



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

Fall 2010 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 283 nursing student evaluation responses collected from nine service learning classes.¹ 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

¹ UNRS 105, 210, 212, 313, 314, 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

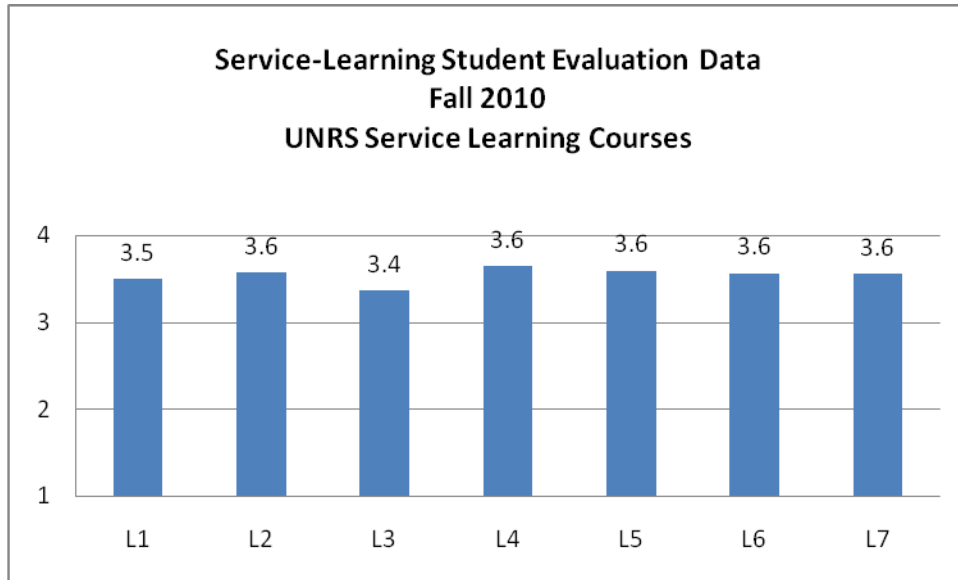
283 nursing students enrolled in nine service-learning courses responded to the fall 2010 evaluation. Nursing students reported increasing skill levels relevant to future career competencies obtained through working in a variety of clinical settings. As part of the service-learning requirement students 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



The chart below visualizes a basic measurement of the linear correlations resulting from the averaged student evaluation Likert data. In many of the courses there is a high correlation between the professor's level of success with integration of the service-learning component and student satisfaction across the other questions.

Correlations

		Q1/Positive Contribution	Q2/ Learning Objectives	Q3/Reflection	Q4/Value Others	Q5/Civic Engagement	Q6/Christian Values	Q7/Faith Integration
Q1/Positive Contribution	Pearson Correlation	1	.499**	.049	.416**	.483**	.469**	.449**
	Sig. (2-tailed)		.000	.421	.000	.000	.000	.000
	N	280	280	277	280	280	279	278
Q2/ Learning Objectives	Pearson Correlation	.499**	1	.080	.396**	.542**	.431**	.485**
	Sig. (2-tailed)	.000		.182	.000	.000	.000	.000
	N	280	281	278	281	281	280	279

Q3/Reflection	Pearson	.049	.080	1	.066	.070	.177**	.431**
	Correlation							
	Sig. (2-tailed)	.421	.182		.272	.243	.003	.000
	N	277	278	278	278	278	277	276
Q4/Value Others	Pearson	.416**	.396**	.066	1	.606**	.633**	.579**
	Correlation							
	Sig. (2-tailed)	.000	.000	.272		.000	.000	.000
	N	280	281	278	281	281	280	279
Q5/Civic Engagement	Pearson	.483**	.542**	.070	.606**	1	.634**	.624**
	Correlation							
	Sig. (2-tailed)	.000	.000	.243	.000		.000	.000
	N	280	281	278	281	281	280	279
Q6/Christian Values	Pearson	.469**	.431**	.177**	.633**	.634**	1	.745**
	Correlation							
	Sig. (2-tailed)	.000	.000	.003	.000	.000		.000
	N	279	280	277	280	280	280	278
Q7/Faith Integration	Pearson	.449**	.485**	.431**	.579**	.624**	.745**	1
	Correlation							
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	278	279	276	279	279	278	279

** . Correlation is significant at the 0.01 level (2-tailed).

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)

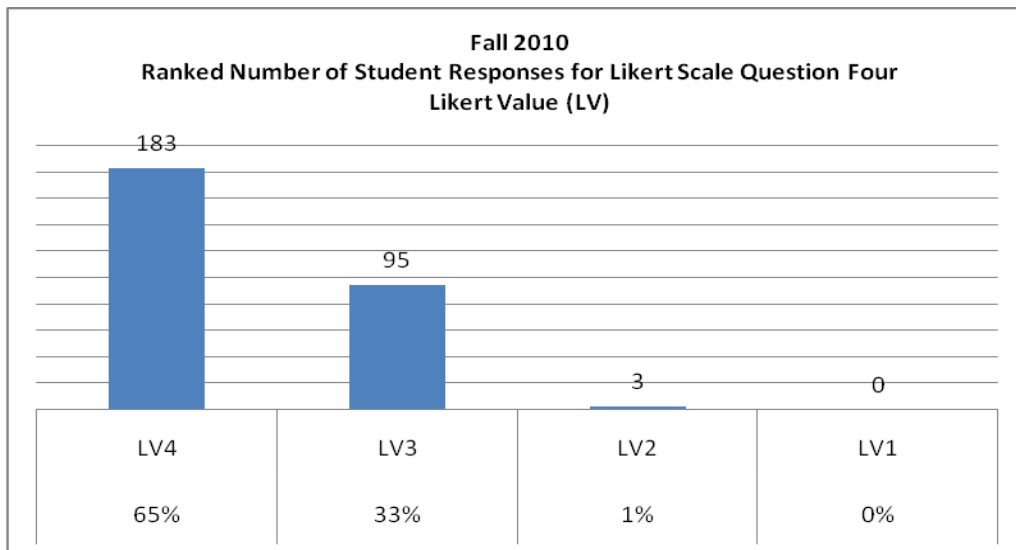
LV1: Likert Scale values 1 (strongly disagree)

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



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

- 183 (65%) *strongly agreed*
- 95 (33%) *agreed*
- 3 (1%) *disagree*
- 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 follow responses provide evidence of increased respect 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 and support of 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:
UNRS 105P Foundations of Nursing Practicum	Nursing students contributed hours to residents in Senior Centers	<i>I learned that I held a bias toward people. It wasn't that I didn't respect or value them. It was more that I undervalued and under respected them. I have so much more [respect] for them now.</i>
		<i>I learned to not associate stereotypes with the elderly because you will never know who they are until you meet them.</i>
		<i>It reminded me that even though the elderly cannot do everything younger people can, they still love to enjoy life and be as active as possible.</i>
		<i>People come from all different types of backgrounds and it is important to respect people's views or opinions, especially how it relates to their culture.</i>
		<i>There were people there from all over the world with many different life experiences. It helps to see that and to learn to relate to them.</i>
		<i>This was a key component to this project.</i>

		<p><i>We had to put all our assumptions and stereotypes out the window. I gained a larger respect for the elderly.</i></p> <p><i>It once again reminded me that all people are unique and special despite their age, culture, gender, religion, and background.</i></p> <p><i>It made me realize that getting old is not the end of the world. You can still be healthy and functional.</i></p>
<p>UNRS 210 Nursing Care in Maternal, Newborn, and Women’s Health</p>	<p>Clinical experience in various hospital maternity wards.</p>	<p><i>I've learned more about respecting other's cultures.</i></p> <p><i>I was clearly able to see that this semester, no matter the background or religion, everyone deserves and should receive respect.</i></p> <p><i>I learned to respect the values of different cultures and age groups during and after pregnancy.</i></p> <p><i>It helps me to practice to respect others religion even though they may believe in a different religion than my own.</i></p> <p><i>Witnessing life first hand helps you open your eyes to the value everyone holds.</i></p> <p><i>I learned to work and be sensitive to the needs of people different from myself.</i></p> <p><i>I developed a deeper respect for so many different cultures.</i></p> <p><i>I met a lot of different people and learned about a variety of cultures and how to be respectful.</i></p> <p><i>It helps you respect and appreciate all different kinds of backgrounds and beliefs.</i></p> <p><i>It helped to stop and ask about their background and where they are coming from before assuming anything.</i></p> <p><i>Showed me how diverse people are in their preferences to health care.</i></p> <p><i>I was able to work with a wide range of people and beliefs.</i></p>
<p>UNRS 212 Nursing Care of Adults and Elderly</p>	<p>Cared for adults and elderly at various</p>	<p><i>I encountered lots of different types of people this semester and learned more about people's cultures.</i></p> <p><i>It helped me see people equally. I always</i></p>

	hospital	<p><i>have, but it showed me the importance of it.</i></p> <p><i>No one is in the hospital by choice. Everyone should be treated equally and cared for to the utmost.</i></p> <p><i>Respecting others and caring in a culturally competent way was greatly significant.</i></p> <p><i>A disease or condition does not define a person- especially cancer.</i></p> <p><i>Gave me experience caring for people of different backgrounds, ethnicities, cultures, ages, etc.</i></p> <p><i>I learned that everyone has different backgrounds and beliefs and I will be faced with that my whole life.</i></p>
<p>UNRS 313</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>I realized that disabled people need special resources at church too.</i></p> <p><i>I learned that the handicapped are often overlooked. I will continue to be their advocate. I find that I get along with people well and am a people person.</i></p> <p><i>I now have a greater respect and understanding for those individuals who cannot come to church due to their age, disability, illness, etc.</i></p> <p><i>I increased my understanding and respect for all types of people and the challenges they may face.</i></p> <p><i>When we do things for the least (i.e. the disabled), we are doing those things for Jesus.</i></p> <p><i>We are all different with different needs and as Christians we need to treat everyone with compassion and equality.</i></p> <p><i>I got to look from different perspectives.</i></p> <p><i>It allowed me to work with people who I normally don't interact with.</i></p> <p><i>It made me more empathetic and compassionate towards people with disability.</i></p>
<p>UNRS 314</p> <p>Nursing Care of Children</p>		<p><i>Even though they might have different morals and beliefs they are still made by Christ and for Christ.</i></p>

and Young Adults	Pediatric Clinicals	<i>Everyone has different hardships. It is important to understand and respect people in order to help them to maintain strength.</i>
		<i>People, families, and cultures are so diverse, it provided so many opportunities to learn about and appreciate differences in people.</i>
		<i>Nursing emphasizes patient respect and dignity so this opportunity further expanded on that teaching.</i>
		<i>I learned how to work with different cultures/backgrounds</i>
UNRS 403 Leadership and Management in Professional Practice	Varied hospital experiences	<i>Working with different people requires different people skills and respect.</i>
		<i>I saw people disrespect each other, which emphasized the importance of respect for me.</i>
		<i>I have a great respect and better understanding for the management role.</i>
		<i>I was able to serve a wide variety of people.</i>
		<i>It made me realize that since the medical field is so diverse, you will encounter religions that may agree or conflict with your own spiritual values.</i>
		<i>I have grown to have great respect for people with that struggle.</i>
		<i>We learned how to care for others and respect others.</i>
		<i>My service-learning helped a lot. I learned the value of patient care in many different perspectives.</i>
UNRS 410 Community Health Nursing	Various community placements	<i>All people have value and worth and that needs to be evident in our actions.</i>
		<i>It helped me to appreciate what others are going through and how to be compassionate and non-judgmental to everyone's situation.</i>
		<i>I realized that I was underestimating people.</i>
		<i>I saw and worked with people from many different living situations that were very</i>

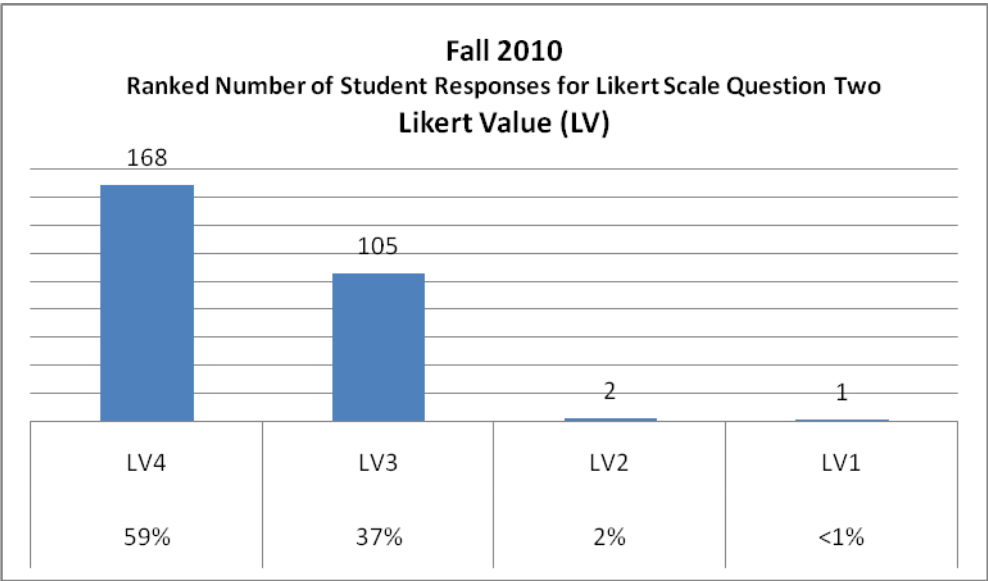
		<i>different from my own.</i>
		<i>It revealed the diversity in the student population.</i>
		<i>On many levels. I learn that despite our differences, we are all humans who need love, care, and respect.</i>
		<i>I have respect for low-income and needy people</i>
		<i>The populations I got to serve were ones I was unfamiliar with and it helped me to grow.</i>
		<i>Caring for the low-income population furthered my insight about their way of life.</i>

Transformational Scholarship

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

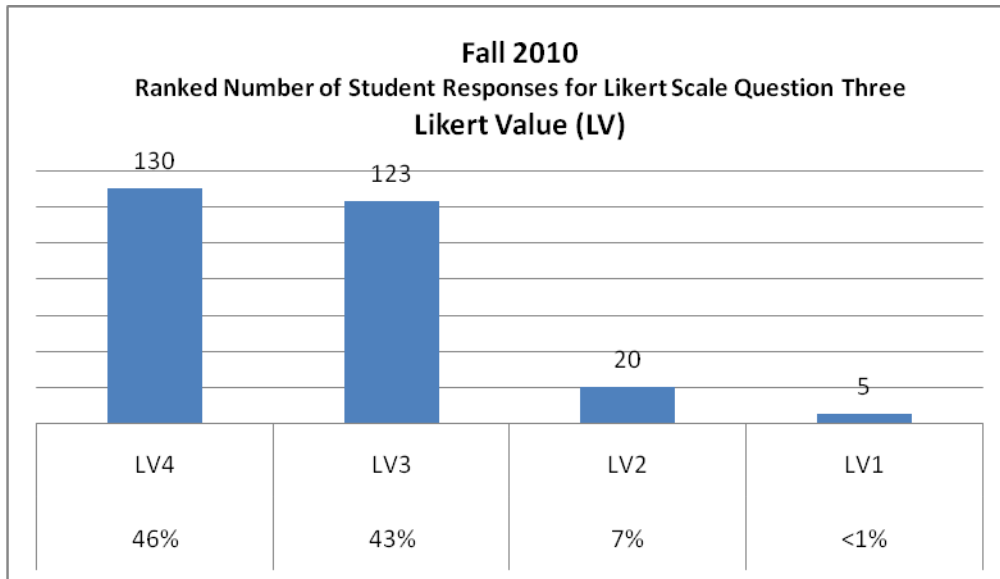
- 2. *My professor successfully integrated the service experience with the learning objectives of this course.*
- 3. *There was adequate classroom reflection time to get the most out of my service experience.*

The chart below shows the breakdown of student responses to Likert Scale question two. Of the 283 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

- 168 (59%) *strongly agreed*
- 105 (37%) *agreed*
- 2 (2%) *disagree*
- 1 (<1%) *strongly disagree*



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

- 130 (46%) *strongly agreed*
- 123 (43%) *agreed*
- 20 (7%) *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 105P Foundations of Nursing Practicum	Nursing students contributed hours to residents in Senior Centers	<i>The seniors that we worked with were extremely active. Working with this group showed that "old age" stereotypes are wrong. Seniors have a wide range of functionality.</i>
		<i>The greatest value to me was getting to put what I have learned in class and put it into action. I loved getting the seniors up</i>

		<p><i>and moving. It was nice to see how willing they were to get involved in the activities.</i></p> <p><i>The greatest value to me was interacting with the seniors and learning from them.</i></p> <p><i>Being able to interact with the elderly population and learning about such a different venue.</i></p> <p><i>I found the greatest value in being there was getting the interaction with an elder. Being at the senior/center, I was surprised by the activity level the elders contributed.</i></p> <p><i>The greatest value was learning about seniors and getting rid of prejudices toward the elderly community.</i></p> <p><i>I really enjoyed working with the elderly. I was able to learn about a group of people that society generally neglects or casts aside as senile.</i></p>
<p>UNRS 210 Nursing Care in Maternal, Newborn, and Women’s Health</p>	<p>Clinical experience in various hospital maternity wards.</p>	<p><i>Experiencing a new environment of pregnant females and newborns and gaining factual knowledge about things I had never known about.</i></p> <p><i>It helps me understand how I can serve in the clinical setting. I learned a lot from my clinical experience.</i></p> <p><i>Gaining nursing experience and so much knowledge! Also, learning how to care for a new mother and seeing how I can incorporate my faith.</i></p> <p><i>The opportunity to learn and be educated while still serving at the same time.</i></p> <p><i>The relationship I built with my peers, instructor and patients.</i></p> <p><i>To be able to practice hands on interventions on pregnant women and infants.</i></p> <p><i>Directly applying class time to a clinical setting.</i></p> <p><i>I learned that there are so many different ways of living and so many cultures.</i></p>
<p>UNRS 212 Nursing Care of Adults</p>	<p>Cared for adults and</p>	<p><i>Being able to not only treat the physical, but the emotional and spiritual as well.</i></p> <p><i>Learning more about my future career. It</i></p>

and Elderly	elderly at various hospital	<p><i>inspired me to learn all I can to help others.</i></p> <p><i>Getting to work with all the nurses and learning not only from our clinical instructor, but from the people around us as well.</i></p> <p><i>Getting experience and being exposed to what I'll be doing for the rest of my life.</i></p> <p><i>Being able to practice what I'd learned in class.</i></p> <p><i>Learning about topics in the classroom and seeing them in real life.</i></p> <p><i>Gaining experience in dealing and communicating with others.</i></p> <p><i>Rotating floor really helped me interact and communicate with others that had a variety of conditions and life perspectives.</i></p> <p><i>I'm still growing, so I have lots to learn! I'm still shy in the clinical environment, but I feel more comfortable.</i></p> <p><i>Connecting classroom learning with community outreach was beneficial.</i></p> <p><i>I was able to interact with several patients who were facing death. I had not experienced this before so it was a change.</i></p> <p><i>My clinical instructor was an incredible resource and great help to me.</i></p>
UNRS 313 Restorative Nursing	Students assessed various churches to determine if setting is well-prepared to accommodate mobility and comfort of disabled or elderly with physical limitations	<p><i>Applying what I am learning about rehabilitation to the community</i></p> <p><i>Just the fact that I was taken outside my comfort level which REALLY helped me learn.</i></p> <p><i>This project enabled me to see how important it is to take into consideration the needs of all individuals, especially those with disabilities.</i></p> <p><i>Having a new perspective - I've never noticed or paid attention to disability aids. Now I notice them everywhere and see the importance</i></p> <p><i>The experience helped me to know better about what I can do to serve others after graduating from APU.</i></p>

		<i>To learn about the community and its needs</i>
UNRS 314 Nursing Care of Children and Young Adults	Pediatric Clinicals	<i>I love being able to serve in the clinical setting instead of just learning in the classroom.</i>
		<i>Being able to practice my skills as a patient advocate and educator to parents. Also, being able to serve others and play a part in patients healing.</i>
		<i>To be experiencing everything that I saw in the hospital.</i>
		<i>The overall clinical instruction and hands on practical experience was the most valuable - I loved this semester.</i>
		<i>I learned that I still have a long way to go.</i>
		<i>I learned that I love my pediatrics rotation and look forward to being a pediatric nurse.</i>
		<i>I was able to learn how to care for children and their families, which helped me to understand my role as a nurse.</i>
		<i>I was challenged to become immersed into the community setting and I could push myself to practice my communication skills to build a rapport with the clients</i>
UNRS 403 Leadership and Management in Professional Practice	Varied hospital experiences	<i>Being able to learn about the leadership skills of others</i>
		<i>Experiencing a different aspect of my profession</i>
		<i>Seeing different aspects of leadership</i>
		<i>My rotation was at USC University hospital. I learned a lot about leadership and the different roles that can be presented in a Christian perspective.</i>
		<i>Better understanding in the service roles of the RN.</i>
		<i>Being able to use my knowledge and serve others at the same time.</i>
		<i>I was able to complete clinical hours at a great teaching hospital. I was exposed to a variety of patients.</i>
		<i>I learned that I am capable of leadership more than I thought before.</i>

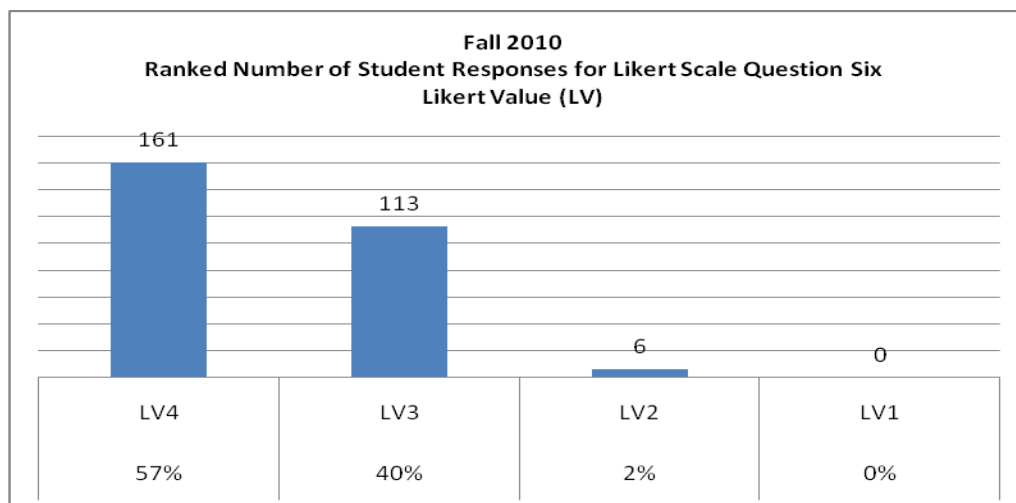
		<i>I have learned that no matter what position you hold in the hospital, a leadership role of some sort comes into play.</i>
UNRS 410 Community Health Nursing	Various community placements	<i>The populations I got to serve were ones I was unfamiliar with and it helped me to grow.</i>
		<i>The population I worked with: severe special needs</i>
		<i>Working with a variety of high risk teenagers.</i>
		<i>Learning how to be flexible when working with people in the community</i>

Faith Integration

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

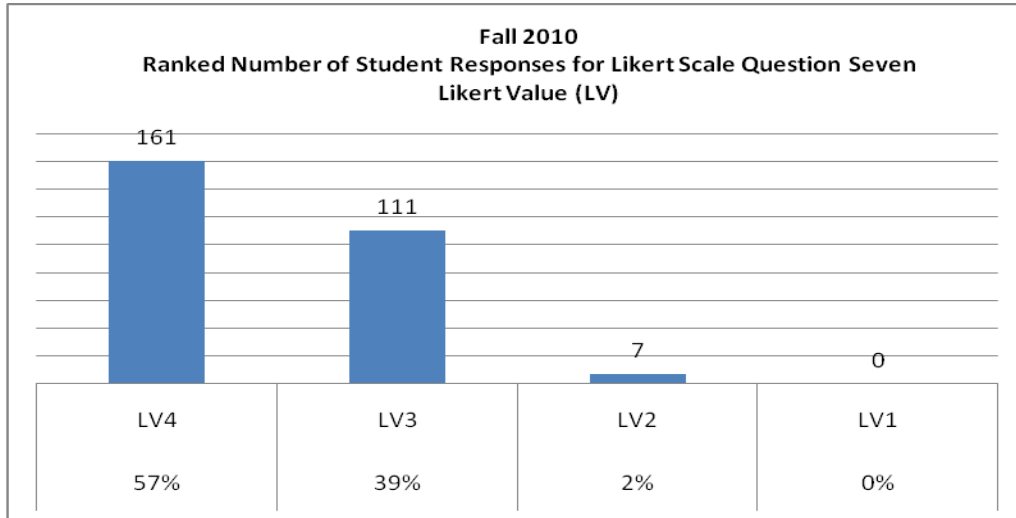
- 6. *This service-learning experience increased my capacity to live out Christian values in the community.*
- 7. *I was able to understand the connection between my service-learning experience and my personal faith.*

Of the 283 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.*

- 161 (57%) *strongly agreed*
- 113 (40%) *agreed*
- 6 (2%) *disagree*
- 0 *strongly disagree*



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

- 161 (57%) *strongly agreed*
- 111 (39%) *agreed*
- 7 (2%) *disagree*
- 0 *strongly disagree*

Student Self-Reflections

The 283 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:
UNRS 105P Foundations of Nursing	Nursing students contributed hours to	<i>Knowing that the Lord looks upon the heart helped me to look at each person as an individual. Each senior was contributing to their community and was</i>

Practicum	residents in Senior Centers	<i>valued as a person.</i>
		<i>My personal faith impacted my involvement at the Center by having the desire to live out my faith and be a shining light of Jesus.</i>
		<i>It gave those who I worked with some insight into how I view certain aspects of life through a Christian perspective. My faith drives me to be involved in the community and this was one of those community experiences that furthered my faith and willingness to be involved.</i>
		<i>Trying to see them through God's eyes helped me stay motivated to follow through and put my whole heart into it.</i>
		<i>Being compassionate and understanding of the people we worked with helped me live out a Christ-like example.</i>
		<i>My faith led me to be open and accept differences in people with their faith and values.</i>
		<i>I just thought about what Jesus would do, and then I did it.</i>
		<i>My faith impacted that I truly see God in every aspect of people, whether it is a good experience or bad. I have learned that although it is hard to love the difficult people sometimes, it gives you a new understanding to love them even more.</i>
UNRS 210 Nursing Care in Maternal, Newborn, and Women's Health	Clinical experience in various hospital maternity wards.	<i>Prayer was important. It allowed everything to flow smoothly.</i>
		<i>Because I am a Christian I wanted to treat my patients the same way that I would want to be treated because we are all created by God.</i>
		<i>My faith helped me in that I got so much more out of it. I have the knowing of who created the miracles of life and got to see that first hand.</i>
		<i>Asking patients if they needed prayer</i>
		<i>I have strong views about the life of a baby so I got to spend a lot of time demonstrating love for them in a way that</i>

		<p><i>Jesus would want us to.</i></p> <p><i>On some level, I have to keep my personal faith to myself in the hospital. So I try to act as a light for others to see rather than openly talking about God out of the blue.</i></p> <p><i>Personal faith allows me to integrate Christian values into my work field and into patient care and allows me to be a light in the world.</i></p> <p><i>Because there was so much psychosocial involvement that I had never experienced, I learned a different part of my faith.</i></p> <p><i>It helped me make decisions, act and respond easier by having a foundation that is faith-based and all that is done for our service to the Lord.</i></p>
<p>UNRS 212</p> <p>Nursing Care of Adults and Elderly</p>	<p>Cared for adults and elderly at various hospital</p>	<p><i>Faith is a major part of clinical. You have to have faith to perform skills, to interact with patients and staff.</i></p> <p><i>I got down on my hands and knees in order to wash people's feet as Jesus did.</i></p> <p><i>Being able to not only treat the physical, but the emotional and spiritual as well.</i></p> <p><i>God helped me with stress and giving to others.</i></p> <p><i>My faith instructs and calls for me to serve. It has instilled in me a desire to help those in need.</i></p> <p><i>A spiritual aspect at an oncology hospital is so important. I had the opportunity to share faith as well as hear their testimonies.</i></p> <p><i>My faith grew a lot. Working with cancer patients has taught me much about my faith.</i></p> <p><i>My faith emphasizes treating others with respect and dignity. I provided my patients with care to the best of my abilities.</i></p> <p><i>I feel that my presence as a nurse was therapeutic. I seek to be with my patients and care for them holistically.</i></p> <p><i>I used prayer to help others relieve their</i></p>

		<p><i>anxiety if they would permit me to pray for them.</i></p> <p><i>My faith impacts everything I do especially when serving others. Faith gives me patience, hope and compassion.</i></p> <p><i>There were times that I struggled in and outside of clinical hours, but I was able to keep going with God's strength and motivation.</i></p> <p><i>I was continually praying over my patients, nurses, and everyone else I came into contact with.</i></p> <p><i>It helped show me what a huge blessing my patients can be, and what an encouragement they are to my faith.</i></p>
<p>UNRS 313</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>My belief to serve and love others unconditionally really encouraged me to participate in this activity.</i></p> <p><i>My Christian faith motivated me to work hard in delivering patient care.</i></p> <p><i>It really helped me to live out the life of Christ and reach out to those who are not that recognized in the community.</i></p> <p><i>This experience caused me to reflect upon the fact that all people are loved, valued, and created by God, regardless of gender, race, or disability.</i></p> <p><i>I helped my patients in finding great meaning in life beyond physical.</i></p> <p><i>I definitely felt that I want to get a job that is related to my faith.</i></p> <p><i>I benefitted not only from the community health aspect but also from the message at the church service.</i></p> <p><i>My faith allowed me to feel hope for those who required extensive rehab services. I could also empathize with them.</i></p> <p><i>It made me more empathetic and compassionate towards people with disability so I can better help them in the future.</i></p> <p><i>Reaffirm my faith in God</i></p>
<p>UNRS 314</p>		<p><i>Interacting with people and showing and</i></p>

<p>Nursing Care of Children and Young Adults</p>	<p>Pediatric Clinicals</p>	<p><i>sharing the love of God is how my personal faith has played a large role in my experience.</i></p>
		<p><i>I tried to see every patient as someone that I can serve instead of just as another learning experience.</i></p>
		<p><i>I was able to provide service to others which is a part of my faith commitment.</i></p>
		<p><i>My personal faith commitment impacted my involvement in this service-learning experience through understanding that we are all created in Christ's image and that I am not just doing daily tasks, but serving Christ.</i></p>
		<p><i>As Christians, it's our job to see and treat each person as a loved child of God and this only increases the compassion I can show them.</i></p>
		<p><i>I got to pray for a patient when they were scared in the MRI.</i></p>
		<p><i>Faith impacts everything I do; it shapes my worldview and the way I perceive my surroundings.</i></p>
		<p><i>I learned to depend on God to give me courage and learned to keep an eye out for His hand in my work.</i></p>
		<p><i>It increased my appreciation for how God can use nurses to minister to the weak and vulnerable.</i></p>
		<p><i>My faith impacts my service and care for patients - serving them as Christ served me.</i></p>
		<p><i>I was always willing to offer any extra help beyond just my nursing skills.</i></p>
		<p><i>I didn't leave clinical having no hope.</i></p>
		<p><i>It reminded me how to care for the whole patient, not just the physical but the spiritual and emotional as well.</i></p>
		<p><i>I was able to pray with patients and their families during their hospital stay.</i></p>
<p><i>It allowed me to further serve my patients by caring for their spiritual health as well as their physical well-being.</i></p>		

UNRS 403 Leadership and Management in Professional Practice	Varied hospital experiences	<i>It was a direct outlet for me to show my service.</i>
		<i>The way I treated patients was affected by my faith commitment.</i>
		<i>My personal faith impacted my involvement in this experience because I feel called to be a servant to others.</i>
		<i>God's given me a servant's heart. Whenever I'm serving others, I feel that is my faith impacting my involvement.</i>
		<i>It made me realize that everyone needs equal opportunity. Love your neighbor as yourself.</i>
		<i>I felt like serving others is serving God.</i>
		<i>Seeing how, as instruments of God, we can be advocates for our patient and be leaders with the staff</i>
UNRS 410 Community Health Nursing	Various community placements	<i>My relationship with God helped me to deal with so many teens having children.</i>
		<i>I was able to better minister and be the hands of Jesus.</i>
		<i>I was able to incorporate my faith and values when caring for those in the community.</i>
		<i>I was able to see the love from God in them where others consider them worthless.</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. One course, GLBL 355, *Principles and Practices of Community Engagement*, was specifically designed as a service-learning course. 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.

Summary Observations

The majority of nursing students replied similarly when responding to questions about service-learning and faith integration. The students in the fall 2010 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 (GLBL 355) 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.

We in the Center for Academic Service-Learning and Research are committed to supporting faculty and students, together creating a positive service-learning experience. The nursing service-learning courses are intended to provide students an opportunity to reflect upon intercultural competency and respect for others, student learning outcomes resulting in transformational scholarship, attention to course and service faith integration and for those fortunate to participate in the South Africa program, intentional internationalization.

Although we 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.