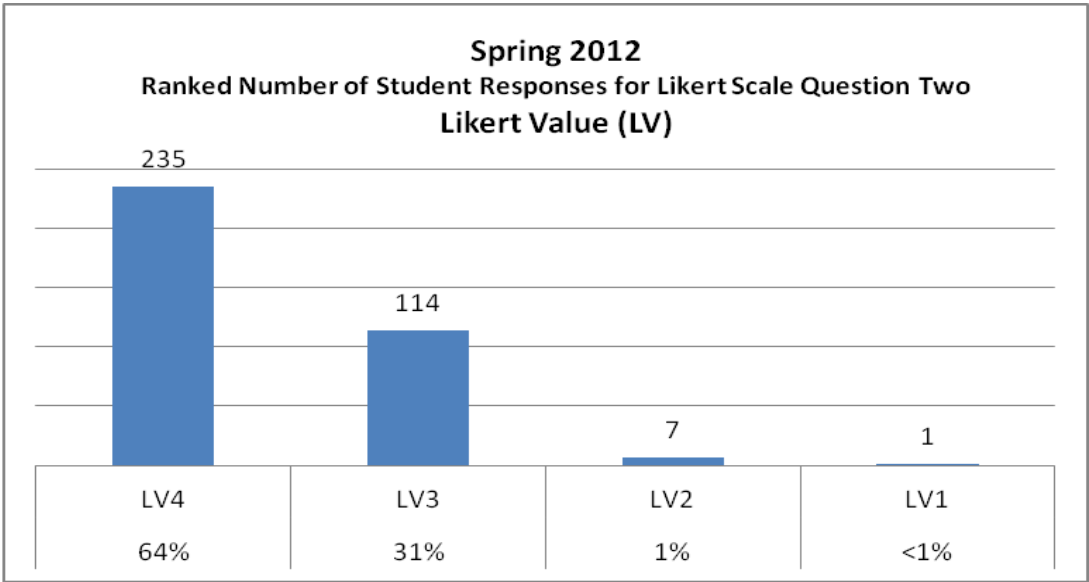
		<i>who do not have money, but instead are rich in their faith and live for people.</i>
		<i>Got to see people from all walks in the community and serve them through nursing.</i>
		<i>Homeless people do not choose to be out in the streets. They need to be acknowledged and not stigmatized. They are people just like us.</i>
		<i>Being able to work in the community greatly gave me a better understanding of those in need around us in our community.</i>

**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.*

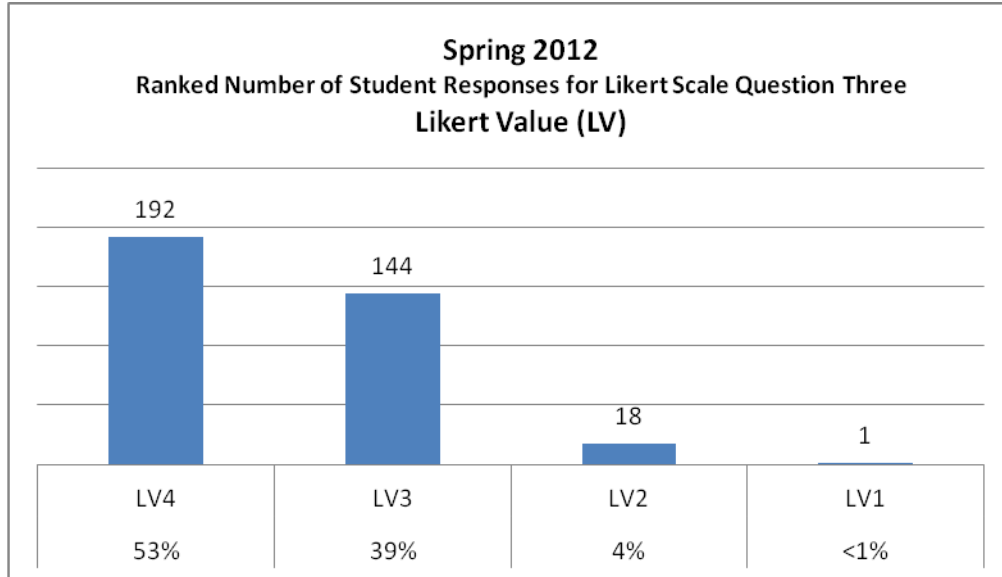
The chart below shows the breakdown of student responses to Likert Scale question two. Of the 364 nursing students who responded to the end-of-semester evaluation:



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



- 235 (64%) *strongly agreed*
- 114 (31%) *agreed*
- 7 (1%) *disagree*
- 1(<1%) *strongly disagree*



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

- 192 (53%) *strongly agreed*
- 144 (39%) *agreed*
- 18 (4%) *disagree*
- 1 (<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:
<b>UNRS 105</b> Foundations of Nursing Practicum	Nursing students contributed hours to residents in Senior Centers	<i>I valued being able to interact with the community. Also, learning skills that made me adequate to being part of the hospital setting.</i> <i>I loved getting the experience of working with a different group of people than I was used to. It was great being able to educate them and encourage them to take on healthier life habits. Learning from experience and from mistakes. Although we didn't get an overwhelming</i>

		<p><i>response from the attendees, we put in all our effort.</i></p> <p><i>I valued learning the information I did and applying lecture info at the service site. Also, meeting all different kinds of people.</i></p> <p><i>I learned about a population I was unfamiliar with (the elderly) and seeing how incorrect many of my beliefs about the elderly were.</i></p> <p><i>I saw what we were being taught in action and actually implementing it.</i></p> <p><i>I learned how to interact with the older population.</i></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><i>This was a great learning experience. It exposed me to many different family dynamics.</i></p> <p><i>It is nice to be in the clinical setting and get hands on experience.</i></p> <p><i>I feel like I was starting to feel like a real nurse.</i></p> <p><i>I was able to work one on one with a lot of patients. I really enjoyed the patient teaching.</i></p> <p><i>The greatest value was the experience and hands-on with the patients and babies.</i></p> <p><i>It helps me as an individual to improve my service to people and serve my community at large.</i></p> <p><i>The greatest value was the integration of faith, lecture, and practical application.</i></p> <p><i>I learned through observing professionals in the field. I was most appreciative of the patients who were willing to let a student nurse practice on them.</i></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>The ability to apply my knowledge obtained through class and studying to my patients in a way that not only assists them in the hospital, but provides them with healthcare education to improve their lives.</i></p> <p><i>It helped me connect the dots to what I was learning in the classroom - greater understanding.</i></p> <p><i>I was able to gain experience in the field I am pursuing and connect with someone on a personal level.</i></p>

		<p><i>I was able to see and do a lot. I performed new skills and had a good experience at my clinical site.</i></p> <p><i>The floor that I was on gave me opportunities to be exposed to different types of people and it helped me practice skills in clinical settings.</i></p> <p><i>My instructor really made the service component valuable. She was an incredible role model of service, knowledge, and compassion.</i></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><i>The greatest value was looking at this place of worship with a different set of "eyes". I was able to see how the community can either cater or hinder a person with disability's experience.</i></p> <p><i>It was quite illuminating to have a church pastor walk us through his church and explain how his church attempts to accommodate his congregation. It costs a lot of money to do so, and a lot of thought is put into it. Nonetheless, there are deficiencies - and it was important for me to spend time considering this is the daily plight of the disabled.</i></p> <p><i>I valued taking what is learned in the classroom and apply it to the community</i></p> <p><i>I was able to be a leader and an advocated for the disabled.</i></p> <p><i>I evaluated our home church and looked at it from a different perspective.</i></p>
<p><b>UNRS 314</b></p> <p>Nursing Care of Children and Young Adults</p>	<p>Pediatric Clinicals</p>	<p><i>I learned a lot more about the development of children at different ages and stages.</i></p> <p><i>I valued being able to interact with the community members and educate them about themselves and development.</i></p> <p><i>I learned detailed growth and development info on children which will better help me understand my patients in the future.</i></p> <p><i>I was able to develop my nursing skills, which gives my patients better care. I learned more about age-appropriate care.</i></p> <p><i>Working with children who taught me about the incredible things that come from maintaining a spirit of child-like wonder as an adult.</i></p>

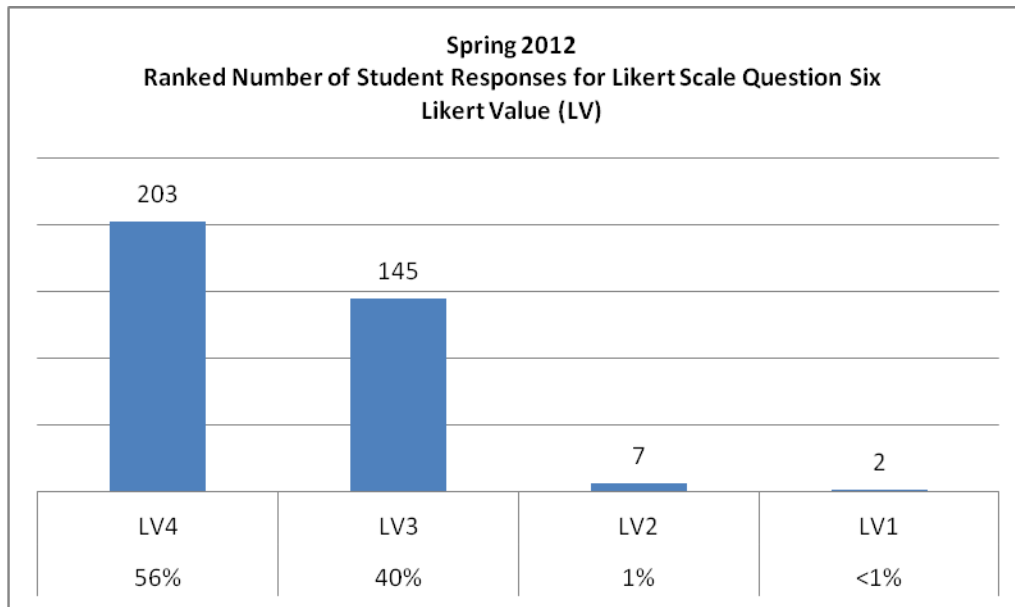
		<i>I was able to practice skills and learning within my major.</i>
		<i>My clinical brought together theoretical knowledge with practical service.</i>
		<i>I valued the hands- on experience, the learning experience, and the contribution made in the hospital setting.</i>
<b>UNRS 410</b> Community Health Nursing	Various community placements	<i>My goal is to work in pediatrics as a nurse. I truly enjoyed teaching to kids and viewing their developmental skills.</i>
		<i>I valued learning different aspects of community health.</i>
		<i>I experienced a number of different opportunities to apply many skills to my practice.</i>
		<i>I learned by working with people who need to be connected with outside resources and finding resources to help them.</i>
		<i>I valued making home visits and being able to see families in their natural environment and having them welcome us into their home.</i>

### ***Faith Integration***

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

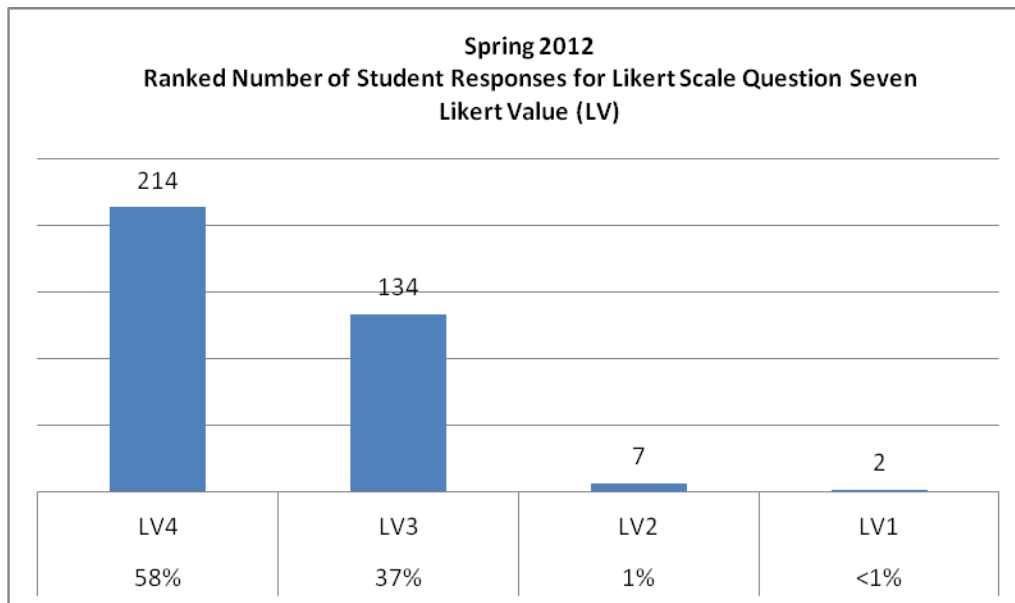
- 6. This service-learning experience increased my capacity to live out Christian values in the community.*
- 7. I was able to understand the connection between my service-learning experience and my personal faith.*

Of the 364 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.*

- 203 (56%) *strongly agreed*
- 145 (40%) *agreed*
- 7 (1%) *disagree*
- 2 (<1%) *strongly disagree*



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

- 214 (58%) *strongly agreed*
- 134 (37%) *agreed*
- 7 (1%) *disagree*
- 2 (<1%) *strongly disagree*

## Student Self-Reflections

The 364 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	<i>My personal faith calls for compassion, patience, empathy, service, and love. This impacted my involvement by making sure I practiced these qualities with my client.</i>
		<i>My personal faith commitment impacted me. After this experience, I was motivated to help people that need help and educate them about their health and respect others.</i>
		<i>Based on my personal faith, it is important for me to be a person for others as Jesus did by interacting with different kinds of people. This service-learning experience gave me an opportunity to express my faith.</i>
		<i>I was able to share my beliefs and values to all my patients which helped me grow as an individual.</i>
		<i>God and my involvement with my faith brought me great pleasure to be the best I can be and try the best I could to please our Lord.</i>
		<i>I was stretched in my faith and explaining my faith to others.</i>
<b>UNRS 210</b> Nursing Care in Maternal, Newborn, and Women’s Health	Clinical experience in various hospital maternity wards.	<i>I believe that my faith commitment helped me to push myself when the treatment of others was substandard.</i>
		<i>My personal faith impacted my involvement because it showed me how precious life is and how incredibly intricate God made us.</i>
		<i>I was able to integrate my faith daily through interaction with patients/families and prayer throughout my day.</i>

		<p><i>The experience impacted my faith by allowing me to witness the miracle of a birth.</i></p> <p><i>I was led to care for others as Christ does.</i></p> <p><i>My personal faith impacted my learning experience due to dealing with patients who did not have the perfect birth or complications with their pregnancy.</i></p> <p><i>My personal faith drove my spiritual assessment of my patients. I did my best to incorporate my faith into my practice.</i></p> <p><i>My faith commitment allowed me to serve these people with compassion.</i></p> <p><i>My trust in God's providence definitely gave me the courage to succeed in the hospital. His faithfulness to me gave confidence.</i></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><i>My personal faith allowed me to be compassionate as I cared for others.</i></p> <p><i>I have and now can strongly put a lot of my heart and soul into God's hands. I have Him to rely on and know He can get me through my struggles.</i></p> <p><i>I feel that my faith impacted the way I care for my patients. When I'm helping someone who needs it I feel I am doing the work God intended me to do.</i></p> <p><i>My faith impacted my experience heavily. I was able to pray for patients and encourage them. I also was able to see them make life changing decision.</i></p> <p><i>I was only able to make it through clinical depending on the Lords' strength. I wanted my patients to see Christ in me so I spent extra time in the word and praying.</i></p> <p><i>I looked at each patient as an opportunity to share the love of Christ and to use healing as a way to show love.</i></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</p>	<p><i>I am committed to my faith, which means that going to church and sharing community with other believers is important to me.</i></p> <p><i>My faith was motivated. I met and got to talk to clients who had difficult life experiences and how they managed them.</i></p> <p><i>As a child of God, I found that being more</i></p>

	limitations	<p><i>like a servant helps me to be more involved in the community.</i></p>
		<p><i>My personal faith impacted this service because I was able to understand the Christian background the church was coming from and their mission.</i></p>
		<p><i>I am not a person of faith; however, I honor the faith of others. Since my personal commitment to others is in regard to what I consider to be their absolute, priceless value, it was important for me to spend time in consideration of the efforts others make to practice their faiths.</i></p>
<p><b>UNRS 314</b>  Nursing Care of Children and Young Adults</p>	Pediatric Clinicals	<p><i>My personal faith is a big reason why I enjoy helping others so much and showing my faith through my actions.</i></p>
		<p><i>I try to think about situations and keep in mind that God put me in this situation for a purpose and this pushes me to do my best.</i></p>
		<p><i>My faith came into play when assisting an oncology patient where I prayed with her and her family.</i></p>
		<p><i>My faith does impact my commitment because it makes me want to work harder on the things I do.</i></p>
		<p><i>My personal faith guides me in my attitudes and approach to families and nursing care.</i></p>
		<p><i>My faith became stronger knowing that God is here taking care of all these sick children.</i></p>
		<p><i>My faith motivates me to serve others and do all that I can as a disciple of Christ to life others during their time of need.</i></p>
		<p><i>I witnessed God's healing and strength in many of my patients.</i></p>
<p><b>UNRS 410</b>  Community Health Nursing</p>	Various community placements	<p><i>My personal faith grew as a result of this service learning experience. Throughout my clinical experience I was humbled. I learned to trust in God and lean on Him as my rock. I have learned to be a nurse with a servant's heart and use my nursing to be the hands and feet of Jesus.</i></p>
		<p><i>I got the opportunity to show God's love to these families in need and come into their</i></p>



		<i>homes.</i>
		<i>It helped me during the times I struggled with seeing so much poverty, negative things that happened to people because I was able to give my questions to God.</i>
		<i>I was able to cling to the hope that God promises in difficult situations and felt that I could offer God's hope to the people I encountered despite difficult life circumstances.</i>
		<i>I was able to share some encouraging things that I've learned from my personal faith commitment.</i>

### ***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.

Nursing students studying in China contributed clinical hours of community health nursing while completing UNRS 410.

Students enrolled in both South Africa and China shared the following:

<b>UNRS 410 NC</b>  Community Health Nursing	Community Field Placements	<i>At home God is ever present; I see and hear God at APU, church, through my friends and family, etc. However, in China, Christianity is not that common. I had to search for God in the little aspects of life. The way people treated us here made me realize that even though they are not Christians, they showed better Christian values and ideals than most of the Christians I associate myself with at home. This made me rethink what is important and analyze how I act toward others.</i>
		<i>My experience has reshaped my misconceptions of Chinese people. I thought they were withdrawn, shy and always quiet. This experience has shown</i>

		<p><i>me that they are a humble group of people, always willing to help and have the biggest hearts! I am grateful for our hosts. They took great care of us.</i></p>
		<p><i>This service-learning experience taught me a lot about what it takes to be a great nurse and how important it is to provide culturally competent care. I had the privilege of taking care of patients from a completely different value system. The Chinese put a lot of emphasis on the value of relationships and community - putting the needs of others above their own. I would love to bring this lesson back to the United States.</i></p>
		<p><i>Being in China has been a challenge for me in terms of faith, because religion is not practiced here as much as it is in America. However, by being in a place where religion is not practiced openly, I have been able to see God work in so many different ways. Most especially, I have seen God work through the generosity of the people here. In return I have tried my best to work hard with them, too. In the hospitals, I let God work through me, and I hoped to teach both the nurses and patients about God's love through my actions.</i></p>
		<p><i>This was my first time studying abroad and I did not know before if I was capable of doing it. But, now I know. I feel a lot stronger and more confident in my decision making skills. The Chinese people have shown me the importance of relationships and I am inspired to come home and love on people! God is in CONTROL! What a blessing it has been to be able to join Him in what He is already doing in China.</i></p>
		<p><i>I have gained so much inspiration to continue educating after graduating. The people I have met have been incredible, and they have been perfect examples of what it looks like to work hard to improve one's self. They have taught me valuable lessons, and I have incorporated a little bit</i></p>

		<i>of each person I've met into my life. To me, this kind of inspiration is priceless.</i>
		<i>In the past, every now and then, I would question myself as to whether nursing was the right path for me to take. In China, when I worked in the OR, I had to give a presentation on higher education roles of nurses in America. As I did this presentation, it made me realize that the path in nursing I have chosen may actually be what I was meant to do all along. It made me more confident in my abilities and confident in my decision to choose nursing.</i>

<b>UNRS 410 SA</b> Community Health Nursing	Community Field Placements	<i>It was an amazing experience. I learned so much and experienced so much. Interacting with the community was wonderful. I gained so much cultural experience.</i>
		<i>I learned that as a Christian and as a nurse it is my duty to protect the health and promote wellness not only in the community, but nationally and globally as well.</i>
		<i>From this service-learning opportunity I have furthered my understanding and respect for all people and their cultural background. I have learned the inherent worth of every individual living in society today and the importance of mutual respect and understanding.</i>
		<i>I valued seeing a whole new side of nursing and truly being able to live out my faith in the healthcare setting</i>
		<i>I personally valued having community members who were willing to reach out and include me in what they are doing in the community was so valuable to me. I greatly valued being able to walk alongside their work in the community as we visited homes or worked in clinics.</i>
		<i>I saw God working through the community and I am deeply impacted by the devotion of the workers here in Africa.</i>

		<i>I learned about cultural differences that make us different and allow us to grow.</i>
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**Summary Observations**

The majority of nursing students replied similarly when responding to questions about service- learning and faith integration. The students in the spring 2012 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.

Nursing students participating in the clinical experience in China also responded with evidence that the time in a different culture broadened not only their worldview, but increased their enthusiasm for community health nursing. 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 studied abroad, 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.