

LONG-TERM OUTCOMES OF SERVICE-LEARNING
ON CIVIC ENGAGEMENT AND PROFESSIONAL
NURSING PRACTICE

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It takes a village. . . Thank you to my village. To my loyal husband and family, you changed your lives to accommodate mine. Each of you stood by me in times of tears and triumphs, constantly beating those drums of perseverance. To my grandson who helped me keep one foot planted in the present while the other was planted on the jungle gym, thank you for the occasional reality checks. A village must have its chief. Thank you Dr. Moore for expanding my world view, opening up creative pathways that I never knew existed. Many thanks to Dr. Wanger who always sought what was best for me and remained a steadfast beacon to the end. The world of numbers may be fascinating but at times it was a bit terrifying, like an alligator waiting on the bank. Thank you Dr. Mwavita for building my confidence to navigate the numbers. The term outside member seems so distant and such an inaccurate term. Thank you Dr. Self for your unbiased eye, your insight, and especially for your calming presence. It takes a village . . . as I move forward to future endeavors I will always hear the distant drums beating your encouragement. Music to my ears.

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EDUCATIONAL LEADERSHIP

Although there is a growing body of knowledge concerning service-learning in professional nursing education, nursing research reports minimal studies that sufficiently address the effects of service-learning strategies on baccalaureate nursing alumni in promoting self-efficacy toward long-term civic engagement or development of professional practice. The purpose of this predictive, correlational study was to determine if a relationship existed between participation in the service-learning experience and self-efficacy toward civic engagement as a long-term outcome of professional nursing education and the development of professional practice in nursing alumni. Spearman's Rho was used to correlate the independent variable of service-learning with the dependent variables of civic engagement and professional practice. Multiple regression analysis indicated that service-learning had less than a 4% effect on civic engagement attitudes and a 6% effect on community service hours (behavior). The Social Cognitive Theory, specifically self-efficacy coupled with the construct of practical reasoning provided framework for the study. Results concluded that service-learning had a low to moderate relationship with both long-term civic engagement and the development of professional nursing practice.

Keywords: service-learning; civic engagement; professional nursing; practical reasoning; self-efficacy

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CHAPTER I

INTRODUCTION TO THE STUDY

This study was designed to research the long-term effects of service-learning on professional nursing alumni to determine if a correlation can be determined between service-learning and self-efficacy towards long-term civic engagement and the development of professional practice. The purpose was not to look at the short-term benefits of service-learning but rather the effect that service-learning had upon the development of long-term civic engagement as represented by the internalization of self-efficacy attitudes for social responsibility demonstrated through active participation within the community. The intent of this research to scientifically examine the outcomes for justification of the use of service-learning in the professional nursing curriculum. The Community Service Self-Efficacy Scale (CSSES) created by Reeb, Isacksin, Sammon, and Karban (1997) was utilized to correlate the effects of service-learning as well as aiding in the consistency with which these concepts were defined and measured for future research (Reeb, Katsuyama, Sammon, & Yoder, 1998).

This introductory chapter presents the historical background concerning service-learning as a teaching method in professional nursing curricula to produce civically engaged citizens and identify the problematic gap in the literature. Research questions are delineated as well as the specific purpose and significance of the study. A brief

overview of the methodology is presented as well prior to the literature review presented in Chapter Two.

Historical Background

The relationship between higher education and the community is constantly changing as history reveals. Recent decreases in state and federal funding have necessitated the creation of economic partnerships in research and service to the benefit of both higher education and the community (Weerts & Ronca, 2006). Although the power fluidly shifts between the two entities, the historic purpose of higher education to educate citizens for community engagement remains intact and continues to play a key role in producing graduates who are well-equipped in their fields of study and professions to serve the greater needs of the community and nation (Moore, 2008). The effects of education for civic engagement directly correlate not only to benefits attributed to family, community, and society, but also lead to positive outcomes currently seen in respect to decreased political cynicism, increased racial tolerance, increased membership in voluntary and community organizations, and increased participation in voting (Brynnner, Schuller, & Feinstein, 2003). Experiential learning, in particular the pedagogy of service-learning, has been perpetuated in the literature as a hallmark for educating students across multiple disciplines through reflective civic engagement (Ash & Clayton, 2004; Ngai, 2009; Saltmarsh, 2005; Ward, 2005). Substantiated by educational social needs theorist Dewey (1902), educational critical-exploratory theorists Pinar (1972) and Eisner (1991) service-learning is currently viewed as both a philosophical viewpoint and as a positive

experiential teaching strategy despite its faculty and student workload intensity (Marsh & Willis, 2007). Often interchanged with the term community engagement, service-learning is acclaimed through the plethora of educational research to enhance life-long civic engagement (Colby, Ehrlich, Beaumont, & Stephens, 2003; Eyler, Giles, Stenson, & Gray, 2001; Astin, Sax, & Avalos, 1999).

Nursing Education

Professional nursing education followed suit in the 1980s seeking to integrate the broad principles of experiential education and moving away from the standard classroom delivery. The National League of Nursing (NLN), which houses the Nursing Education Accrediting Commission (NEAC), called for curriculum decision making and best teaching practices to be based on current research findings (2005). Nursing research literature on educational practices became robust with the cross sectional effects of service-learning practices especially in the areas of preparing the student for community nursing and leadership. Benefits attributed to the nursing student included an increasing understanding of vulnerable populations, diversity, community health education and provision of health services, as well as the development of professional and civic responsibilities (Bentley & Ellison, 2005; Broussard, 2010; Reisling, et al., 2008). However, outcomes of the longitudinal effects of service-learning in relation to long-term civic engagement in nurses were minimal within the nursing body of literature. Perhaps this was due to the emphasis placed on providing an experiential culture to enhance student learning for professional practice instead of a focus on efficacy for long-term civic engagement. It was questionable whether the nursing curriculum was preparing a student to be able

to function in a professional nursing role that was able to benefit the community or whether the curriculum intent was to increase a student's self-efficacy for long-term civic engagement in general, or both. This difference became pointed when considering the development of nursing education curriculum and expected outcomes. The Nursing Education Advisory Council (NEAC) founded by the NLN Board of Governors, seeking to provide leadership in transforming nursing education and supporting innovation to achieve excellence in nursing education programs as well as prepare students for practice in the 21st century, developed the Hallmarks of Excellence in Nursing Education as benchmarks (Ironside & Valiga, 2006). The categories or "elements" addressed within these hallmarks concerned students, faculty, continuous quality improvement, curriculum, resources, innovation, teaching/learning/evaluation strategies, educational research, environment, and leadership. The following two hallmarks specifically described civic engagement and service-learning strategies related to professional nursing education:

- Resources: Partnerships in which the program is engaged promote excellence in nursing education, enhance the profession, benefit the community, and expand service-learning opportunities
- Educational Research: Faculty and students explore the impact of student learning experiences on the health of the communities they serve (NLN, 2012, p. 167).

Although the second hallmark, Educational Research alludes to community service contributing to civic engagement (impact upon the health of the communities), the specific terminology of service-learning in the Resources hallmark clearly identifies

service-learning as a seminal element. Although these elements embrace civic engagement and, in part, the tenets of service-learning, the concept of long-term civic engagement is not addressed in the Hallmarks of Excellence in Nursing Education as a specific student outcome nor as a faculty outcome except in reference to consistency with the institution's mission (Ironsides & Valiga, 2006). There is not a disconnect between the university's student learning outcome for civic engagement and the professional mandates, on the contrary, it is a simple matter of inclusion of the appropriate teaching strategies to integrate these governing bodies long-term goals wherein the professional nurse's engagement within the community is his/her practice. Service-learning to equip nursing students in their professional endeavors or facilitating self-efficacy in the philosophy and action of long-term civic engagement, is important in the design of baccalaureate nursing curriculum, and, in particular, the placement and the amount of time and energies spent when considering service-learning as a specific teaching modality in an overburdened curriculum (Bentley & Ellison, 2005). In the consideration of time spent participating in service-learning activities, the literature supports that the effects on the outcomes of service-learning become stronger the longer the duration and the greater the intensity of the community service (Eyler & Giles, 1999; Kraft & Krug, 1994; Ngai, 2009). Understanding that service-learning is a time intensive strategy, placement within the curriculum as well as defining place within the community needs to be strategic to achieve professional and academic student outcomes. In investigating the efficacy and influence of service-learning as a teaching strategy in the nursing curriculum, a lack of evidenced-based practice is apparent (Broussard, 2010; Stallwood & Groh,

2011). Additionally, there remains a gap in the research relating to baccalaureate nursing alumni concerning the effects of service-learning in professional nursing education on the efficacy of long-term civic engagement or the development of professional nursing practice.

Problem Statement

The need for reciprocity between higher education and the community is well established in the literature, its purpose not only to enable mutual support and benefits, but foremost to fulfill the historical tenet of preparing an engaged citizenry (Church & Sedlak, 2008; Herbst, 2008; Perkin, 2008). Historically, the latter has been accomplished through civic engagement curricula utilizing experiential methodologies, in particular service-learning. Although the literature sufficiently addresses the positive outcomes of service-learning in baccalaureate education in general, in comparison there remains a paucity of research identifying long-term outcomes in professional studies, in particular nursing (Reising, et al., 2008). Although there is a growing body of knowledge concerning service-learning in professional nursing education, nursing research reports minimal studies that sufficiently address the effects of service-learning strategies on baccalaureate nursing alumni in promoting self-efficacy toward long-term civic engagement or development of professional practice. The effects of health are universal, therefore it is imperative that the professional nurse develops a practice that is engaged within the community. The National League for Nursing (NLN) *Position Statement on Innovation in Nursing Education: A Call for Reform* (2003), challenged nurse educators to develop a science of nursing education that would validate current teaching practices. In the current

climate where nurse educators are continuously being bombarded by requests from specialty groups to add to the curriculum, recommendations issued from organizational and professional bodies, as well as proposals from community advisory groups, it is imperative to consider outcomes research in nursing education. The NLN, as the accrediting body for nursing, attributes the needs and demands of society and the accountability for efficient and effective use of educational resources, which include best teaching practices based on research evidence, as the primary drivers for transformation in nursing education (2005). Therefore, if nurse educators are being encouraged by the NLN to design programs that are accountable to the public, involve students as active participants, and that are based on empirical evidence, further research is needed that addresses the long-term effects of service-learning as a teaching strategy in civic engagement education and development of professional practice on baccalaureate nursing alumni to direct curricular design.

Purpose Statement

The purpose of this predictive, correlational study was twofold. First, the study sought to determine if a correlation existed between participation in the service-learning experience and self-efficacy toward civic engagement as a long-term outcome of professional nursing education and, if so, to what degree of strength that correlation existed. Second, the study aimed to determine the existence and degree of strength of the correlation between service-learning curriculum and the development of professional practice in nursing alumni.

Research Questions

1. Is there a relationship between service-learning, as an experiential teaching strategy within the professional nursing curricula, and student outcomes of efficacy for long-term civic engagement?
2. Is there a relationship between service-learning, as an experiential teaching strategy within the professional nursing curricula, and the development of professional practice?

Hypotheses

1. H₀: There is no relationship between the teaching strategy service-learning in professional nursing curriculum and self-efficacy toward the variable of long-term civic engagement in nursing alumni.
H₁: There is a positive relationship between the teaching strategy service-learning in the professional nursing curriculum and self-efficacy toward the variable of long-term civic engagement in nursing alumni.
2. H₀: There is no relationship between service-learning teaching strategies and the variable of professional nursing practice.
H₁: There is a positive relationship between the teaching strategy service-learning in professional nursing curriculum and the variable of professional practice in nursing alumni.

Theoretical Framework

As this study specifically was concerned with the long-term effects of civic engagement education related to self-efficacy, the motivational factors which underpin the Social Cognitive Theory (SCT) by Bandura were considered (1977,

2012a, 2012b). Burns and Grove (2011) define a theory as “an integrated set of defined concepts and statements that present a view of a phenomenon and can be used to describe, explain, predict, and control that phenomenon” (p. 228). The use of a theoretical framework is essential in quantitative studies. Although considering the experiential curriculum in the development of self-efficacy for civic engagement practices as well as the development of professional practice, it is essential to examine an appropriate motivational theory for change that considers self-regulation and personal agency based in a social context. The Social Cognitive Theory (SCT) developed by Albert Bandura in the mid-1980s remains a poignant and commonly used theoretical framework to investigate human motivation in the social sciences. The application of this theory is used to expand the understanding of the development of self-efficacy within this study in order to direct future curriculum revision in professional nursing for long-term civic engagement as well as for practice.

One of the core aspects of SCT is the “agentic perspective toward human development, adaptation, and change,” allowing for self-regulation and the shaping of one’s own course in life through the interactions of intrapersonal, behavioral, and environmental processes (Bandura, 2012a, p. 360). Within this theory, the concept of efficacy expectation, a conviction that a person can successfully produce desired outcomes through selected behaviors, evolves. According to Bandura (1977), perceived self-efficacy directly affects the choice of engagement as well as the amount of time, effort, and perseverance expended. The emphasis on self-efficacy embedded within the theory will be utilized as a theoretical framework guiding the development of the study and providing a means to link the results with an

established body of knowledge. Self-efficacy is utilized as an underlying organizational structure to guide the data analysis of this study, but it is most importantly an essential component in understanding the application of service-learning as an experiential teaching strategy within selected curricula in developing self-efficacy toward long-term civic engagement and development towards professional practice. A detailed description of the SCT was provided in Chapter Two.

Additionally, the construct of practical reasoning was superimposed upon the Triadic Causation Model developed by Bandura to explain the dynamics of human functioning for motivation and change. Practical reasoning is an educational aim that combines the academic discipline of arts and sciences in changing the way a student in the study of a profession inculcates professional attributes specific to the chosen profession. This is an educational aim that cultivates reflection and criticism in order to deliberate upon their “. . . responsibility to contribute to the life of their times” (Sullivan & Rosin, 2008, xvi).

Significance of the Study

This study has significance in the three areas of research, theory, and practice. First, this study adds to the body of nursing research related to long-term outcomes of service-learning strategies within the baccalaureate nursing curriculum answering the mandate to base nursing education from scientific exploration. Additionally, the results of this study add to the general body of research related to service-learning, civic engagement, and the development of professional practice.

Second, as this research utilized the Social Cognitive Theory (SCT) designed by Albert Bandura, it provided a theoretical framework for understanding the self-regulatory motivation for change that is gained through the use of service-learning within the nursing curriculum towards the development of professional practice and self-efficacy towards long-term civic engagement. It is anticipated that the use of SCT in yet another discipline will add to the theory's generalizability. Additionally, the self-efficacy theory, a subset of SCT, has the potential to direct the development of a middle range theory specific to service-learning in nursing education.

Third, this study is anticipated to have a direct impact in professional nursing curriculum and therefore indirectly to professional practice. Better understanding of the correlation between service-learning and long-term civic engagement outcomes, as well as the impact of service-learning on professional practice is expected to influence curriculum revision. Predictions of the causal relationships between service-learning, self-efficacy toward long-term civic engagement, and professional practice are anticipated to guide curriculum development towards the best use, placement, and time involvement of service-learning within the nursing curriculum. Additionally, the construct of practical reasoning can be incorporated into the nursing curriculum to guide the development of professional practice.

Overview of Methodology

This study used a predictive, correlational design in order to understand the relationship between the variables, long-term civic engagement, professional practice, and service-learning, in examining the outcomes of service-learning in a professional nursing curriculum. Descriptive and correlational studies examined the variables in a

natural setting and will not include treatments (Burns & Grove, 2011). Since correlational studies require a wide variation in scores to determine the existence of a relationship, the target population included registered nurses (RNs) nationally accessed through the American Nurses Association (ANA) and Sigma Theta Tau International Honor Society of Nursing (STTI). The Spearman's rank order correlation (Spearman's rho) was used to analyze the strengths of the relationships among the ordinal variables. Regression analysis was used to predict the impact of the independent variable, number of semesters of service-learning, on the subsets of the dependent variable civic engagement: attitudes for community service, attitudes for social change, and community service hours (Burns & Grove, 2011).

Summary

Chapter One presented an overview of the prospective study which included a background history to the problem, identification of the problem, research questions emanating from the problem, the purpose of the study and its significance to research, in particular the body of nursing research, as well as to the significance for theory and practice. This chapter presented an overview of the quantitative methodology and data collection, and proposed statistical analysis. Chapter Two addresses student learning outcomes for higher education and the development of professional practice and exploration of the historical relationship between academia and the community concerning the importance of civic engagement education in order to set the stage for a broad look at the experiential teaching method of service-learning. The literature review focused on service-learning in the development of professional practice turning specifically to professional nurse education, identifying

a gap in research related to long-term aspects of civic engagement. Self-efficacy, a component of Bandura's (1986) Social Cognitive Theory, was elucidated and explored as to its usefulness in guiding this study as was the construct of practical reasoning.

CHAPTER II

LITERATURE REVIEW

Societal changes and the economic climate of the 21st century have necessitated thoughtful assessment of not only the relationship between higher education and the community, but also specific student outcomes of higher education that influence the individual in becoming an active member of the community. Post-secondary education has historically prepared students for intellectual development and occupational preparation with a concentrated effort since the 1990s to prepare students through a liberal education to participate in a democratic society (Pascarella & Terenzini, 2005). Although a college education is considered an essential aspect of obtaining employment, it is also attributed to preparing students with the cognitive tools and skills needed for democratic engagement (Pascarella & Terenzini, 2005; Sullivan & Rosin, 2008). Specific student learning outcomes for higher education have been recalibrated through the efforts of the Association of American Colleges and Universities (AAC&U), specifically through the Liberal Education and America's Promise (LEAP) initiative. One of the essential learning outcomes identified by LEAP was *Personal and Social Responsibility* which included the subsets of intercultural knowledge and competence, ethical reasoning and action, foundations and skills for life-long learning, and civic

knowledge and engagement - local and global (AAC&U, 2007). This study is directed toward the student learning outcome of civic knowledge and engagement, with an emphasis in civic engagement education in professional nursing education.

This study addressed student outcomes for preparation of professional practice with a focus on civic knowledge and engagement. The literature review further delineated these outcomes specifically within professional nursing education. The literature review additionally explored the definitions of civic engagement as well as the experiential pedagogy of service-learning as an appropriate teaching methodology for achieving the desired student learning outcome of *Personal and Social Responsibility - Civic Knowledge and Engagement* (AAC&U, 2007). The literature then considered the Social Cognitive Theory (SCT) by Bandura and its sub-theory of self-efficacy, a primary construct within the theory, as a framework to examine the possible relationships and motivational factors between the study's variables service-learning, civic engagement, and professional practice. Practical reasoning was addressed as a second construct to fully understand the development of professional practice.

A primary search of the literature to obtain peer-reviewed articles, dissertations, and books related to student learning outcomes, civic engagement, and service-learning was conducted through the databases Educational Resources Information Center (ERIC), psychInfo, and sociopsych. Seven works were evaluated as supporting or seminal literature: *At A Glance: What We Know About the Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993-2000: Third Edition* by Eyler, Giles, Stenson, and Gray (2001); *Educating Citizens* (2003) by Colby, Ehrlich, Beaumont, and Stephens; *How College Affects Students: A Third Decade of Research* by

Pascarella and Terenzini (2005); Butin's *Service-Learning in Theory and Practice* (2010); *To Serve a Larger Purpose* by Saltmarsh and Hartley (2011); *A New Agenda for Higher Education: Shaping a Life of the Mind for Practice* by Sullivan and Rosin (2008); and *Educating Nurses: A Call for Radical Transformation* by Benner, Sutphen, Leonard, and Day (2010). The literature review specific to service-learning in nursing was researched through the database Cumulative Index to Nursing and Allied Health Literature (CINAHL), Medline, and ERIC focusing on the period 2008 to 2012 using *research, service-learning, and nursing students* as key search terms. The Cochrane Database of Systematic Reviews yielded no reviews for service-learning in professional nursing education. A secondary search, removing the hyphenation between service and learning but keeping all other descriptors constant, was conducted to increase the number of available studies gathered on this subject.

Student Learning Outcomes in Higher Education

Outcome-based education provides an avenue to address higher education's accountability to the public (Sharp, Komives, & Fincher, 2011) as well as serves as a framework to guide curriculum development and evaluation (Harden, Crosby, & Davis, 1999). Outcome-based curriculum is utilized in higher education programs as well as in the professional disciplines. Prior to investigating student learning outcomes, it is beneficial to understand the current student population and the researched effects that college has upon students. Pascarella and Terenzini (2005), building upon a comprehensive review that compiled seminal data from 1967 to 1989 (Pascarella & Terenzini, 1991) concerning the effects of college on students, synthesized research published between 1989 and 2000. The focus of research for this time period was

redirected into five areas: the increasing diversity of students, increasing community college growth, policy concerning research reflecting societal, economic, and technical changes, expanded approaches to research, and how students learn. In their review, the authors asked several questions, two of which are of particular concern for this literature review. The first question inquired about the net effects of college that can be attributed to college attendance rather than to other influences. The second question explored the durable or long-term effects of college. In organizing the research related to the effects of college on students' development of attitudes and values, Pascarella and Terenzini presented the dichotomy between sociopolitical awareness and participation, and community service and civic engagement. Interesting to note, this separation of constructs indicated the discrepancies and difficulties in a later discussion of defining civic engagement within this literature review. Research from this specific time period, 1989-2000, indicated that as educational attainment increased likewise voting, political participation, knowledge of government, attention to political life, and support for civil liberties also increased. A modest increase in student commitment toward influencing societal values and political change was noted, as well as an increased awareness in social conscience and social justice issues. Although concern was voiced over a sense of waning involvement of college students toward the social and civic lives of their communities in the 1990s, findings synthesized by Pascarella and Terenzini indicated that an increase in educational attainment additionally corresponded with an associated increase in community service as well as students' sense of social efficacy. Long-term effects of college on attitudes and behaviors of sociopolitical and civic and community involvement maintained these changes in years post-graduation. A commitment towards

more knowledgeable participation in the political process including discussion of political issues and participation in community leadership was noted as well as involvement in community groups and working in service-related careers. Both sociopolitical and community involvement continued post-graduation with direct and indirect impacts. The direct impacts of providing access to knowledge and creating opportunities for understanding of the political process and social issues intertwined with the indirect impact of acquiring social capital (access to social and political networks) (Pascarella & Terenzini, 2005). Additionally, in consideration to issues of self-efficacy and self-determination, a positive correlation was found to exist between educational attainment and long-term personal growth (self-identity, self-concept, self-esteem, and locus of control). In respect to a positive relationship specifically between internal locus of control and educational attainment, cumulative experiences over time did not indicate any one particular educational factor except related to student involvement in community service and service-learning during college years (Knox, Lindsay & Kolb, 1993; Pascarella & Terenzini, 2005; Sax & Astin, 1997). *How students learn*, addressed as one of the five focus areas of the research conducted during this time period, emphasized the active nature of teaching-learning and the use of innovative instructional strategies to help students derive meaning from their learning. Although these statistics were not published until 2005, Pascarella and Terenzini's work supports the literature and substantiates the development of future student learning outcomes for higher education.

In 2000, the Kellogg Foundation called out to leaders of higher education institutions to review their commitment and responsibilities to society in several areas including excellence in curricula development, provision of learning environments that

meet civic responsibility, extension of broad-based agendas for discovery, and the concentration of resources and expertise to assist with community, state, national, and global interests (Chambers, 2005). This redirection and interest in democratic engagement was readdressed in 2005 by the Association of American Colleges and Universities (AAC&U) through the Liberal Education and America's Promise (LEAP) initiative. The intent of the ten-year initiative was to recalibrate and realign college learning objectives with the needs of the 21st century global society offering specific student learning outcomes for higher education. Where national policy had recently been directed toward expansion of access, reduction in costs, and accountability for success, the LEAP National Leadership Council directed attention to understanding what college students need to know to actively participate in 21st century realities (AAC&U, 2007). Four *Essential Learning Outcomes* were developed, each with specific subsets: Knowledge of Human Cultures and the Physical and Natural World, Intellectual and Practical Skills, Personal and Social Responsibility, and Interactive Learning. The LEAP National Leadership Council summarized its description of education to align student outcomes with 21st century needs as “. . . an education that intentionally fosters, across multiple fields of study, wide-ranging knowledge of science, cultures, and society; high-level intellectual and practical skills; an active commitment to personal and social responsibility; and the demonstrated ability to apply learning to complex problems and challenges” (p. 4). The *Essential Learning Outcomes* are to be integrated across all disciplines including professional and technological fields.

Addressing faculty and stakeholders, the National Leadership Council also developed *Principles of Excellence* with recommendations to give direction for the

initiative's recalibrated educational framework. Considering the third student learning outcome *Personal and Social Responsibility* which addressed civic knowledge and engagement at the local and global levels, principle six directed faculty and stakeholders to foster civic as well as intercultural and ethical learning by emphasizing personal and social responsibility in every study field (AAC&U, 2007). Describing democracy as a framework where its citizens take mutual responsibility for the quality of their own communities and understanding the close connections between education and the sustainability of democracy, the National Leadership Council encourages the use of experiential education techniques as catalysts for engagement, specifically diversity experiences and service-learning. Recommendations 11 and 12 encourage exploration of civic, intercultural, and ethical issues within both the broad context of educational studies and within a chosen discipline or field (AAC&U, 2007).

Introduced from the student affairs field, *Learning Reconsidered: A Campus Wide Focus on the Student Experience*, focused on the transformational and holistic experiences of college and presented educational goals and proposed outcomes to include those reflecting a liberal education including those aspects of an “engaged citizenship, community service, social justice, and participatory involvement” (NASPA & ACPA, 2004, p. 20). In 2008, the Council for the Advancement of Standards in Higher Education (CAS) taking into consideration these suggested outcomes, presented six domains of learning outcomes: knowledge acquisition, construction, integration, and application; cognitive complexity; intrapersonal development; interpersonal competence; humanitarianism and civic engagement; and practical competence (Sharp, Komives, &

Fincher, 2011). The domain of *humanitarianism and civic engagement* included social and civic responsibility (CAS, 2012).

The LEAP initiative additionally emphasized the need to integrate liberal education throughout the curriculum, de-compartmentalizing liberal education from the core or general education curriculum. LEAP defined a liberal education as one that considers “. . . expanding horizons, building understanding of the wider world, honing analytical and communication skills, and fostering responsibilities beyond self” (AAC&U, 2007, p. 3). Continued development across the educational system is recommended in the following core areas: science, mathematics, and technology, cultural and humanistic literacy, global knowledge and competence, civic knowledge and engagement, inquiry and project-based learning. The core area of civic knowledge and engagement included developing understanding of the values and history that were proactive in establishing democratic institutions and are concerned with human freedom and justice coupled with direct experiences in addressing community needs (AAC&U). This description exemplifies the convergence of a liberal education and the interactive educational strategies needed for creating personal, meaningful learning in a curriculum intent and accountable for creating productive citizens in the 21st century.

Student Learning Outcomes in Professional Studies

The historic taxonomic viewpoint of what defines a profession provided particular characteristics or traits that are considered intrinsic to a profession in general. The following traits or constructs existed repetitively in the literature: particular knowledge and culture, recognition, professional associations, provision for training and control of education, self-regulation, competency testing or licensure, adherence to a code of

conduct, ethics, accountability, altruistic service, serving the common good, and autonomy (Ballou, 1998; Baumann & Kolotylo, 2009; Brante, 2010; Millerson, 1970; Taylor & Runte, 1995; Saks, 2010; Sullivan, 2005). Although the environmental and social conditions in which a profession is defined are insidiously changing and creating an environment of *de-professionalization* (Taylor & Runte, 1995), the persistence of an ideology of a profession continued. There was a continued responsibility of those educating students for professional practice to ensure that the professional values and standards were integrated within the curriculum (Ballou, 1998).

Curriculum in professional education programs, although depending upon professional and regional accreditation agencies to set standards for the academic program (Rhodes, 2012; Sharp, Komives, & Fincher, 2011), continues to be accountable for supporting the higher education institution's overarching objectives for student outcomes. Encouraged by the 1997 Carnegie Foundation exploration into how professionals are prepared for practice, Sullivan (2004) discussed the influences of economics and increased technology within the last decade in the professions and the subsequent decline in "traditional ethical commitment to the broader public good . . . and diminished civic aspects of professional responsibility" (p. 8, as cited by Benner, Sutphen, Leonard, & Day, 2010). Professional and applied disciplines have been traditionally sectioned off from the liberal arts creating difficulty to integrate a more holistic education (AAC&U, 2007). Sullivan and Rosin (2008) suggested that, within the practice-oriented pedagogies of the professions, it is imperative that both intellectual and practical aspects of education be pursued. The concept of the *life of the mind for practice* was developed as an outcome of a Carnegie Foundation seminar investigating higher

education's responsibility to prepare students of professions for lives of engagement and responsibility. This concept, *life of the mind for practice*, incorporates both the development of cognitive tools and skills within the framework of liberal education and considers the development of a reflective practice with practical responsibility to self and community for students of the professions. Underscoring this concept is the idea of *practical reasoning*, a knowledge founded upon participation and engagement coupled with proponents of critical thinking such as the development of self-awareness and the use of analysis and critique (Sullivan & Rosin, 2008). Borrowing from Bruner (1986), the authors suggest that *practical reasoning* is developed through successions of deliberation between the detached *information processing* of analytical thinking and the *meaning-making* or narrative model of thinking. In analytical thinking, events are detached from everyday circumstances becoming abstract. An example is scientific thinking where rules and procedures are used to describe events or situations. This model of thinking is the standard for the academic disciplines. The narrative model of thinking, however, ascribes meaning to events and situations through context integrating experience through comparison. This type of thinking is used in practical situations such as professional practice (Sullivan & Rosin, 2008). These ideas supported by the AAC&U, suggested student learning outcomes for higher education, proposed a definition of education for the 21st century, and emphasized a broader based learning that diversifies liberal education.

The professions are responsible to the overarching standards of the institution's curriculum and to the knowledge base and practices of the specific discipline (Shulman, 2005). The Council for the Advancement of Standards in Higher Education (CAS) is

frequently used as a framework to evaluate student learning (CAS, 2012; Morris & Miller, 2007). Academic programs as well as professional disciplines have specific program accreditation. According to the Council for Higher Education Accreditation (CHEA), these consist of institutional accreditation (regional, national faith-related, national career-related) and programmatic accreditation (professions) (Eaton, 2012). Many professional disciplines, such as baccalaureate prepared nursing programs, engineering, and allied health sciences, require accreditation from both the governing institution and the specific professional discipline. Sharp, Komives and Fincher (2011) developed themes extrapolated from student learning outcomes required by twenty-five specialized and professional accrediting agencies associated with the Council for Higher Education Accreditation (CHEA) in order to compare professional student learning outcomes with institutional, regional accreditation agencies. Braced under an umbrella of professionalism, seven discipline-based outcomes were presented: management and collaborative leadership; critical thinking; professional skills; interpersonal relations with diverse others; ethics; life-long learning; knowledge bases; and intrapersonal attributes and competencies (Sharp, Komives & Fincher, 2011, p. 487). The authors concluded that the outcomes that were required by the disciplinary based accreditation agencies and associations complemented those of the academic associations. The themes interconnect with the convergence of the analytical and narrative processes attributed to practical reasoning and liberal education. Commitment to social responsibility, advocacy, and social justice were extrapolated, but the most frequent theme was that of *management and collaborative leadership*. The study revealed a commonality of professional outcomes and the inclusion of liberal educational values in professional education (Sharp,

Komives & Fincher, 2011). Within the “signature pedagogies,” a term coined by Lee Shulman, former president of the Carnegie Foundation for the Advancement of Teaching (Shulman, 2005, p. 2), one can draw understanding of the distinct professional preparation and teaching/learning characteristics of each discipline.

Student Learning Outcomes in Professional Nursing Education

Baccalaureate nursing education incorporates the analytical and narrative processes based in the development of practical reasoning as described by Sullivan and Rosin (2008). Service-learning, incorporated within the professional nursing curriculum, is frequently used to facilitate the development of self-awareness through reflection as well as skills of assessment and critical analysis by participation and engagement within the clinical areas and the community. In the development of nursing curricula, nurse educators must follow the mandates of the profession’s governing agencies and institutional accrediting bodies although incorporating the higher education institution’s requirements for liberal education. The essential outcomes of a generalist or novice registered nurse are delineated by each state’s Nursing Practice Act. In general, these include aspects of the nursing process (assessment diagnosis, goal planning and prioritization, intervention, evaluation) in the development and delegation of an individualized plan of care for individuals, families, and groups (OBN, 2011). Although the specific student outcomes of the professional nurse are prescribed in each state’s Nursing Practice Act, additional student learning outcomes are addressed within the specific curriculum of each program under the auspices of the National League for Nursing -Nursing Education Advisory Council (NLN-NEAC), the American Association of Colleges of Nursing (AACN), and accrediting agencies.

The political and educational influences experienced in the early 21st century on higher education to renew civic responsibility through curricula revision as expounded by the Kellogg Foundation were not lost on the professional leadership entities of nursing. In the 1980s, the National League for Nursing (NLN) challenged nurse educators to change teaching methods away from traditional content delivery towards the refocusing of teacher-student relationships and community partnerships. The NLN (2003) *Position Statement on Innovation in Nursing Education: A Call for Reform* reemphasized the need for curriculum revision and encouraged the adoption of best teaching practices as well as developing a science of nursing education that would document effective and meaningful reform. The NLN attributes the needs and demands of society as well as the call for accountability for efficient and effective use of educational resources, which include best teaching practices based on research evidence, as the primary drivers for transformation in nursing education (2005, p. 2). Nurse educators are being encouraged by the NLN to design programs that are accountable to the public, involve students as active participants, and that are based on research evidence. The Centers of Excellence in Nursing Education (COE) is specifically designed by the NLN to encourage the use of best teaching practices by recognizing schools of nursing that have achieved a level of excellence in student learning environments that enhance student learning, promote faculty development and advance nursing research (NLN, 2005, p. 3).

The National League for Nursing Accreditation Commission (NLNAC) addresses specific standards for baccalaureate degree programs in nursing. Standard 4 expounds on curriculum preparation for achieving the outcomes of the nursing education unit under review and its relationship with the community.

- Standard 1.4: Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community
- Standard 4.6: The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards although allowing for innovation, flexibility, and technological advances (NLNAC, 2008).

These directives discuss the benefits of partnership, a component of civic engagement, and allude generally to innovative teaching/learning strategies. The American Nurses Association addresses the nurse's individual and collective role in health and social reform within the professional Code of Ethics and Performance Standards setting guidelines for practice from individual, community, state, national, and global perspectives. The ANA Code of Ethics describes the expected behaviors of a professional nurse to include protecting the social welfare of local, national, and global communities by actively promoting the health, welfare, and safety of all people including broader health concerns such as world hunger, violation of human rights, and inequitable distribution of nursing and healthcare resources. The professional nurse is expected to participate in improving health care environments by collaborating with other healthcare professionals and the public to meet health needs being aware of a responsibility individually and collectively, to be knowledgeable about the health status of the community and existing threats to health and safety. Excerpts from the ANA Code of Ethics relevant to this study may be found in the appendices.

Civic engagement is a poignant piece of higher education's focus for 21st century student learning outcomes, intertwined with concept of democratic engagement,

diversified liberal education, professional clinical reasoning, and higher education and professional program accreditation. The education of professional nurses is also affected by pressures of social and economic change. Benner and Sullivan (2005) assert that during this time of increasing use of the business model in healthcare, the professions must nurture “values of care and responsibility, which cannot be produced by self-interest alone” (p. 78). The following literature review explored the concept of civic engagement, attempting to simplify its definitions in order that the reader can align the terminology and better understand the civic engagement movement in connection to the student learning outcome initiatives in general, and more particularly as it relates to the professional preparation of baccalaureate-prepared nurses.

Defining Civic Engagement

A wane in civic engagement was reported in the early 21st century (Chambers, 2005). Informal networks reported a sense of apathy of the citizenry to participate in self-governance and a need for academics and community leaders to address this perceived lack of cohesiveness between higher education and the community in preparing its citizens (Chambers, 2005, Longo, 2004). During the 1980s, Frank Newman, presidential fellow of the Carnegie Foundation for Advancement of Teaching and co-founder of Campus Compact, addressed faculty at the Carnegie Foundation for the Advancement of Teaching claiming that it was imperative to restore higher education to its original purpose of preparing students for involved and committed citizenry. Spurred by this sense of crisis of civic renewal, many agencies developed initiatives toward “re-enlivening the civic and public purpose of American higher education” (Saltmarsh & Hartley, 2011, p. 29). The National Society of Experiential Education (NSSE), the

Association of American Colleges and Universities (AAC&U), and the Kellogg Commission were early organizations concerned with the civic engagement movement. Several new networks emerged and, although each were part of the whole movement, they often focused on specific stakeholders, institutional works, or specific initiatives. Campus Compact, as an example, initially promoted student volunteerism and sought governmental support of public service, later shifting emphasis to service-learning. Through their initiative *Integrating Service with Academic Study (ISAS)* and creation of a network of state compacts, awareness of civic engagement increased, giving legitimacy to the movement (Hartley, 2011). Through the works of Ernest Boyer in the 1990's, academia was again urged to refocus on and restore the original premise of preparing students for lifelong involvement and commitment in civic engagement, making the advancement of civic learning one of higher education's primary goals (Saltmarsh, 2005). There was a shift from volunteerism to a curricular-based service-learning within the civic engagement movement albeit fragmented. Diversity, social justice issues, and *democratic deliberation* were on the margins of the movement. During the late 1990s through key stakeholders such as Elizabeth Hollander, executive director of Campus Compact, and John Saltmarsh, a prominent faculty member at Northeastern University utilizing service-learning in his teaching, and those working through the National Commission on Civic Renewal combined with the Presidents' Declaration on the Civic Responsibility of Higher Education, the civic engagement movement began to refocus toward reforming higher education inclusive of service-learning and sociopolitical issues (Hartley, 2011). However, the complexity in defining an overall umbrella term for civic engagement continued to be difficult.

Multiple attempts at defining or describing civic engagement within the last decade show reflections of both constituencies. Battistoni (2002) suggested that all aspects of civic engagement include civic skills. These civic skills incorporated in civic engagement included public problem solving, collective action, civic judgment, civic creativity/imagination, community/coalition building, and organizational analysis. Holland (2002) provided an alternative definition of civic engagement that was able to incorporate the current political, economic, and social climate that enriches the relationship between academia and the community although deftly sidestepping either camp of thought. Civic engagement is defined as an “intellectual activity that requires strong partnerships, reciprocity between campus and community, and attention to mutual benefit and shared expertise” within these fundamental areas (p.16). In researching the wider benefits of education, Bynner, Schuller, and Feinstein (2003) contributed to the definition of civic engagement by providing a correlation to human and social capital, the concept of human capital defined as the knowledge, skills, and qualifications acquired through organized learning, and social capital defined as the networks that bring people together for mutual advantage. The concept of social capital is considered to be built through trust-based social networks and institutions such as schools, therefore educational institutions continue to be the connection with the community that supports collective interaction, shares concerns and knowledge, and participates within the community in the form of civic engagement (Brisbin & Hunter, 2003). Brabant and Braid (2009), in defining civic engagement, considered the term political as defining meaning for the “good life,” one that protects and acknowledges individuals’ rights and obligations within and to the community (p. 63). They claimed that Boyer’s introduction

of the Scholarship of Engagement had a political base, which pressed social, civic, and ethical challenges and was essentially the birth of civic engagement opportunities through the modality of service-learning.

In forming a definition of civic engagement, the literature continued to reflect a convergence of ideas, the sociopolitical constructs of political involvement and social justice issues as well as community service. Pascarella and Terenzini (2005) confirmed the continued existence of these two pathways in similar terms: sociopolitical awareness and participation as well as community service and engagement. In 2008, a group of academic leaders met at the Kettering Foundation to discuss the “sense of drift and stalled momentum” resulting from the fragmentation of the civic engagement movement (Saltmarsh & Hartley, 2011). In deciphering challenges for engagement, the problem of conflicting language was addressed citing a variety of terms used when discussing the purposes of higher education, the wide-range of language suggesting tangible divisions within the larger movement. The Kettering group reflected that unifying a common language and creating umbrella networks would enhance communication and decrease the compartmentalization and fragmentation of the civic engagement movement. In an effort to further the civic and public purpose of higher education, Saltmarsh and Hartley (2011) presented a plausible alternative that the factions of the civic engagement movement could unite beneath democratic engagement.

Democratic engagement incorporated the civic engagement movement yet considered a larger sense of purpose in building participatory democracy for collective problem-solving and strengthening communities. This proposed type of engagement considered the values of “. . . inclusiveness, participation, task-sharing and reciprocity in

public problem solving, and an equality of respect for knowledge and experience that everyone involved contributes to education and community building” (Saltmarsh & Hartley, 2011, p. 17). This allowed for a larger definition that the sociopolitical and community service factions of civic engagement could gather under although incorporating activity and place among the stakeholders. Democratic engagement aligned itself well with the liberal education emphasis on student learning outcomes for higher education as presented by the LEAP initiative.

Higher education has had a distinct historical role in the preparation of engaged citizens that continues today. Literature points to the integral connection between the university and the community in pursuing the civic mission of the institution and its need to be connected at multiple levels of the university (Kezar, 2005). There are three major constituencies on campus, which reoccur in the literature, that are involved in the cohesiveness of higher education and the community to produce engaged citizens. These constituencies are the institutions of higher learning embodied through their mission statements and integral connections to community partners, the faculty through pedagogical teaching-learning strategies both inside and outside the classroom, and the student body through participation and voice (Ward & Moore, 2010). It is toward the experiential teaching/learning strategies, in particular service-learning, that promote the student learning outcomes of higher education and the preparation of civically engaged citizens that this literature review turns.

Service-Learning

Service-learning is a form of experiential education where students engage in activity that addresses community needs through structured activities that are

intentionally designed to promote student learning and development (Ward, 2005). Through experiential learning methods such as service-learning, students can learn to interact with the community, practicing their knowledge and skill sets in a safe environment in preparation of becoming a civically engaged citizen. Specific terms have been used to differentiate the direction or purpose for service-learning as an experiential teaching modality, whether it is for civic learning referring to the sociopolitical aspects of society or rather to community service which amongst other objectives, assesses community needs, actively develops interventions for specific populations, and becomes a catalyst for change (Ward, 2005). The National Service-Learning Clearinghouse (NSLC), funded by the Corporation for National and Community Service under the auspices of the National Community and Service Act of 1993, defines service-learning as “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (NSLC, 2009).

In summarizing their composite of research on college student outcomes, Pascarella and Terenzini (2005) posit that effective teaching and learning requires opportunities for active involvement and participation both inside and outside the classroom to acquire knowledge, develop skill, and create psychosocial change where learners find meaning in the activities as well as the outcomes of the college experience (2005, p. 646). Students need learning activities that “connect knowledge with choices and action,” engaging in multiple opportunities for problem-solving to prepare for “real-world demands” (AAC&U, 2007, p. 36). A constructivist assumption related to teaching is that students should be taught to be self-regulated and take an active role in their

learning, utilizing multiple approaches to manipulate materials, to include social interaction, and working collaboratively with others (Schunk, 2008). Dewey (1929) captures clearly the relationship between experiential education and community engagement in his *Pedagogical Creed*, providing a philosophic basis for educational strategies. Dewey maintains that an individual should be educated from a social perspective in that he belongs to society that is essentially a larger cohort of individuals (Dewey, 1929, p. 17). Experiential learning, in particular the pedagogy of service-learning, has been perpetuated in the literature as a hallmark for educating students across multiple disciplines through reflective civic engagement (Ash & Clayton, 2004; Longo, 2004; Ngai, 2009; Saltmarsh, 2005; Ward, 2005).

Service-learning is perceived as enhancing student outcomes, fostering an active citizenry, and promoting a scholarship of engagement between teachers, and institutions as well as creating reciprocity between institutions and the community. It is suggested in the literature that service-learning is a means to repair the frayed social network by extending civic engagement and enhancing an individual's sense of community (Butin, 2003; Ward, 2005). The work of Freyss (2003) supports the use of service-learning as a method for transformational learning in the area of political science, arguing that although the prevailing community service activity in political science has historically been charitable and educational work, service-learning teaches the student to go beyond charity into advocacy and community action. Service-learning provides a link between community service and academics allowing the student to attain higher levels of learning such as application and analysis, although at the same time decreasing the barriers between the community and academia. Service-learning prepares students for life-long

civic engagement by removing the disconnectedness of didactic study and application (Ngai, 2009). Service-learning incorporates aspects of both civic (sociopolitical) learning and community service. According to 2010 results of the Campus Compact survey, greater than 382 million hours of service were contributed through service-learning courses to local communities indicating its wide use in academic settings and use as a valued teaching strategy (Stallwood & Groh, 2011). Although service-learning successfully gained ground in the mid-1990s engaging students in the aspects of both community service and civic responsibility, it has currently permeated throughout all disciplines as a strategic teaching philosophy and pedagogical tool to enhance the development of civic engagement in the student population. Evidence from the National Service-Learning Clearinghouse indicates that service-learning as an adjunct to traditional teaching methods is increasing across a large array of disciplines (Groh, Stallwood, & Daniels, 2011; NSLC, 2011).

Service-Learning in Professional Nursing Education

For the purposes of this study, service-learning in nursing education uses the academic service-learning pedagogy definition whereby this transformative process “enhances nursing students’ critical thinking and increased self-perceived abilities and competencies” (Dunn, Barry, Rollins, Dahnke, & Wands, 2012). This pedagogical approach in nursing education focuses on both civic learning and community service within a large scope of settings. Although historically public health and later community health nursing were linked to prevention, health promotion, and health protection, these concepts of nursing in the community did not reflect a change in ideology that was presented in the concept of community-based nursing. Community-based nursing was

said to have not only provided care in the community but to have altered the power structure between provider and receiver of care. Community-based nursing evolved into the term community-driven education which further shifted the role of nursing education to focus on learning “with” the community in a mutually beneficial experience. This term, community-driven education, is used interchangeably in nursing education with the terminology of service-learning (Nehls & Vandermause, 2004).

A concentrated effort was made during the late 1990s and early 21st century to implement service-learning into the professional nursing curriculum and to increase the body of scientific knowledge in nursing education specifically addressing service-learning. The Partners in Caring and Community Program and Community-Campus Partnerships for Health compiled a listing of peer-reviewed publications and books related to the development of service-learning programs in nursing. From 1995 to 2001, these publications represented a vast variety of service-learning applications that focused on integrating principles of community-centered practice into the curriculum and evaluating their outcomes. In 1999, Community-Campus Partnerships for Health (CCPH) funded through the Helene Fuld Health Trust HSBC Trustee, as a non-profit organization dedicated to supporting health promoting partnerships between communities and health professional schools, created The Partners in Caring and Community: Service-Learning in Nursing Education Program with the purpose to facilitate integration of service-learning into nursing education curriculum, to increase support and general understanding of service-learning in nursing education, and to disseminate best practice standards and models related to service-learning in nursing education. Nine teams were selected for the project to emphasize a team-based approach to service-learning in

nursing education. Each team or partnership was comprised of a nursing faculty member, a nursing student, and a community agency. Major evaluation outcomes that were noted were the opportunities to apply classroom knowledge, the fostering of concern for social problems within students and the benefit of having a partner advisory council which enabled the opportunity to engage in creative problem solving (Seifer, 2001).

The pedagogy of service-learning has increasingly been utilized in multiple areas of the professional nursing curriculum. Often used as an adjunct to traditional methods, service-learning is also found within nursing curriculum in international and mission studies, capstone coursework, stand-alone health promotion courses, and college-wide service activities (Callister & Hobbins-Garbett, 2000). Stallwood and Groh (2011) performed a systematic search of the literature for the period of 2000 to 2008 through the CINAHL database using the search terms research, service-learning, and nursing students. The 27 articles retrieved by the authors included descriptions of service-learning strategies in a variety of nursing curricula, descriptions of service-learning interventions and their effect on nursing students, and as qualitative research to describe service-learning's impact on cultural and political awareness, and sensitivities toward social justice. Qualitative and mixed-methods approaches identified service-learning's impact on professional development by examining specific skill achievement toward rural nursing, health promotion, and research development. The authors identified three studies using solely a quantitative approach in relation to the effects of service-learning strategies on student outcomes.

The present literature review expanded the databases to include CINAHL, Medline, and ERIC to continue to examine the nursing literature from 2008 to 2012

utilizing the identical research terms: research, service-learning, and nursing students.

The search yielded 50 peer-reviewed articles. Six articles were deleted from the literature review: four repetitive articles, two non-professional nursing articles. The resulting culmination was 44 peer reviewed articles. Although several of the articles had impact in multiple areas, the following 10 themes were identified in relation to service-learning:

1) research and evidence-based practice (Ivey, 2011; Balakas & Sparks, 2010; Laughlin, Pothoff, Schwartz, Synowiecki, & Yager, 2010), 2) social justice and leadership including health policy (Groh, Stallwood, & Daniels, 2011; O'Brien-Larivee, 2011), 3) attitudes and value development of nursing students (Amerson, 2010; Yeh, Chen, Chang, & Chung, 2009; Eymard, Crawford, & Keller, 2010; Fowler, 2009; Gillis & Mac Lellan, 2010; Larson, Ott, & Miles, 2010; Lawler, 2008; Lowenson & Hunt, 2011; Smid, 2009; Winship, 2009; Yeh, Rong, Kelley, Kun, Connor, & Salmon, 2008), 4) international experiences (Amerson, 2009; Casey & Murphy, 2008; Kulbock, Mitchell Glick, & Greiner, 2012; McMenamin, McGrath, & D'Eath, 2010; Wittmann-Price, Anselmi, & Espinal, 2010), 5) service-learning curriculum evaluation including guidelines and reviews (Stallwood & Groh, 2011), 6) web-based service-learning courses (De La Garza, Ehimika, Pena, & Miller, 2010; Tashiro, Setoyama, Hirabatashi, Nagamatsu, & Omori, 2011), 7) inter-professional service-learning projects (Dacey, Murphy, Anderson, & McClosky, 2010; Marcus, Taylor, Hormann, Walker, & Carroll, 2010; Martinez, Cibanal, & Perez, 2009; Wedin & Giordana, 2011), 8) large community-based projects (Bassi, Cray, & Caldrello, 2008; Foster, Guisinger, Graham, Hutchcraft, & Salmon, 2010; Francis-Baldesari & Williamson, 2008; Frank, 2008; Jarosinski & Heinrich, 2010; Kruger, Roush, Olinzock, & Bloom, 2010; Schmidt & Brown, 2008), 9) evaluation of

coursework utilizing service-learning as an adjunct pedagogy (Broussard, 2010; DeDonder, Adams-Wendling, & Pimple, 2011; Hoebeke, McCullough, Cagle, & St. Clair, 2009; Kazemi, Behan, & Boniauto, 2010; Larson, et al., 2011; Reising, et al., 2008; Smith-Stillson, 2009; Vogt, Chavez, & Schaffner, 2011), and 10) effects of service-learning on alumni (Corwin, Owen, & Perry, 2008). The literature review revealed a wide variety of research topics utilizing quantitative, qualitative, and mixed methods as well as course and curriculum evaluations. The combination of the evaluation of large community projects and the evaluation of coursework constituted the bulk of the research literature followed in number by articles concerned with the development of attitudes and values.

Only two studies were found using the prescribed research databases and search terms in relation to long-term effects of service-learning on nursing alumni. Amerson (2010) followed up a previous study to evaluate baccalaureate nursing students' transcultural self-efficacy on a one-week program to Guatemala with an explanatory case study one year later of the students post-graduation. Comparative analysis indicated an increase in self-efficacy in the cognitive, practical, and affective learning areas. The author concluded that this increase in transcultural self-efficacy enabled the graduates to provide culturally congruent care thereby indicating that service-learning was an effective strategy for obtaining cultural competence. Smith-Stillson (2009) explored the effects of service-learning experiences of associate degree prepared registered nurses on transition into practice. Six themes were identified: skill development, heightened awareness, increased civic responsibility, professional inspiration, satisfaction, and success. Although both studies indicate positive long-term influences of service-learning on

nursing alumni, there is a great deal more to be learned in terms of the specifics of these influences, given the importance of curricular design to address the long-term effects of service-learning as a teaching strategy in civic engagement education and development of professional practice.

Maintaining the databases, but changing the search term *nursing students* to *nursing alumni*, no articles were yielded from 2000-2012. A definitive gap is noted related to long-term effects of service-learning on nursing alumni. A second integrative review was conducted using the identical databases but removing the hyphen between service and learning. The search revealed 82 peer reviewed articles. Twenty-nine of the articles were repeats from the first search, 48 were rejected as either being non-nursing or unrelated to service-learning. The five remaining articles represented the use of service-learning for development of inter-professional collaboration (Rutherford, 2011; Christiansen & Griffith-Evans, 2010), enhancement of professional practice (Greef, der Walt, Strydom, Wessels, & Schutte, 2009), grounded theory research in the development of a model (Rutherford, Walsh, & Rook, 2011), and evaluation of a project partnership with the community (Vanderbeek, Carson, & Troy, 2008).

The effort to identify and evaluate service-learning in the nursing curriculum is apparent in the variety of themes found in the nursing literature and corroborates Callister and Hobbins-Garbetts' (2000) analysis of the range of research and use of service-learning in nursing. This wide range of utilization, however is without specific intention and leaves the literature scattered and unorganized. Whether the use of service-learning in nursing curricula is intended to promote long-term civic engagement, develop professional practice, or both is not clearly defined. Coupled with a paucity of nursing

research of the long-term effects of service-learning, future research is indicated to close the gap and address the intentions of service-learning within nursing education.

Motivation through a Social Cognitive Theory Lens

The cautionary statement of Zimmerman and Schunk (2004) is advised when considering educational strategies to motivate students for long-term civic engagement. “Instructional efforts that lead to positive student learning outcomes do not always produce sustained motivation, and conversely, instructional efforts to boost motivation of students without simultaneously improving their learning processes or competencies do not always produce sustained achievement” (p. 323). Social cognitive researchers based in the learning perspective of constructivism, the belief that cognition is constructed by the experiences and situations of the individual (Bredo, 1997, Schunk, 2008), have sought to explain the interdependence of learning and motivation as it relates to students’ academic self-regulation (Zimmerman & Schunk, 2004). Although the presence of multiple theories and models indicate the complexity of human behavior, there is both a social and individual framework meshed within each person subjecting their relevance of learning to individual values and social constructs (Wlodkowski, 1999). At the core of the social cognitive theory (SCT) is the belief that a person has the capacity to regulate and shape their life, becoming an agent in their own “self-development, adaptation, and change” (Bandura, 2012a, p. 356). The social cognitive theory is based in the interactionist view of causal effect which considers human functioning as a “product of the interaction between personal and environmental experiences” (Bandura, 2012a, p. 359). This structure is described as a *triadic reciprocal causation* where intrapersonal processes (cognitive and affective) are reciprocally influenced by behavioral and

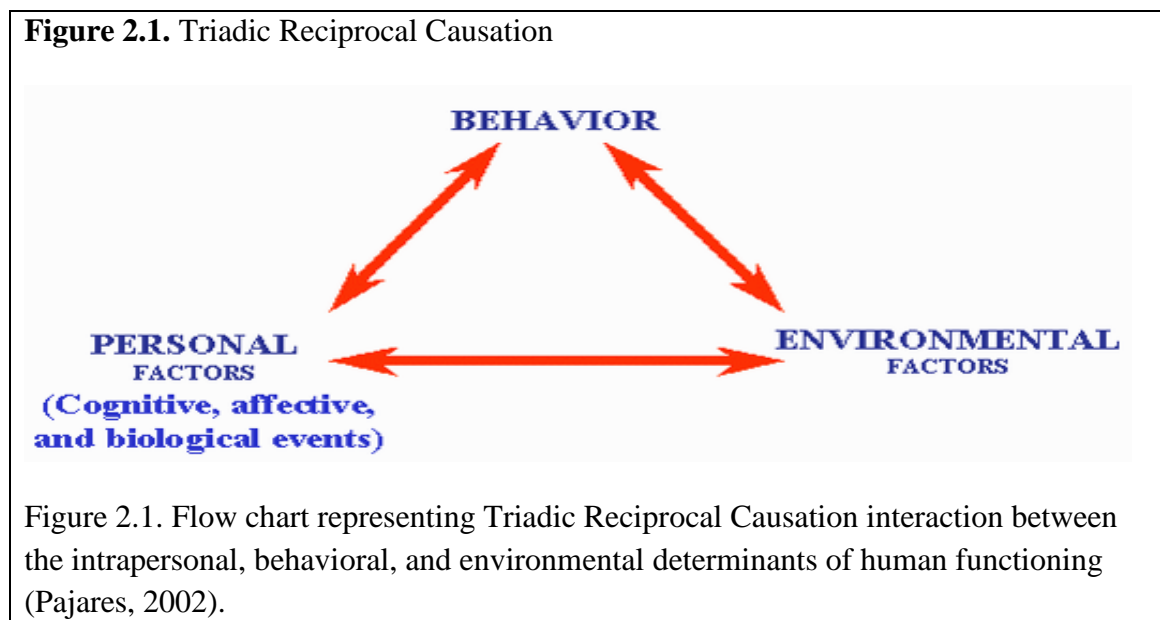
environmental determinants (Bandura, 2012b; Zimmerman & Schunk, 2004).

Zimmerman and Schunk posit that the combination of the means (cognitive and behavioral processes) to achieve the desired outcomes, coupled with a sense of personal agency form a link between learning and motivation. The authors substantiated Bandura's research that points to self-efficacy as a primary component of personal agency. Bandura differentiated that although a person may estimate that a certain behavior may produce a certain outcome (outcome expectancy), it is the conviction that the person "can successfully execute the behavior required to produce the outcomes" (efficacy expectation) that is influential (Bandura, 1977, p. 193).

The studies of Astin and Sax (1998) relating to the overall influences of college on students' self-perceptions indicated that the specific experiences of service-learning and participation in community service lead to higher levels of self-efficacy years later. Reciprocally, self-efficacy also influenced students' attitudes and values toward civic engagement (Reeb, Folger, Langsner, Ryan, & Crouse, 2010; Pascarella & Terrizini, 2005). This study attempted to understand the influences and causal relationships that service-learning has in the development of personal agency, specifically efficacy expectations, in obtaining the student learning outcomes of long-term civic engagement and development of professional practice. In order to fully understand the incorporation of the concept of self-efficacy within this study, the literature review concluded with a description of the concept of self-efficacy based within the social cognitive theory as described by Bandura.

The social cognitive theory (SCT) is based in an *agentic perspective* in that a person is believed to have intentional influence or control over the way that they function

and therefore influence over the course of events described by their actions (Bandura, 2012a, 2012b; Rutherford-Hemming, 2012). The four core properties of agency include: intentionality and the development of strategies for those intentions; forethought in providing direction; self-reactiveness to monitor and regulate personal actions; and self-reflectiveness which allows for self-evaluation (Bandura, 2012a). The causal relationship created through the agentic perspective is stated to be grounded in *triadic reciprocal causation*, Figure 2.1, simply defined by Bandura as the interaction between intrapersonal determinants, behavioral determinants, and environmental determinants (2012a).



The concept of self-efficacy, the belief that a person can successfully implement behavior or actions to produce outcomes for personal or social change, is a component of the cognitive intrapersonal factors within the model (Bandura, 2012a; Bandura, 2012b; Schunk, 2008). Bandura pointedly makes the distinction between an outcome expectation and an efficacy expectation. Where an outcome expectation is defined as “a

person's estimate that a given behavior will lead to certain outcomes," an efficacy expectation is "the conviction that one can successfully execute the behaviors required to produce the outcomes" (Bandura, 1977, p. 193). The point being explicated was that the expectation of an outcome will not solely produce the desired performance. Bandura elaborates that efficacy expectations, given the appropriate skills, are the larger determinants in a person's choice of activities, effort expended, and the length of time the activity will be sustained (2012a). The development of self-efficacy beliefs are based on four sources: performance accomplishments, vicarious experiences, verbal persuasion, and physiological states (Bandura, 2012a). *Performance accomplishments*, later to be described by Bandura (2012b) as mastery experiences, are developed through repeated successes that build resiliency and perseverance when overcoming obstacles and failures in striving toward a specific outcome. Participant modeling, performance desensitization, and repeated performance exposure are key methods utilized to induce these enactive accomplishments (Bandura, 2012a). *Vicarious experience* (social modeling) raises the observer's beliefs that mastery of a task can be successfully accomplished when the person modeling the experience is similar to the observer and shows persistence and success in their efforts. *Verbal persuasion* (social persuasion) considers that if a person is persuaded to believe in themselves, this will increase their resolve thus increasing the chance of success (Bandura, 2012a; Bandura, 2012b, Wallace & Lahti, 2005). Bandura (2012a) warns however, to raise expectations of confidence through persuasion without providing conditions that facilitate effective performance would lead to failures discrediting the persuasion and ultimately undermining the person's perceived self-efficacy (p. 291). The fourth source of efficacy expectations, *emotional arousal*, focuses

on reducing anxiety, stress, and taxing situations that would encumber the success of achieving the desired outcome. By diminishing negative emotions such as fear or stress, avoidance behavior can be reduced. Self-efficacy additionally contributes to self-development and change by the choices of behaviors and environments, reflected within SCT model, what Bandura describes as *choice processes*.

Although the social cognitive theory provides a knowledge base for predicting behavior, it also presents a theory of learning and change (Bandura, 2012, Wallace & Lahti, 2005). Bandura (2012b), claims that this knowledge base that affects both personal and social change is a hallmark of SCT. The theory proposes that a person acquires this knowledge through cognitive, social, and emotional sources as well as behavioral competencies. Bandura credits self-efficacy as the focal determinant of change due to its direct effects on behavior and influence on the other determinants. This study is concerned with the activation and persistence of long-term civic engagement, encompassing service-learning as a strategy in providing the avenue for change. Service-learning incorporates the four sources in the development of self-efficacy toward personal and social change: performance accomplishments, vicarious experience, verbal persuasion, and emotional arousal. SCT and specifically the concept of self-efficacy, provides a theoretical framework to investigate the effectiveness of service-learning in producing change toward sustained efficacy in civic engagement and in the development of professional practice. Lasting changes in self-efficacy and behavior is posited to best be achieved through the use of powerful strategies to initially develop capabilities followed by the removal of the external aids to verify personal efficacy, and then utilizing self-directed mastery to further strengthen personal efficacy (Bandura, 1977, p. 294).

Service-learning provides this underlying structure for the development of self-efficacy for change.

Summary

Higher education's historical role in preparing citizens for civic engagement has been transformed by changing societal needs, evolving interrelationships between community, university, and governmental agency, yet the original underlying commitment to prepare students for active participation in the community seen in early European and American development of higher education continues (Perkin, 2008). Although there is discussion that the 21st century brings skepticism regarding the university as a social institution and suggests that it is becoming an industry governed by economics and market orientation, the university remains a predominant figure in educating and preparing the citizenry to promote community growth and sustaining that growth and continues its role as a change agent through educated discourse (Persell & Wenglinsky, 2004). Higher education student learning outcomes continue to address civic engagement through sociopolitical and community service aspects. Recent attention to student learning outcomes addresses the need to diversify liberal education, emphasizes the balance between analytical and narrative learning, and addresses experiential, participatory teaching/learning strategies such as service-learning to support these outcomes. The philosophy and experiential teaching strategy of service-learning has become paramount in academia as a bridge to the community and as a strategy to produce civically engaged citizens. Research has identified the strong correlation between service-learning and the student outcome of increased self-efficacy. Service-learning has permeated into a multitude of educational curricula including those of

professional practices such as medicine, engineering, social work, and physical therapy (Brosky, Deprey, Hopp, & Maher, 2006; Kolomer, Quinn, & Steele, 2010; Wallen & Pandit, 2009). Although there is evidence of continued growth of service-learning utilization and research within professional nursing education within the literature, the need for future work to further identify long-term outcomes is apparent. Consensus on definitions and development of measurement tools specific to professional nursing in the determination of research-based outcomes of service-learning toward long-term civic engagement and professional practice are needed. The use of the Social Cognitive Theory has been determined to be an effective and well used theory within education to guide teaching/learning. Utilizing the concept of self-efficacy embedded within SCT as a guiding theory to predict the correlations and impact of service-learning on long-term civic engagement and upon the development of professional practice is appropriate for this study. Chapter three discusses in detail the methodology employed to investigate this correlation with anticipation of results to guide professional nursing curriculum.

CHAPTER III

METHODOLOGY

This quantitative study utilizing a predictive, correlational design (Burns & Grove, 2011) examined the relationships between the independent variable service-learning as an experiential teaching methodology within the professional nursing curriculum and the dependent variables long-term civic engagement and professional nursing practice in a natural setting without treatment or manipulation. The study was cross-sectional in that data was collected at one specific point in time. Based on the review of the literature, it was hypothesized that service-learning would have a positive correlation to efficacy for long-term civic engagement in baccalaureate nursing alumni having experienced service-learning within the professional curriculum. Although the literature was silent as to whether service-learning had a correlation to a positive or negative self-perceived performance in professional nursing practice, this study attempted to elicit this correlation. These two bivariate correlations examined the direction of the correlation, positive or negative, and the strength of the relationship by utilizing the nonparametric test Spearman's rho for ordinal variables (Burns & Grove, 2011). Multiple regression analysis was used to further understand the effects of service-learning upon the attitudes for efficacy for civic engagement and the behavior represented by the reported number of engagement hours within the community.

This study utilized the *Community Service Self-Efficacy Scale (CSSES)* developed for service-learning program evaluation by Reeb, Isackson, Sammon, Karban, and Yoder (1997). Additionally, participant demographics were obtained related to age, gender, years in practice, number of semesters in service-learning courses completed within the professional nursing curriculum, educational level of first nursing degree, and number of hours of community service or sociopolitical involvement. The survey was distributed to licensed registered nurses (RNs) nationally accessed electronically.

Research Context

The context of this study is described in this section presenting the research problem, purpose of the study, research questions, and hypotheses. The Social Cognitive Theory (SCT) is presented as the guiding framework. Operational and theoretical definitions of the key concepts service-learning, civic engagement, and professional nursing practice, are offered to enhance the readability of the study.

Research Problem

The literature elucidates the need for reciprocity between higher education and the community. The purpose of reciprocity is to fulfill the historical tenet of preparing an engaged citizenry as well as to enable mutual support and benefits for both stakeholders. Historically, preparing an engaged citizenry has been achieved through civic engagement curricula utilizing experiential methodologies, especially service-learning (Bynner, Schuller, & Feinstein, 2003; Chambers, 2005; Church & Sedlak, 2008; Stallwood & Groh, 2010; Butin, 2010; NSLC, 2011). The literature satisfactorily identifies the beneficial outcomes of service-learning in higher education in general (Freyss, 2003; Astin & Sax, 1998; Eyler et al., 2001); however there remains a paucity of peer-reviewed

research addressing long-term outcomes in professional studies, in particular nursing (Reisling, et al., 2008). Although the body of knowledge concerning service-learning in professional nursing education has grown, research in nursing has inadequately focused on long-term outcomes of service-learning strategies on baccalaureate nursing alumni as an effective teaching strategy in promoting long-term civic engagement or contributing to professional practice post-graduation. The National League for Nursing (NLN) *Position Statement on Innovation in Nursing Education: A Call for Reform* (2003) challenged nurse educators to cultivate professional nursing curricula that would validate contemporary teaching pedagogy. In the present climate where nurse educators are incessantly being barraged by entreaties from specialty alliances to add to the curriculum, recommendations from professional and organizational groups, as well as proposals from community advisory assemblies, it is incumbent on nursing educators to consider outcomes research in nursing education. The NLN (2005) ascribes the needs and demands of society and the accountability for effectual use of educational resources, which instills best teaching practices based on research evidence, as the principal motivation for transformative nursing education. Therefore, if nurse educators are being exhorted by the NLN as a premier governing organization to create programs that are accountable to the public, involve students as dynamic participants, and that are based on research evidence, it is also imperative that further research addresses the long-term effects of service-learning as a teaching strategy in civic engagement education and preparation for professional practice on nursing alumni to direct curricular design.

Purpose

The purpose of this predictive, correlational study was twofold: first, to determine the correlation between service-learning curriculum and self-efficacy toward civic engagement as a long-term outcome of professional nursing education and to what degree of strength that correlation existed in nursing alumni; second, to determine the correlation between service-learning curriculum and professional practice as a long-term outcome of professional nursing education and to what degree of strength that correlation existed in nursing alumni.

Research Questions

1. Is there a relationship between service-learning, as an experiential teaching strategy within the professional nursing curricula, and student outcomes of efficacy for long-term civic engagement outside of practice?
2. Is there a relationship between service-learning, as an experiential teaching strategy within the professional nursing curricula, and the development of professional practice?

Hypotheses

H₀: There is no relationship between the teaching strategy service-learning in professional nursing curricula and self-efficacy toward the variable long-term civic engagement in nursing alumni.

H₁: There is a positive relationship between the teaching strategy service-learning in professional nursing curriculum and self-efficacy toward the variable long-term civic engagement in nursing alumni.

The literature supported positive correlations between service-learning strategies and self-efficacy toward civic engagement in baccalaureate education in general and within professional nursing studies (Ash & Clayton, 2004; Astin, Sax, & Avalos, 1999; Colby, Ehrlich, Beaumont, & Stephens, 2003; Eyer, Giles, Stenson, & Gray, 2001; Ngai, 2009; Saltmarsh, 2005; & Ward, 2005). It was expected that these results would generalize post-graduation. However, the specific strength of that correlation had not been adequately examined in the existing nursing education scholarship.

H₀: There is no relationship between the teaching strategy service-learning and the variable professional nursing practice in nursing alumni.

H₁: There is a positive relationship between the teaching strategy service-learning in professional nursing curricula and the variable professional practice in nursing alumni.

Experiential teaching strategies were encouraged by the National League of Nursing (NLN), which houses the Nursing Education Accrediting Commission (NEAC). Among the benefits to the nursing student attributed to service-learning experiences was the development of professional and civic responsibilities as well as an increasing understanding of vulnerable populations, diversity, community health education and provision of health services (Bentley & Ellison, 2005; Broussard, 2010; Reisling, et al., 2008).

Theoretical Framework

Bandura's work on self-efficacy provides theoretical guidance for the design of this study. Bandura (1977) defines self-efficacy as “. . . the conviction that one can successfully execute the behaviors required to produce the outcomes” (p. 287). The

explanation of the findings of the study was expressed according to this framework. Although it is imperative that a quantitative study be grounded in a conceptual or theoretical framework, it is also common to have those frameworks based on theories from outside nursing such as psychology and sociology (Burns & Grove, 2011).

“Practical reasoning” (Sullivan & Rosin, 2008) also informs the analysis of data collected in this study. It is described as an educational aim to cultivate a reflective practice that bridges between the academic disciplines of the arts and sciences and the professions’ specific curricula by repetitive movement between analytical thinking and personal engagement within a chosen community. By drawing on the two sets of theoretical constructs, it was possible to gain greater insight into the long-term outcomes of service-learning on the development of civic engagement and professional practice among professional nurses. The constructs of practical reasoning, self and social identity, community, responsibility, and knowledge intertwine with the constructs of self-efficacy providing reciprocity between the two frameworks. The concept of practical reasoning was developed by the efforts of members of an interdisciplinary seminar through the Carnegie Foundation for the Advancement of Teaching (Sullivan & Rosin, 2008)

Theoretical and Operational Definitions of the Variables

The following conceptual and operational definitions were explicated from the literature review to enhance understanding of the variables. The independent variable of service-learning and the dependent variables of civic engagement and professional nursing practice will be defined for their theoretical meaning, and secondly service-learning and civic engagement will be defined according to how they will be operationalized or measured (Polit & Beck, 2006).

Civic engagement. Civic engagement had its theoretical origins in the response to community crisis during the era of Jane Addams, Dorothy Day, and John Dewey (Saltmarsh & Zlotkowski, 2011). These pioneers were each concerned with the perceived threat to democracy and the fragmentation of the American culture attributed to “the combined forces of industrialization, urbanization, and immigration and by the increasing centralization of political and economic power in the hands of a private, industrial elite” (p. 59) and sought answers to restore community. Questions were raised about equality, justice and citizenship within a democratic society. Although charity and philanthropy superficially addressed economic issues, political and social development lagged. Dewey defined a more democratic charity as one that moves away from the assumption of class to a charity that aims for constructive social reform and advancement, arguing for “citizen solutions for community problems” (Saltmarsh & Zlotkowski, 2011). It is from this definition of a democratic charity that the concept of service springs. According to Saltmarsh, service (community service, public service) directed to those “marginalized” or “welfare dependent” was an attempt to repair the fragmentation of the community as a culture.

The concept of community service in the mid-1990s shifted to the term civic engagement thereby expanding options for civically engaged work and focusing “on knowledge production for the common good” (Saltmarsh & Zlotkowski, 2011, p. 5). Reeb, et al.’s (1997) *Community Service Self-Efficacy Scale*, used as a survey instrument in this study, measures self-efficacy for civic engagement. Although attempting to explicate a common definition of civic engagement two views were predominately discussed within the literature: community service and sociopolitical interaction.

Pascarella and Terenzini (2005) confirmed the continued existence of these two discussions in similar terms: sociopolitical awareness and participation, as well as community service and engagement, yet these concepts collectively were historically inherent in defining the meaning of community service and thus civic engagement. The foundation of civic engagement is currently defined in the literature as a democratic process, concerned with a citizenship of social responsibility for justice and equality, a participatory democracy inherently political “making meaning and finding within that meaning a good life accessible to all” (Brabrant & Braid, 2009, p. 63). Democratic engagement considers a larger sense of purpose in building participatory democracy for collective problem-solving and strengthening communities (Saltmarsh & Hartley, 2011).

For evaluation purposes this study used the terms *community service* and *social change* interchangeably in operationalizing civic engagement. Reeb, et al. (1997) embedded these concepts within the Community Service Self-Efficacy Scale (CSSES). CSSES questions 1, 2, 5, 8, and 10 specifically address “community service” wherein community service during the time period that the scale was constructed had a similar meaning to today’s term of civic engagement. CSSES questions 3, 7, and 9 specifically address areas of sociopolitical awareness, specifically efficacy attitudes in promoting social justice and social change that in part defines civic engagement.

Service-learning. The independent variable service-learning was theoretically defined as “. . . a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (NSLC, 2009, p. 1).

The operational definition of the independent variable service-learning was reflected and supported in the literature by the defining concepts: relevant community engagement, reciprocity, service, and reflection (Butin, 2003; NSLC, 2009; Ward, 2005). Service-learning is an experiential, educational conduit between the incorporation of democratic education which considers the values of “. . . inclusiveness, participation, task-sharing and reciprocity in public problem solving, and an equality of respect for knowledge and experience that everyone involved contributes to education and community building” and the development of civic responsibility (Saltmarsh & Hartley, 2011, p. 17). The value of reflection to enhance learning has been advocated since the early 20th century when John Dewey described reflective thought (Ash & Clayton, 2004). Reflection is a central, critical piece of service-learning. “It is critical reflection . . . that provides the transformative link between the action of serving and the ideas and understanding of learning” (Eyler, Giles, & Schmeiede, 1996, p. 14; Ash & Clayton, 2004). Research by Eyler and Giles (1999) indicated that within service-learning enhanced courses that the quality and amount of reflection were significant predictors of most learning outcomes. These outcomes included critical thinking, problem solving, openness, and development of alternative explanations (Ash & Clayton, 2004). Reflection is a central and critical component of service-learning and needs to be purposeful and structured (Eyler, Giles, & Schmeiede, 1996; Eyler & Giles, 1999; Ash & Clayton, 2004). Structured reflection within a service-learning curriculum enhances a student’s civic engagement experience, as well as her or his academic and personal growth (Ash & Clayton, 2004; Ash, Clayton, & Atkinson, 2005; Eyler & Giles, 1999). Ash, Clayton, and Atkinson (2005) offer a framework for reflection utilized in the

service-learning environment that assisted in the refinement of reflective skills within those categories of academic, personal, and civic learning. These concepts of service-learning, relevant community engagement, reciprocity, service, and reflection, were examined in questions 1 through 10 in the Community Service Self-Efficacy Scale (CSSES) proposed as the data collection instrument.

Professional nursing practice. The baccalaureate prepared nurse has acquired eligibility to sit for the NCLEX-RN® licensing examination. S/he has completed a four-year baccalaureate degree offered at colleges and universities across the United States. A four-year baccalaureate degree program is one of three routes to sit for the NCLEX-RN® licensing examination. The other two alternative programs are the two-year associate degree or graduation from a three-year diploma program.

Baccalaureate nursing programs encompass all of the course work taught in associate degree and diploma programs, which includes acquisition of basic disease management and the development of foundational nursing skills, plus a more in-depth treatment of the physical and social sciences, nursing research, public and community health, nursing management, and the humanities. The additional course work enhances the student's professional development, prepares the new nurse for a broader scope of practice, and provides the nurse with a better understanding of the cultural, political, economic, and social issues that affect patients and influence health care delivery (AACN, 2013, p. 1).

The general criteria of a profession (Sullivan, 2005) was included in the theoretical definition of professional nursing practice in order to have a better

understanding of the in-depth role of the professional nurse. Nursing education scholar-practitioners, and licensure/accrediting bodies writing in the nursing literature identify the following characteristics of the nursing profession specifically: particular knowledge and culture, recognition, professional associations, provision for training and control of education, self-regulation, competency testing or licensure, adherence to a code of conduct, ethics, accountability, altruistic service, serving the common good, and autonomy (Ballou, 1998; Baumann & Kolotylo, 2009; Brante, 2010; Millerson, 1970; Saks, 2010; Taylor & Runte, 1995).

Conceptualizing nursing as a profession vis-a-vis the theoretical framework facilitates a better understanding of the encompassing role of the professional nurse for this study. Defining characteristics of a profession include: a commitment to serve the interests of clients; a commitment to serve the welfare of society; inclusion of specialized knowledge and skills; procedures for which the professional community provides oversight of entry into the profession; and quality in both practice and professional training overseen by the professional community as a whole (Colby, 2004; Sullivan, 2008). Sullivan and Rosin (2008) describe professional practice as a “disciplined activity that is informed, skillful, and exercised with care for a profession’s purposes and the welfare of those the profession is pledged to serve” (p. xvi).

Population and Sample

Participation for the study was obtained in two phases. The target population consisted of those randomly selected registered nurses within the United States meeting the following inclusion criteria: 1) current license whether active or inactive, 2) accessibility by email, and 3) baccalaureate degree. The baccalaureate degree as an

inclusion criteria was chosen as this study specifically concentrated on the integration of higher education's student learning outcomes to prepare a civically engaged citizen and student learning outcomes of professional nursing curriculum. The sampling criteria did not exclude the target population by age, ethnicity, gender, or years in practice.

Exclusion criteria included the lack of inclusion criteria previously stated and those non-English reading/writing individuals. The type of probability sampling method was systematic sampling where every tenth subject was selected from a random starting point on an ordered list from the database. The second phase to recruit participants for the study included a target population of all registered nurses as the recruitment was opened to international access and with the inclusion of both electronic email and internet access.

Responses totaled 387 participants of the accessible population. The sample population consisted of the original 21 randomly selected participants and the 366 participants from the second recruitment phase. In order to detect relationships or differences (effect size) that exist within the population and thereby avoiding a Type II error, a power analysis greater than 0.8 at a confidence level of .05 was used to determine the sample size of 385.

Access and Permission

Permission from the institutional review board (IRB) at Oklahoma State University was obtained to ensure the protection of the rights and welfare of the subjects, to ensure the appropriate methods were utilized to obtain subject consent, and to ensure that potential benefits of the study are greater than the risks (Burns & Grove, 2011).

A *Qualtrics* online survey through Oklahoma State University was used to link emails and the discussion sites to the survey providing anonymity. Informed consent

from the survey participants was obtained electronically following the essential elements outlined by Burns and Grove (2011): introduction and stated purpose of the research, explanation as to why the subjects were being selected, explanation of the procedures, description of both the risks and benefits of the research, assurance of anonymity and confidentiality (p. 123). Voluntary participation and consent was implied by the filing and return of the survey. The survey resulted in a total of 387 responses.

Procedures of Data Collection

The survey was randomly distributed electronically by email to licensed registered nurses (RNs) nationally. Guided by the calculated sample size adjusted to accommodate low response rates, a random sampling of registered nurses (RNs) was sought. A professional marketing company was enlisted to obtain a data base using the criteria of professional registered nurses. The scope was maintained at the national level, systematically selecting 7,000 email addresses utilizing every 10th email address from the company's master computerized list. The return rate after multiple redistributions netted 21 responses. After failure of the company's projection of a 2-3% return rate failed and the criteria was reevaluated for accuracy, a purposive sample was sought utilizing the nursing professional discussion board, the Circle, from both the Sigma Theta Tau International Honor Society of Nursing (STTI) international site and the local Sigma Theta Tau International Honor Society of Nursing (STTI), Beta Delta Chapter-at-Large, national university faculty websites, professional nursing alumni lists, and social media Facebook directed to professional nurses incorporating snowball sampling. The STTI is dedicated to improving global health by increasing the scientific base of nursing practice within the areas of education, clinical practice, research, and leadership (STTI, 2001).

Research Setting

The survey was sent electronically through email and professional discussion boards, understanding that electronic media can be accessed at remote locations. Anonymity was maintained through the *Qualtrics* online survey software.

Instrument

This study utilized the Community Service Self-Efficacy Scale (CSSES) developed for service-learning was developed as a tool for evaluation and planning of programs in the field of service-learning by Reeb, Isacksin, Sammon, and Karban (1997). The tool was developed “to assess the student’s confidence in his or her own ability to make clinically significant contributions to the community through service” with a 10-item scale scoring from 1 (quite certain) to 10 (certain) (Reeb, Katsuyama, Sammom, & Yoder, 1998, p. 49).

Reliability and Validity of the Community Service Self-Efficacy Scale. Three studies were used to test the validity and reliability of the tool, two replicating the original. Cronbach alphas from the three studies (.92, .94, .98) indicated a high level of inter-item consistency as well as test-retest reliability. The construct validity was examined using factor analysis which indicated that the CSSES measures a separate construct. Criterion-related validity, utilizing contrasting groups and multiple regression analysis indicated that the tool differentiated between participants and non-participants of service-learning and corresponds with variable levels of involvement in community service (involvement and satisfaction). The CSSES was utilized in order to assess the concept of civic engagement which included both the sociopolitical and community

service components and to address self-efficacy as the theoretical framework underpinning motivation for long-term civic engagement.

A demographic component was added to the survey to gather information to assist in the descriptive and statistical analyses. The components of the demographic survey included: age, gender, years in practice, number of semesters in service-learning completed within the professional nursing curriculum, educational level of first nursing degree, number of hours of community service as well as self-reported benefit of reflection on decision-making for community service, social change and the development of professional practice. Collecting this information allowed analysis of the relationships between service-learning (represented by the number of service-learning semesters and the responses to the benefit of reflection) and the development of efficacy for engagement within the community as well reported community interaction.

Analysis of the Data

The descriptive statistics were examined for percentage, mean, and standard deviation. Community service hours and number of semesters of service-learning were correlated to demographic questions concerning reflection for decision-making for community service, sociopolitical change, and the development of professional practice as well as the CSSES questions. The nonparametric test Spearman's rank order correlation (Spearman's rho) examined the direction, positive or negative, and the strength of the relationship of the variables, service-learning, efficacy for civic engagement, and professional nursing practice. The level of measurement was placed at the ordinal level utilizing the Likert scales provided in the surveys. The rank order correlation coefficient r_s was determined by Spearman's rho statistical test, incorporating

the formula $r_s = 1 - \Sigma D^2 / n(n^2 - 1)$. The critical value for rejecting the null hypothesis was then determined at the statistical significance level of .05 on a range of values between -1.0 to +1.0 (Howard & Breezeel, 2005).

The use of multiple regression analysis to analyze data collected in this study improved on the prediction of the correlation between the independent variable service-learning upon the dependent variable efficacy for civic engagement. Scores were summed to create three dependent variable categories: attitudes for social change self-efficacy, attitudes for community service (engagement), and community service hours to be regressed upon the independent summed variable, number of semesters of service-learning. A multiple correlation coefficient of R indicated the strength of the relationship on a scale from .00 to 1.00, one being a perfect correlation. F statistics compared to F values were used to evaluate the statistical significance of R as to whether the independent variables and the dependent variables were real or a result of chance (Polit & Beck, 2006). By summing the subsets, the variables increased predictive power and further defined the relationship by examining for differences between the means. The magnitude of the R statistic (R^2) further predicted variability and power of the independent variable (Polit & Beck, 2006).

Significance

This study had significance in the three areas of research, theory, and practice. As the literature review revealed a gap in research-based data related to the effects of service-learning as a teaching strategy in the long-term effects on civic engagement and professional practice, this study first adds to the body of nursing research literature addressing the mandate to base nursing education from scientific exploration.

Additionally, the results of this study add to the general body of research related to service-learning and civic engagement. This study tested the use of the CSSES as an evaluation tool for measuring the long-term effects of service-learning as a teaching strategy in professional nursing curricula, aiding in the consistency of program evaluation measurement for future research.

Second, as this research utilized the Social Cognitive Theory (SCT) designed by Albert Bandura (1986), specifically the concept of self-efficacy embodied within this theory, it provided a theoretical framework for understanding the process of learning and the outcomes that are gained through the use of service-learning within the nursing curriculum towards the development of professional practice and self-efficacy for long-term civic engagement. Overlaying the concept of efficacy expectations and outcome attainment explained by the SCT, the intent of this study was to assist in the understanding of the motivational and learning effects of experiential education strategies such as service-learning. Doing so allowed for the generalization of Social Cognitive Theory in yet another discipline.

A separate yet integrated concept of practical reasoning presented by Sullivan and Rosin (2008) addressed the development of professional attributes including constructs of self and social identity, responsibility to others, and community engagement. This conceptual framework enhanced the understanding of the connections between self-efficacy, service-learning, and the development of professional practice.

This study is anticipated to have a direct impact on professional nursing curriculum design and development and therefore indirectly to professional practice. Examining the correlations between service-learning as a teaching methodology and the

dependent variables of long-term civic engagement and professional practice, the results are anticipated to guide curriculum development towards the best use, placement, and time involvement of service-learning within the nursing curriculum.

This chapter has delineated the methodological design used in the collection of data to either reject or accept the null hypotheses presented and has extrapolated on the difficulties and solutions in obtaining an appropriate sample of the targeted population of professional nursing alumni. Chapter four presents the findings of the data collection.

CHAPTER IV

FINDINGS

This quantitative study utilized a predictive, correlational design to examine the relationships between the independent variable service-learning and the dependent variables self-efficacy for long-term civic engagement and professional practice. This study used the *Community Service Self-Efficacy Scale (CSSES)* developed for service-learning program evaluation by Reeb, Isackson, Sammon, Karban, and Yoder (1997) for primary data collection. In particular, the CSSES provided a valid and reliable measure that would statistically examine an “individual’s confidence in his or her own ability to make clinically (meaningfully) significant contributions to the community through service” (Reeb, et al., 2010, p. 459). As noted in Chapter 3, this concept of meaningful community service that the authors used in 1997 in the construction of the CSSES is translated today as civic engagement or simply engagement within the community (Saltmarsh & Zlotkowski, 2011). Meaningful civic engagement creates opportunities for the student to develop self-efficacy for long-term engagement with the community in various capacities. “One of the explicit goals of service-learning is to help students recognize that they can use knowledge gained in service-learning experiences to make the world a better place” (Miller, 1997, p. 16).

Reeb, et al. argue that “the construct of self-efficacy is inherently pertinent to the goals of service-learning” (2010, p. 460). The CSSES is a scale that was specifically developed for the measurement of service-learning. Reeb and his colleagues incorporated Bandura’s concept of self-efficacy into the design of the scale (Bringle, Phillips, & Hudson, 2004). This instrument gathers information as to whether the participants feel, after participating in service-learning experiences, if he/she can successfully engage within the community. In this study, the participants were asked about their current or future engagement within the community and whether their previous participation in service-learning experiences increased efficacy attitudes and behaviors for civic engagement.

Several statistical tests were used to measure the relationship and effect that service-learning had upon efficacy for long-term civic engagement and the development of professional practice. The results of these statistical analyses are introduced below and are discussed at further length later in this chapter. The Statistical Program for Social Sciences (SPSS) Version 18 was utilized to produce descriptive, non-parametrical, and inferential statistics.

Descriptive statistics defined the sample and sought means and standard deviations to questions concerning reflection. Participant demographics were obtained related to age, gender, years in practice, number of semesters in service-learning courses completed within the professional nursing curriculum, educational level of first nursing degree, and number of hours of engagement within the community. A bivariate correlation then examined the direction and the strength of the relationship of the ordinal variables through the nonparametric test Spearman’s rho. It was found that service-

learning experiences within the nursing curriculum had less of a relationship to community service, social change or professional practice than anticipated. Professional practice was noted to have a slightly higher relationship to participation in service-learning.

Reflection, as a component of service-learning, was additionally correlated to the participants' decision for current and/or future participation in community engagement (service), their development of professional practice, and their decision to participate in activities promoting social change. One of the four core properties of the *agentic perspective* underlying SCT is self-reflectiveness, which allows for self-evaluation (Bandura, 2012a). Self-reflection is also inherent in the development of practical reasoning, a desired outcome of the development of professional practice (Sullivan & Rosin, 2008).

The Triadic Causation Model was then used as a structure to understand the reciprocal dynamics behind the effectiveness of service-learning toward efficacious attitudes and behavior for long-term civic engagement and the development of professional practice. The data was then grouped accordingly into attitudes and behavior. Attitudes included both cognitive and affective elements of the intrapersonal determinants. These determinants influence the *agentic perspective* in which the social cognitive theory (SCT) is based, where a person is believed to have intentional influence over the course of events described by their actions (Bandura, 2012a, 2012b). Multivariate analysis of variance (MANOVA) was then used to compare the means between the groups, looking for significant effects that the independent (predictor) variable service-learning had upon the dependent variables representing civic

engagement. Service-learning had a greater effect on behavior represented by the reported hours of community service.

Null Hypotheses

H₀: There is no relationship between the teaching strategy service-learning in the professional nursing curriculum and self-efficacy toward the variable long-term civic engagement in nursing alumni.

H₀: There is no relationship between the teaching strategy service-learning (subset reflection) and the variable professional practice in nursing alumni.

Directional Hypotheses

H₁: There is a positive relationship between the teaching strategy service-learning in the professional nursing curriculum and self-efficacy toward the variable long-term civic engagement in nursing alumni.

H₂: There is a positive relationship between the teaching strategy service-learning (subset reflection) in professional nursing curriculum and the variable professional practice in nursing alumni.

Statistical Analysis

This study hypothesized that there would be a positive correlation between both service-learning within professional nursing curriculum and self-efficacy toward long-term civic engagement, and the development of professional practice. Statistical analyses were provided using the Statistical Program for Social Sciences (SPSS) Version 18. Results from the descriptive, non-parametrical, and inferential statistics support the rejection of the null hypotheses and acceptance of the directional hypotheses. Service-

learning had a positive relationship with self-efficacy for engagement within the community and to the development of the participants' practice.

Descriptive Statistics

Table 4.1 below presents the number of participants (represented by N), the survey bracket mean, and standard deviation of the descriptive statistics for age, years in practice, number of service-learning semesters, education, and community service hours.

Table 4.1 Demographics

	Age	Years Practice	SL Semesters	Education 1 st degree	CS Hrs.
Number of Participants	387	380	382	378	381
Bracket Mean	3.43	4.20	3.98	2.33	2.76
SD	1.336	2.047	1.987	0.895	1.47

Demographic descriptive statistics described the average respondent as a female age 40-55, with 16-20 years in practice. Those nurses having 26+ years of experience created 181 responses at 46.8%. The average respondent engaged in 3-5 hours of community service per month at the time of the survey post-graduation. Overall, 60.7% of the nurses reported a four-year nursing degree as the education level of their first nursing degree. Nurses who participated having two-year degrees as their first nursing educational level were reported at 28.2%. The U.S. Department of Health and Human Services (HRSA) reports that 55% of bachelor degree nurses' first education level was a two year degree (2013). These statistics indicate that this cohort was well above both the AACN and HRSA statistics for obtaining their first degree at the baccalaureate. This is indicative of a greater percentage of the cohort having had the benefit of more

uninterrupted service-learning semesters, suggesting a curriculum that is integrative, building upon previous semesters. As was identified in the literature review, service-learning in nursing often was associated with an academic course requirement or alternative calendar breaks which limited participation hours. Although limited service-learning hours are reported to still have meaningful outcomes, an extended service-learning experience can lead to a more integrative and transformative learning experience conducive of long-term engagement (Mabry, 1998; Einfield & Collins, 2008).

The average respondent reported 2-3 semesters of participation in service-learning within the professional nursing curriculum. However, of the 382 respondents, 157 reported that they had experienced 5+ semesters of service-learning within their nursing program. Seventy-one percent of the respondents self-reported that overall their nursing coursework provided time for reflection. It was felt by the participants that this reflection time provided marginal to sufficient benefit in decision-making for community service and participation in social change. Reflection within the service-learning component of the nursing coursework was also reported as having marginal to sufficient benefit related to the development of professional nursing practice.

Table 4.2 below displays the descriptive statistics related to questions eight through ten on the demographic survey as they pertain specifically to reflection, a substantial component of service-learning. This section looks specifically at the relationship of reflection to two of the major concepts of civic engagement, community service and social change, as well as the development of professional nursing practice.

Table 4.2 Descriptive Statistics – Reflection

	Decision-making for Community Service	Decision-making for Participation in Social Change	Development of Professional Practice
Number of Participants	354	351	353
Bracket Mean	2.49	2.42	2.66
SD	0.941	0.925	1.002

Although the mean or average responses indicated that reflection was marginally to sufficiently beneficial in deciding to participant_in community service, 37.7% (n=146) respondents indicated that the reflection component was sufficiently beneficial, thus reflection within service-learning was an effective educational strategy towards civic engagement. Descriptive statistics for making a decision to participate in activities to promote social change closely resembled those for decision-making for community service with 35.9% (n=354) reporting that reflection within the service-learning coursework was sufficiently beneficial. The similar statistical findings between community service participation and activities to promote social change are expected due to the defining properties of the term community service. Although emphasis to some questions on the CSSES is given specifically to social change, the overall concept of community service is currently reflected as civic engagement or simply engagement within the community.

In reference to reflection within the curriculum, 34.4% (n=353) of the participants reported that the reflection component in service-learning was sufficiently beneficial to the development of their nursing practice. Although questions eight through ten,

examining reflection upon community service, social change, and professional practice, average a response of marginal to sufficient benefit, statistics in the bracket *Very Beneficial* were higher related to professional nursing practice (20.4%, n=353) as compared to community service (11.9%, n=353) and social change (10.1%, n=353).

These statistics indicate that the participants' felt that reflection within the service-learning curriculum, although overall was sufficiently useful in deciding for future participation for civic engagement, impacted the development of their professional practice to a slightly higher degree. These findings echo the argument presented by Sullivan and Rosin (2008) as it relates to the preparation of students of professions. The cultivation of reflection and criticism in the creation of practical reasoning allows the student to deliberate “. . . about their possibilities for a life well lived, including their responsibility to contribute to the life of their times” (p. xvi). This development of self-awareness and the use of analysis and critique are representative of a reflective process that is embodied within the concept of *practical reasoning* and draws a direct parallel to reflection within service-learning. As the literature supports the use of frequent and high quality reflection for learning and development (Eyler & Giles, 1999) as well as development of professional practice, it becomes apparent based off the unanticipated low statistics from this study that one implication for nursing educators is to reevaluate reflection toward a more *directed* reflection for consistency in achieving student learning outcomes for both long-term civic engagement and the development of professional nursing practice.

Nonparametric - Correlational Statistics

The nonparametric, two-tailed Spearman's rank order correlation (Spearman's rho) examined the magnitude of the relationship between the independent variable, semesters of participation in service-learning, and the dependent variables, hours of community engagement per month and the benefit of reflection toward decision-making in community service, participation in social change, and development of professional nursing practice. The level of measurement was placed at the ordinal level utilizing the Likert scales provided in the surveys. The critical value was then determined at the statistical significance level of .05 on a range of values between -1.0 to +1.0. Interpretation for Spearman's R was reflected categorically: 0.9-1.0 very strong, 0.7-0.89 strong, 0.5-0.69 moderate, 0.3-0.49 moderate to low, 0.16-0.20 weak to low, and below 0.16 too low to be meaningful (Howard & Breezeel, 2005).

Correlational Statistics – Demographics. Referring to Spearman's rho interpretation, this section will report in Table 4.3 below, the results of the magnitude of the relationship between the variables. Questions eight through ten of the demographic survey considered the relationships between the reflection component within service-learning for decision-making for community service, social change, and the development of professional practice to the number of semesters of participation in service-learning within the professional nursing program, the number of hours of community service participation per month, and reflection within the general nursing coursework.

Table 4.3 Correlational Statistics – Demographics

	Reflection for Decision to Participate in Community Service	Reflection for Decision to Participate in Social Change	Preparation for Professional Practice
General Coursework Reflection	-.534	-.464	-.495
Semesters of SL	+.274	+.197	+.285
Hours of Reported CS (Engagement)	+.221	+. 225	+.285

General reflection. The time allowed for reflection within the general nursing coursework including courses using service-learning as an experiential strategy, was reported as negatively corresponding to making decisions to participate in current or future community service (-.534), social change (-.464), or in the development of their professional nursing practice (-.495). In comparing the inclusion of reflection time within the nursing coursework, Spearman’s rho statistical r_s values indicated a negative relationship across the board except in relation to question three on the CSSSES related to confidence that through community service social justice could be promoted. However, this correlation was reported as weak to low with a significance level of .000.

Semesters of service-learning. The number of service-learning hours within the service-learning courses was reported as positively corresponding to making decisions to participate in current or future civic engagement. It was within the service-learning courses of the nursing curricula, when asked specifically regarding reflection, that the number of semesters participated in service-learning courses indicated positive relationships with deciding to engage within the community whether through service

(+.274) and social change (+.197) or with the development of their professional nursing practice (+.285). Albeit positive, it is surprising that there was a weak to low perception of the benefit of reflection, a key descriptor of service-learning. This is in contrast with the literature where it is felt that a combination of reflection within service-learning, meaningful community service, and instruction are key components in fostering civic responsibility (NSLC, 2009). The statistics indicated a weak to low relationship concerning reflection to both descriptors of civic engagement (social change and community service), however, a positive relationship does exist accepting the directional hypothesis. There is a positive relationship between service-learning within the nursing curriculum and long-term engagement within the community. Reflection had a slightly higher relationship with the development of professional practice. This statistical relationship failed to reject the second, positively directional hypothesis that there is a relationship between service-learning and the development of professional nursing practice. The reflective component is essential in the development of practical reasoning as discussed earlier in this chapter, especially when coupled with participation and engagement (Sullivan & Rosin, 2008).

Engagement hours. The number of hours of post-graduation community service (where the term community service used by Reeb, et al. in the CSSES survey is currently reflected as civic engagement) per month also had a weak to low correlation with reflection related to participation in community service (+.221), participation in engagement for social change (+.225) and reflection in the development of professional practice (+.233). This is indicative that service-learning, specifically reflection, within the professional nursing curriculum is somewhat effective in developing efficacy for

long-term engagement. There also existed a weak to low correlation between the overall number of community service hours and number of semesters of service-learning participation as well (+.261). Although the relationship was low, it suggests that the number of hours that a student participants in the service-learning curriculum may create a positive influence on time spent engaged in the community. The incorporation of self-efficacy as a theoretical framework could prove to be beneficial for nurse educators in researching the relationships between the attitudes and behavior represented by the findings. Specifically the personal, environmental, and behavioral determinants which address positive influences as well as barriers to the development of efficacy attitudes and behaviors could be specifically examined. Doing so might provide empirical evidence to support improved student learning outcomes for long-term civic engagement and the development of professional practice.

With the expectation presented in the literature that reflection, civic engagement, and service-learning as an instruction modality would have produced stronger relationships between the number of service-learning experiences and actual engagement within the community, the use of Bandura's Triadic Reciprocal Causation model, specifically the personal, environmental, and behavioral determinants which could address positive influences as well as barriers to the development of efficacy attitudes and behaviors, could prove to be beneficial for nurse educators in researching the relationships between the attitudes and behavior represented by the results.

Correlational Statistics - CSSES. Referring to Spearman's rho interpretation, this section will report in Table 4.4 below, the results of the magnitude of the relationship between the variables. Questions eight through ten of the demographic survey related to

the reflection component within service-learning for decision-making for community service, social change, and the development of professional practice were compared to questions one through ten of the CSSES located in the Appendix C. The number of semesters of participation in service-learning within the professional nursing program (SL) and the number of hours of community service participation per month were also examined for a relationship to the CSSES.

Table 4.4 Correlational Statistics CSSES

	1	2	3	4	5	6	7	8	9	10
Reflection for Community Service	+0.177	+0.313	+0.347	+0.326	+0.242	+0.296	+0.346	+0.341	+0.337	+0.335
Reflection for Social Change	+0.225	+0.320	+0.450	+0.348	+0.267	+0.317	+0.433	+0.361	+0.383	+0.316
Reflection for Professional Practice	+0.219	+0.300	+0.379	+0.377	+0.304	+0.327	+0.388	+0.381	+0.354	+0.353
SL Semesters	+0.112	+0.113	+0.180	+0.110	+0.052	+0.113	+0.135	+0.115	+0.122	+0.093
Community Service Hours	+0.249	+0.258	+0.265	+0.264	+0.173	+0.191	+0.215	+0.201	+0.171	+0.380

Decision-making for community service. Reflection provided within the service-learning courses was a positive benefit in deciding to engage within the community. Questions one, five, and six on the CSSES, considering making a meaningful contribution through community service (+0.177), confidence that participation in community service activities can help individuals (+0.242), and confidence in the ability to interact with relevant professionals will be meaningful and effective (+0.296) respectively, had a weak to low correlation with reflection upon decision-making for civic engagement. A moderate to low relationship existed between the ability to find future community service opportunities that are relevant to personal interests and abilities

(+.313), confidence that through civic engagement, social justice (+.347) and equal opportunity (+.346) can personally be promoted (questions three and seven respectively). The nurses reported efficacy in the ability to make a difference (+.326) within the community (question_four). The nurses reported that reflection within the service-learning coursework influenced their confidence that through civic engagement they could moderately apply knowledge to solve real-life problems (+.341), help people to learn to help themselves (+.337), and that confidence was gained for future community service activities (+.335).

Decision-making for participation in social change. The nurses were asked if time provided for reflection within their service-learning coursework assisted in their decision-making to participate in activities for social change, a component of civic engagement (Battistoni, 2002; Brabant & Braid, 2009; Pascarella & Terenzini, 2005). The ability to make a meaningful contribution (+.225), and having the confidence that participating in community service activities would help individuals (+.267), indicated a weak to low correlation with time provided for reflection. The remaining CSSES questions indicated a moderate to low correlation as noted in the above table.

Development of professional nursing practice. Participants were asked how beneficial the reflection component as a key element of service-learning, was to the development of their professional nursing practice. When correlated to questions concerning community service and social change there was a moderate to low correlation noted in response to all CSSES questions except question one (+.219), which asked if the respondent participated in future community service would he/she make a meaningful contribution. These findings indicate that overall community service and being agents of

social change are moderately inherent in their professional nursing practice. When considering the development of practical reasoning in the professional nursing student, reflection allows for the development of not only self-identity but social identity within the community of the profession.

In summary, all areas of reflection based in service-learning influenced efficacy decisions for participation in community engagement as well as in the development of professional practice positively. These results support the descriptive statistics in accepting the directional hypotheses and rejecting the null hypotheses. Of interest, however, are the weaker relationships in all three areas related to participants' confidence in their ability to make the confidence in making a meaningful difference through engagement. The participant's confidence that s/he could help individuals in need was also weak as it related to both types of engagement, community service and participation in activities for social change. According to Bandura (1977, 2012a), self-efficacy is increased largely through mastery experiences or the interpretation of previous performances. Cultivating a student's belief in their capabilities and reflecting upon the positive contributions that were made are essential social persuasions that the educator or mentor needs to develop. Self-efficacy can fluctuate dependent on the task that an individual attempts, lack of vicarious experience, or strong negative emotional or somatic factors. Having negative social persuasions, lack of positive mentoring or being placed in an environment without sufficient models can also affect the development or sustainability of self-efficacy beliefs. These negative barriers to the development of self-efficacy may give explanation to the reported decrease in confidence to making a meaningful difference through engagement.

Lower correlations may be attributed to the short term service-learning coursework where knowledge or closure to the final outcome of more long-term engagement is lacking. Exploration into current practices of guided reflection and debriefing may be beneficial to the design of service-learning projects in order to evaluate the development of self-efficacy in students for confidence in postgraduate civic engagement as pertain to these values. Additionally, confidence in the ability to interact with professionals is an area that had lower correlations to engagement. Application of Bandura's self-efficacy constructs (performance accomplishments, vicarious experience, verbal persuasion, and emotional arousal) is warranted in the development and evaluation of service-learning strategies in cultivating self-efficacy for long-term civic engagement.

Regression Analysis - Summation of Scores

Questions specifically related to social change (promoting social justice, equal opportunity, solving real-life problems) had a slightly higher relationship with service-learning reflection than those questions that encompassed civic engagement as a whole. Concepts of the social cognitive theory (SCT) were applied to better understand both the attitudinal and the behavioral results implicated in the CSSES results and to denote any significant differences in the effects of service-learning when considering social change separate from community service. Scores from the correlational analysis were summed to create two dependent variable categories: attitudes for social change self-efficacy and attitudes for community service self-efficacy. Community service hours (engagement within the community) represented the behavioral determinant. Although the work of Pascarella and Terenzini (2005) reminds us that community involvement although in college continues beyond graduation, they also report through extensive analysis that

attitudinal changes that occur in college persist into adulthood as well. Bandura considers the cognitive and intrapersonal determinants as a significant piece of the *Triadic Reciprocal Causation* model in defining the *agentic* perspective where a person has intentional influence or control over the decisions that they make in constructing the course of events described by their actions.

Scores from CSSES questions three, seven, and eight were summed and attributed to attitudes for social change self-efficacy (SC Sum). The scores for the remaining CSSES questions one, two, four, five, six, nine, and ten were attributed to attitudes for overall community service (engagement) self-efficacy (CS Sum). These two dependent variables, along with the third dependent variable of community service hours (demographic question six) representing the behavioral aspect of Bandura's self-efficacy theory were then regressed upon the independent variable number of semesters of service-learning courses (demographic question four).

Descriptive statistics - summation of scores. The descriptive statistics as seen in Table 4.5 below indicate positive attitudes for self-efficacy for social change as well as positive attitudes for self-efficacy for community service. The dependent variable SC Sum (social change) indicated a standard deviation of 5.97 and mean of 22.41 on a scale of 30 which reflected rating responses 1-10 of the three questions attributed to the summation of scores. The dependent variable CS Sum (community service) indicated a standard deviation of 11.9 with a mean of 57.91 on a scale of 70 which reflected rating responses 1-10 of the seven questions attributed to the summation of scores. The visual representations (Figures 4.1, 4.2) of the summations for social change and community service are presented below.

Table 4.5 Descriptive Statistics – Summation of Scores

	CS Sum	SC Sum	Hours of Community Service	Number of SL Semesters
N, Number of participants	387	387	381	382
Mean	57.91	22.41	2.76	3.98
SD	11.90	5.97	1.47	1.98

Figure 4.1 Social Change Summation

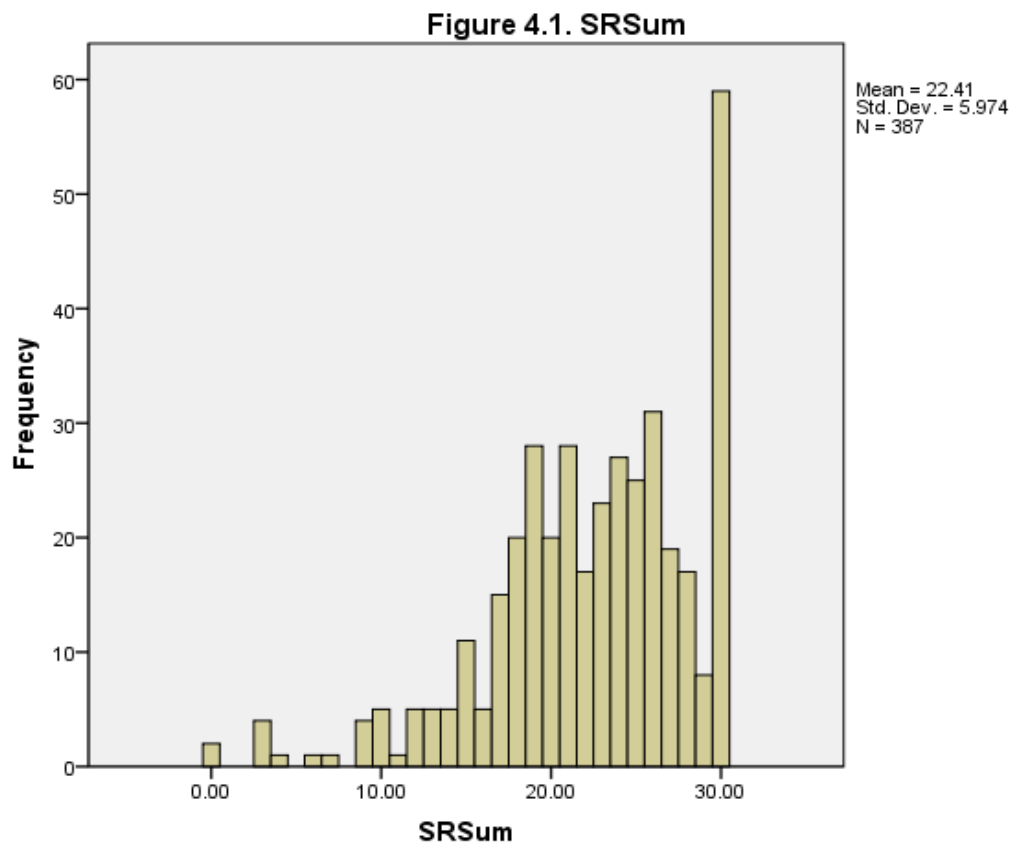
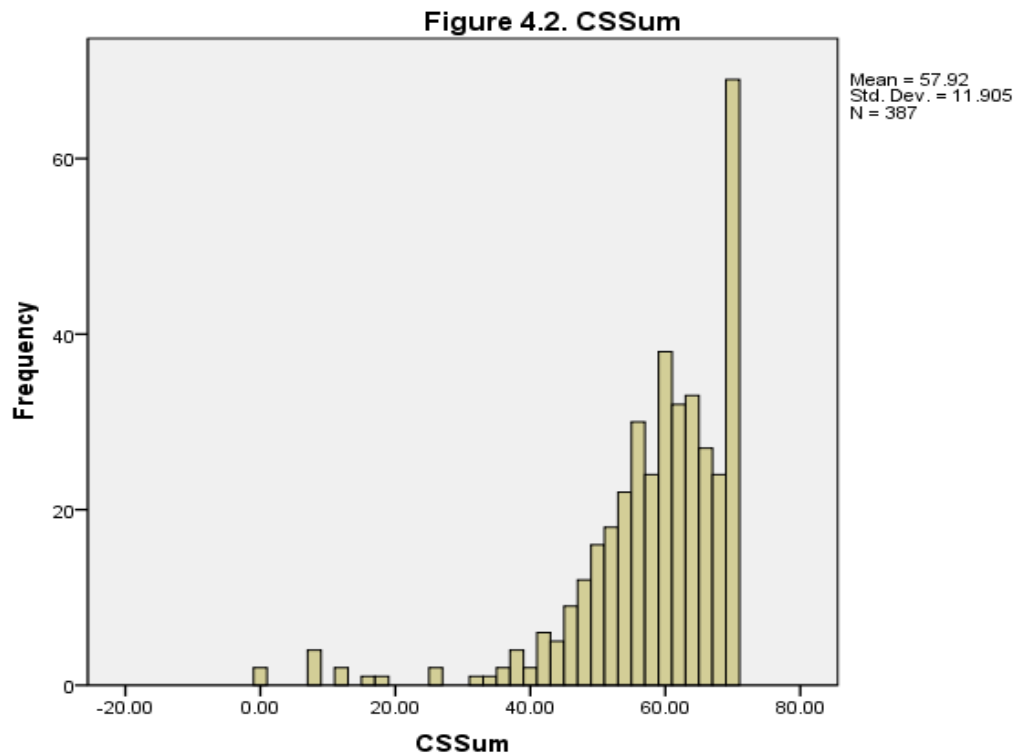


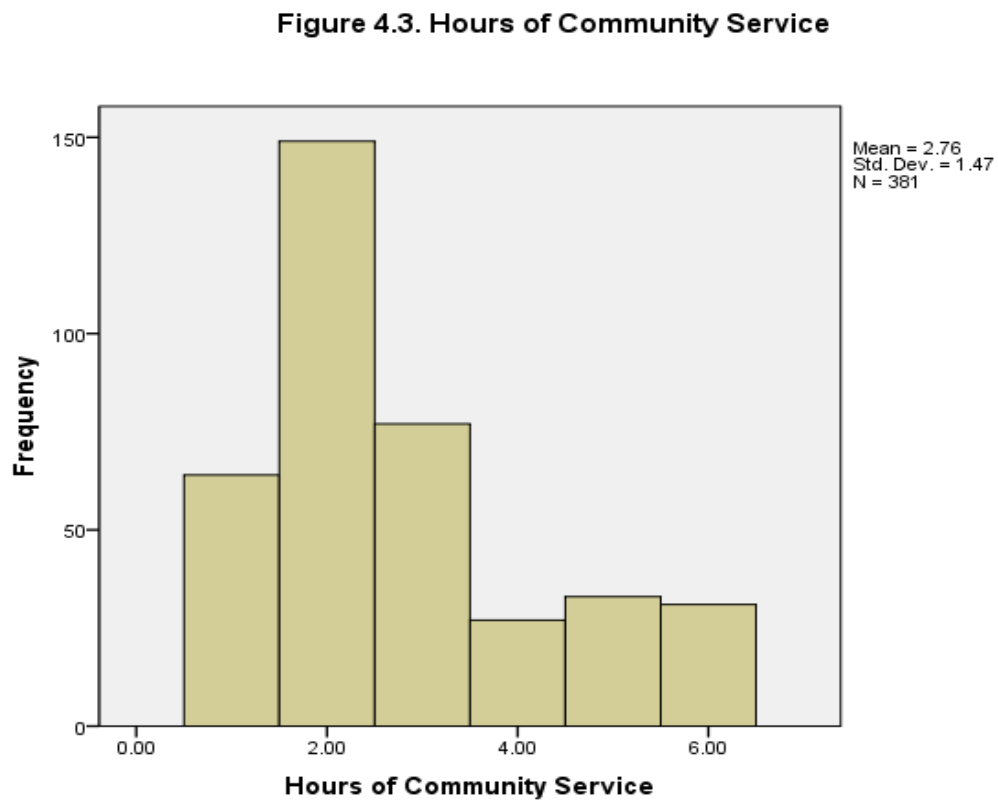
Figure 4.2 Community Service Summation



Hours of community service, as the third dependent variable, had a mean of 2.76 (n = 381) indicating that the nurses reported on average approximately 3.5 hours of engagement within the community per month. A standard deviation of 1.47 suggested few outliers. As indicated, the number of participants answering each question varied according to the questions presented. These can be visually appreciated in the graph presented below. Category one indicated zero hours of engagement in the community, categories two through five represented three hour spans (two: 1-3 hours, three: 4-6 hours, four: 7-9 hours, five: 10-12 hours) and the sixth category representing 13+ hours per month. Interesting is the contrasting visual representation of the number of community service hours (engagement) seen in Figure 4.3 below reported by the participants per month as compared to the attitudes for social reform and community

service. The comparisons between the descriptive statistics indicate that although participants feel strongly about their ability to affect social change through community service (components of civic engagement), they do not regularly engage in the community service activities that might result in desired social change. This could also indicate an area for future research as to whether the professional nurse considers employment as a nurse community service. Pascarella and Terrenzini (2005) reported that research from “nationally represented samples indicates that engagement behaviors 4 to 15 years post-graduation include involvement within the community represented by several activities such as involvement in community groups, community leadership, environmental action groups and service-related careers” (p. 330). The authors also state that their research analysis indicates that a small decline in community service occurs five years after graduation that may be attributed to “temporary, time-allocation decisions related to jobs, families, graduate study, or other personal commitments and investments of time” (p. 331). The participants in the present study reported a mean of 16-20 years of experience which indicated that, in all probability there was minimal influence related to temporary time-allocation decisions occurring in the first 5 years post-graduation. Those nurses having 26+ years of experience represented 46.8% of the sample. Therefore, the lower number of reported community service hours in this study is probably not attributed to temporary, time-allocation decisions.

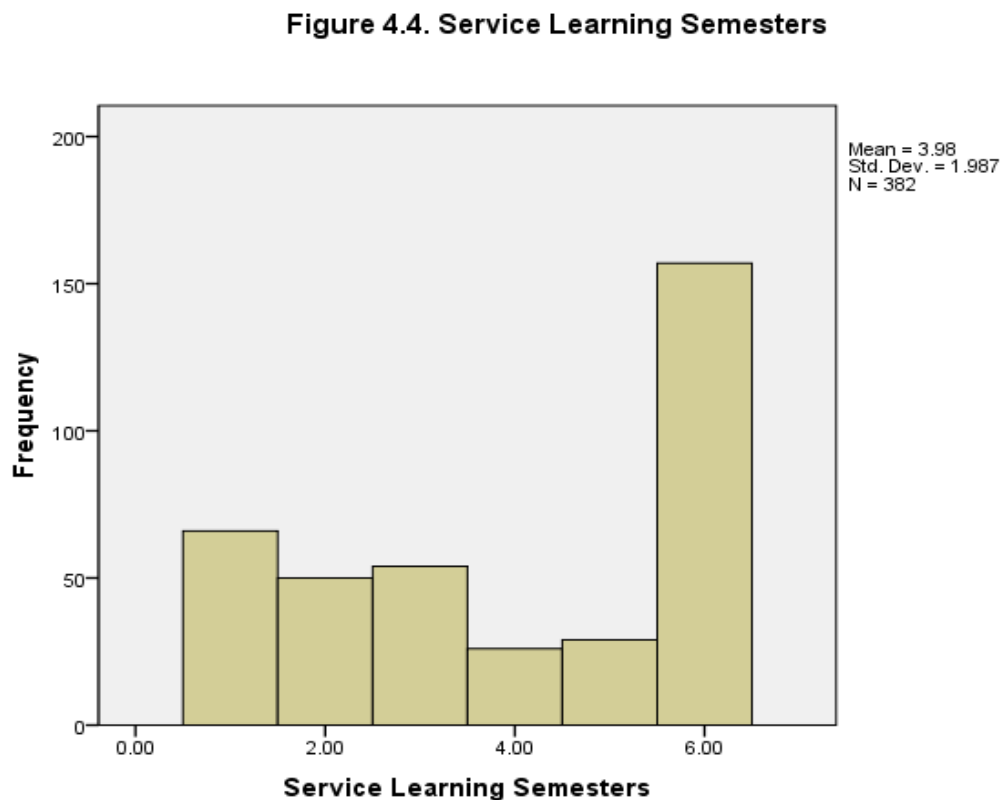
Figure 4.3 Hours of Community Service



The attitudes for self-efficacy for social change and self-efficacy for community service appear to be positively identified with the number of semesters of service-learning. The scale for the number of service-learning semesters experienced during the participants' professional nursing education reflected rating responses in six categories. Category one indicating zero semesters of service-learning within the professional nursing curriculum, categories two through five representing an additional semester per category (two: 1 semester, three: 2 semesters, four: 3 semesters, five: 4 semesters) and the sixth category representing 5+ semesters. The attitudes for self-efficacy for social change and self-efficacy for community service appear to be positively identified with the number of semesters of service-learning. The visual representations (Figures 4.2, 4.3) of

the summations for social change and community service, when overlaid onto the graph representing the number of semesters of participation in service-learning courses (Figure 4.4) below, indicate a similar pattern. Although there is some variation, the greater numbers of service-learning semesters correlate to the increased self-efficacy attitudes. This finding suggests implications for practice, such as beginning service-learning coursework within the first semester of acceptance into the professional nursing program in order to increase self-efficacy attitudes beyond graduation.

Figure 4.4 Service-Learning Semesters



Non-parametric statistics – summation of scores. The two-tailed Spearman’s rho was utilized to examine relationships between attitudes, behavior and number of

semesters of service-learning. The correlation coefficient of .162 indicated that a correlation between the number of semesters of participation in service-learning and attitudes of self-efficacy for social change are too low to be meaningful at a .001 significance level. The correlation between the numbers of semesters of participation in service-learning and attitudes of self-efficacy for community service are also too low to be meaningful at .151 with a .003 significance level. The relationship of the number of semesters of service learning has a weak to low correlation to self-reported hours of community service at a coefficient of .261 with a .000 significance level. These findings appear to be in direct conflict with the magnitude displayed in the descriptive graphs yet a positive correlation exists albeit weak. It is possible that the nurses attributed their confidence of being able to engage in the community on something other than service-learning experiences within the curriculum, possibly clinical rotations. These results also lead to conversations about the amount of hours and duration of service-learning semesters as well as the effectiveness and purposefulness of reflection within the service-learning curriculum.

MANOVA - Multivariate analysis of variance on summation of scores. The descriptive statistics for the summed dependent variables for community service and social change indicated positive efficacy attitudes corresponding to the number of service-learning semesters. However, the correlations between the summed categories of self-efficacy in attitudes for community service and social change appeared lower when compared to the number of reported service-learning semesters. Previously, prior to summation, the correlation between the number of service-learning hours and questions eight through ten on the demographic survey considering the benefit of reflection within

the service-learning curriculum in decision-making for community service and social change as well as the development of professional practice, reflected slightly higher correlation coefficients, but remained weak to low. Therefore, a multivariate analysis of variance (MANOVA) was used to test for significant differences between the means of the summed groups.

MANOVA assumptions. The dependent variables examined in this study are scaled and the independent variable is categorical. The r value between the dependent variables is .816 with an r_s value of .778 which is less than .90. Levene's Test of Equality of Variance indicated non-significant values $>.072$ with the F statistics (1.035, 2.040, 1.191) falling below the critical value of 2.2141 at df (5, 373); the Box's M Test is non-significant at .183 with an F statistic of 1.227 falling below the critical value 1.4591 at df (30, 69401), indicating that the covariances are heterogenous (Tweedy & Lunardelli, 2014).

MANOVA statistics. Since the Box M's test result was insignificant, a Wilks' Lambda F value was sought to assess the significance of the multivariate model. A one-way MANOVA revealed a significant multivariate main effect, Wilks' $\lambda = .910$, F (2489, df 15) = 2.378, p .002 $<.01$ alpha, partial eta square = .031. Power to detect the effect was .920, thus hypothesis 1 was confirmed. Given the significance of the overall test, univariate analyses were run to determine the main effects.

Significant univariate main effects were obtained for attitudes for social change (SC Sum), F (5, 378) = 2.851, p < 0.015 , partial eta square = .037, power .650; and attitudes for community service (CS Sum), F (5, 378) = 2.787, p < 0.017 , partial eta

square = .036, power .635; and hours of community service (CS), $F(5, 378) = 5.187$, $p < 0.000$, partial eta square = .947, power .650.

Where the degrees of freedom (df) numerator ($n_1 - 1$, $6 - 1 = 5$) and denominator ($n_2 - 1$) equal $379 - 1 = 378$, the statistics indicated $230.16 \geq F \geq 2.241$ at $\alpha 0.05$. The significance of the F test indicated a decreased risk of a Type I error; indicating that the overall effect of the independent variable (service-learning) was significant (Tweedy & Lunardelli, 2014). Service-learning within the professional nursing curriculum makes a difference in positive self-efficacy attitudes for engagement within the community. The p values for SC Sum and CS Sum were 0.015 and 0.017 respectively with effect size of .037 and .036, indicating that approximately 99 out of 100 times the difference would not occur by chance. The effect size of both these summations indicated that the overall variance accounted for by the independent variable (service-learning) was less than 4%. These results are in agreement with the nonparametric statistics that although there is a positive effect, the effect is small to medium. The p value for hours of community service was .000 with an effect size of .065 indicating that 99.9% of the difference between the two means did not happen by chance with a 6% variance accounted for by the independent variable, number of semesters of service-learning. Service-learning had a greater effect upon the participants' reported engagement within the community than attitudes for engagement. The power represents the risk for a Type II error which accepts a false null hypothesis, therefore the power must be in a range greater than .80 to .90 (Tweedy & Lunardelli, 2014; Triola, 2004). The power calculated for both SC Sum and CS Sum were .650 and .635 respectively indicating a possibility for a Type II error, which would accept a false null hypothesis. In this case, accepting the null hypothesis

would mean that service-learning did not have an effect upon engagement within the community when the effect was actually present. The significance was met at an alpha of .01 making the likelihood of a Type II error low. The calculated power for hours of community service was .947, well above the needed power level.

Statistical Support for Hypotheses

As identified within the literature, community service and social change are key components of civic engagement (Saltmarsh & Zlotkowski, 2011). These two concepts have been described and statistically tested within this study as being representative of the dependent variable civic engagement. Service-learning has been addressed through the critical component of reflection and the number of semesters of participation in service-learning.

Null hypotheses 1. H_0 : There is no correlation between the teaching strategy service-learning in professional nursing curriculum and self-efficacy toward the variable long-term civic engagement in nursing alumni.

The null hypothesis has been rejected based on the descriptive, non-parametric, and inferential statistics. Descriptive statistics indicated that reflection had an overall marginal to sufficient benefit in decision-making for participation in community service and participation in social change. When correlated through the statistical test of Spearman's rho, both the number of service-learning semesters and self-reported number of monthly community service hours measured a weak to low relationship reflection in service-learning whether it was in deciding to participate in community service or activities for social change (civic engagement). The number of reported semesters of service-learning completed by the participants also had a weak to low correlation to the

number of self-reported community service hours. The CSSES correlations, specifically questioning the relationship of self-efficacy for community service and social change to service-learning semesters and community service hours, indicated a majority of moderate to low correlations to both.

Results of the summation of variables indicated that although the correlations of the summed variables were too low to be meaningful related to attitudes and service-learning semesters, there was a weak to low correlation between behavior and service-learning semesters. The results of the dependent summed variables, attitudes toward community service, attitudes toward social change, the number of community service hours and the independent variable number of service-learning semesters, were regressed through MANOVA testing. The overall variance accounted for by the independent variable, number of service-learning semesters, indicated that service-learning had a small to moderate effect upon self-efficacy attitudes for civic engagement and a moderate effect upon the behavior of engagement within the community. Although the various statistics indicate weak to moderate correlations and effects, the results are still noted in a positive direction rejecting null hypothesis 1, which posits a positive correlation between the use of reflection activities in service-learning experiences and the development self-efficacy toward long-term civic engagement in nursing alumni.

Null hypotheses 2. H_0 : There is no correlation between the teaching strategy service-learning (reflection) and professional nursing practice in nursing alumni. This null hypothesis has been rejected based on the descriptive and non-parametric statistics. Descriptive statistics indicated that reflection had an overall marginal to sufficient benefit in development of professional practice. When correlated using the statistical test of

Spearman's rho, the number of service-learning semesters resulted in a weak to low relationship to the development of professional practice whereas self-reported number of monthly community service hours had a strong correlation. The CSSES correlations, specifically examining the relationship of the number of semesters of participation in service-learning to self-efficacy for community service and social change, indicated moderate to low relationships to professional practice.

Results of the statistical analyses indicated that the development of professional practice was weakly to moderately correlated to the number of semesters of service-learning in a positive direction, rejecting the null hypothesis and accepting directional hypothesis 2, which posits a positive correlation between use of reflection activities in service-learning experiences and the development of professional practice skills and aptitudes among nursing alumni.

Limitations

The inability to generalize this study is a limitation in that the sample population is age distribution is higher than the national statistics. The participants reported a mean of 16-20 years of nursing practice experience as well as a mean of 40-55 years in age representing approximately 49% of the sample population. Approximately 25% were under the age of 40. Those participants aged 60 - 70+ years represented 22% of the sample population. Although national statistics indicate an aging trend of the registered nurse (RN) population from 2004-2008, the age of this study's sample population is higher than the national average. In 2008, those nurses under the age of 40 represented 29.5% nationally, with a mean age of 46-47 years. Nurses aged 60-64 years represented approximately 8% of the RN population (HRSA, 2010).

Summary

This chapter has examined the results of the descriptive statistics related to the demographics of the survey and correlated those demographics to themselves as well as to the CSSSES survey using the Spearman's rho non-parametric test. The summed dependent variable categories reflective of attitudes toward social change, attitudes toward community service, and hours of community service were then contrasted with the independent variable represented by number of semesters of service-learning experienced within a professional nursing curriculum. Using a multivariate analysis of variance (MANOVA), a comparison of the means between the groups was obtained. Both null hypotheses were rejected and both directional hypotheses were accepted based upon the statistical results. The use of service-learning in the professional nursing curriculum was found to have moderate to low effectiveness in maintaining positive attitudes of self-efficacy toward engagement within the community after graduation. Service-learning was also found to have positive effects upon the development of professional nursing practice. Service-learning also had a positive impact upon the number of hours devoted to community engagement post-graduation. Chapter five discusses the analysis of the results, considering implications for nurse educators as they prepare graduates for life-long civic engagement.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations for this study reflect an analysis of the findings presented in Chapter 4 informed by two constructs: self-efficacy and practical reasoning. The overlapping of these two concepts is important in co-locating outcomes for the development of professional practice and the academic mission of producing a civically engaged citizen.

Self-efficacy is the belief that a person can successfully implement behavior or actions for personal or social change; this belief in personal success provides a foundation for human motivation, performance accomplishments, and emotional well-being (Bandura, 2006, 2012a, 2012b). Self-efficacy beliefs are influential on human action, in particular the determination of how much effort should be expended in an activity and resiliency to continue with engagement of the activity when faced with difficulties. A person's belief that s/he can by her own actions produce desired effects or behaviors is paramount to the undertaking of new activities or to perseverance in the face of adversity (Pajares, 2002).

Development of self-efficacy beliefs are obtained through four sources of information: mastery experiences, vicarious experiences, social persuasion, and somatic or emotional states. Mastery experiences are considered the most influential sources of information for the development of self-efficacy beliefs. Individuals decide whether they are capable to engage in subsequent or similar endeavors through interpretation and evaluation of their previous experiences. Observing the success of others in successfully

completing an activity also builds self-efficacy beliefs. These vicarious experiences allow the individual to model after the success of another especially if there is limited prior experience. Social persuasions and positive talk also develop positive self-efficacy beliefs. In the same way, the reduction of stress, anxiety and control of other somatic and emotional states lead to positive development of self-efficacy beliefs. The degree of confidence in undertaking a task can be determined, Bandura and others argue, by the individual's emotional state (Bandura, 2006, 2012a, 2012b; Pajares, 2002). The information gathered from these four sources is then interpreted by the individual and processed into judgments of competence.

The educational strategy of service-learning can provide an educational platform for the student to develop self-efficacy beliefs. Service-learning experiences provide opportunities for trial and error in a safe, proctored environment in order to work toward mastery of a selected behavior. Students working with and among others in this experiential environment learn through practical experience and through observing the successes and failures of others. Accompanied by positive modeling from mentors and teachers as well as positive feedback, service-learning strategies provide a firm educational foundation for students to develop self-efficacy and therefore motivation for change.

Practical reasoning, like self-efficacy, presumes that the way an individual thinks or develops attitudes can be cultivated and enhanced through training. It is an educational aim “. . . to blend knowledge and skill and appropriate attitude in response to unique situations that require expert judgment of the student of the professions” (Sullivan & Rosin, 2008, p. xxi). Practical reasoning has a reciprocal relationship with the

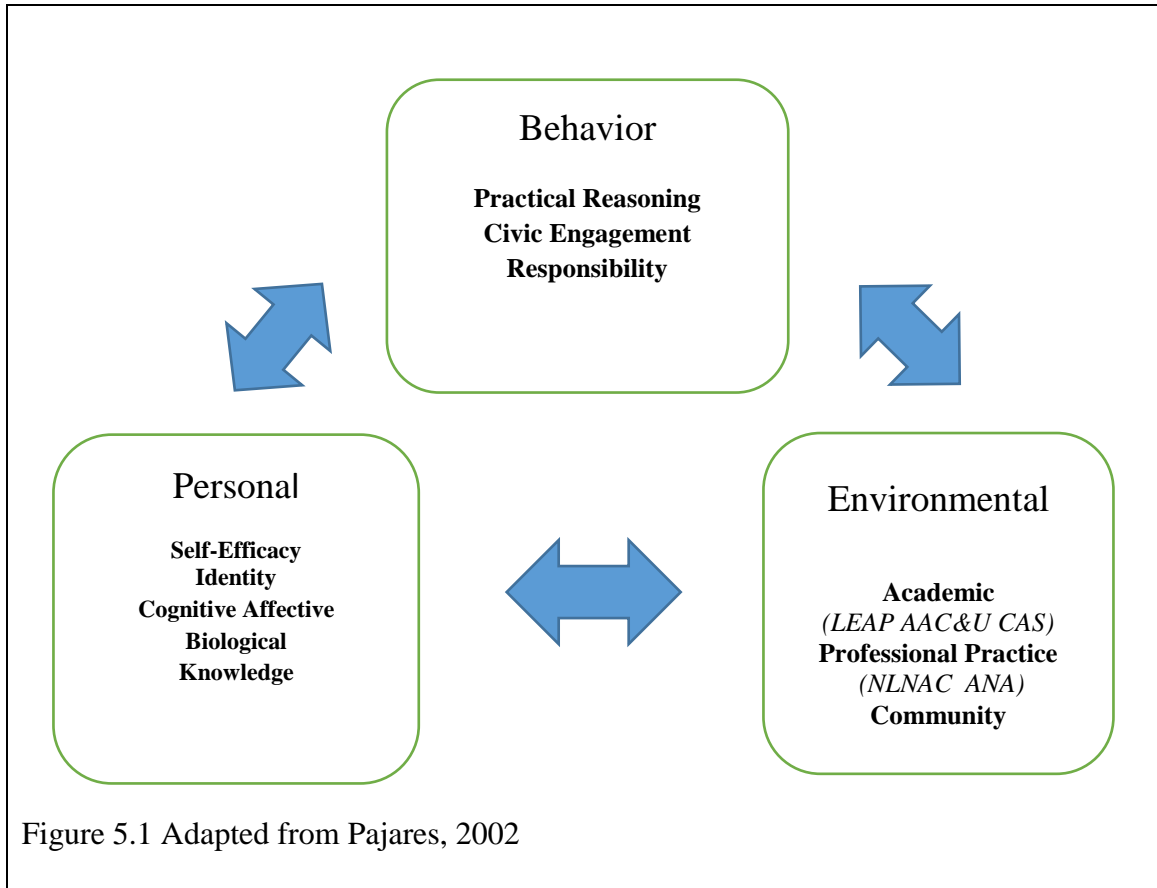
disciplines of the academy. As the faculty within the professional fields shape students toward the skills, standards and competencies of their designated profession, the concept of practical reasoning also includes the use of critiquing, questioning, and deliberation for responsible judgment making found in the liberal arts. Thus the concept of practical reasoning is a bridge between the profession-specific skills and competencies and ethics/moral reasoning cultivated primarily through liberal arts education. In this sense, a practical reasoning approach attempts to de-compartmentalize liberal education and professional studies. There are four constructs that drive this concept of practical reasoning: body of knowledge, identity, community, and responsibility. The body of knowledge required for professional competence “finds meaning through conduct” (Sullivan & Rosin, 2008, p. 94). In other words, in order for knowledge to be maximized it needs to be combined with practical experience. Professional identity is formed through social and institutional interactions experienced by the individual and through reflective processes. This development of identity takes place within a community of professionals where participation and modeling allows the individual to develop a sense of responsibility for the values of that community and also for the community of others that is being served. This responsibility to others is especially expressed in professionals “. . . whose work is premised explicitly on serving broad public purposes” (p. 94).

Repetitive processing of the reciprocal interactions between the environments and personal factors is needed in the development of both self-efficacy and practical reasoning. Practical reasoning is developed through a back-and-forth process between analytical reasoning and personal engagement within the particular community that the student practices. These processes allow the practice-oriented professions to develop

sensitivity to the context of a situation in both a practical and an intellectual manner (Sullivan & Rosin, 2008). Service-learning is an effective platform for the development of practical reasoning in the professional nursing student by providing an environment for the back-and-forth movement between analytical processing and personal engagement. Practical reasoning provides the context for the development by a professional of self and also social identity.

Although the concept of practical reasoning addresses specifically education for the professions, it includes the constructs of self-efficacy in achieving those outcomes. The interactions of the self-efficacy and practical reasoning concepts and the variables of this study are superimposed on Bandura's Triadic Causation model from which the concept of self-efficacy is based. Figure 5.1 below illustrates the integrated model.

Figure 5.1 Integrated Model.



Humans function through a dynamic interaction between personal, behavioral, and environmental factors. This concept of reciprocal determinism, developed by Bandura (1986), is represented in figure 5.1 which illustrates the reciprocal influences of each determinant. Personal factors that include cognition, affect, and biological events interact with behavior and environmental factors (Bandura, 2012a; Pajares, 2002). For example, a student participating in a service-learning environment may interpret their behavior as making a positive difference which alters their personal self-efficacy which in turn reflects upon future behaviors.

The components of practical reasoning are interjected into the Triadic Causation Model as seen in Figure 5.1 to illustrate the close interaction between the two constructs, self-efficacy and practical reasoning. The reciprocal factors of practical reasoning include identity and knowledge as personal factors, community as an environmental factor, and practical reasoning and responsibility as outcome behaviors. For example, the professional nursing student is working within a group of other nursing students and practicing professional nurses in a healthcare clinic within a distinct cultural community over a period of 8 weeks. The student repetitively uses his/her skills and analytical thinking to move back-and-forth within this personal engagement. Both social and self-identity begin to form through the experience producing professional behaviors and practical reasoning.

The two constructs self-efficacy and practical reasoning do not simply work in tandem but they are integrated. In the scenario described above for instance, the professional nursing student acquires feedback and validation through the vicarious experiences such as modeling, social persuasions, and through reflective exercises provided by the service-learning environment. Thus not only is professional identity being developed but self-efficacy as well. The educational environment interacting with the behaviors is defined by the academic institution, directed through the nursing governing bodies, and the broad context of community. The Association of American Colleges and Universities (AAC&U) through the Liberal Education and America's Promise (LEAP) initiative specifically identifies the essential learning outcome of *Personal and Social Responsibility* (AAC&U, 2007). The Council for the Advancement of Standards in Higher Education (CAS) identifies the domain of *humanitarianism and*

civic engagement which includes social and civic responsibility (CAS, 2012). As demonstrated in the model, there is a reciprocal relationship between the outcome behavior of civic engagement and the academic environment. This reciprocal relationship is also noted between directives of the nursing governing bodies and civic engagement. The National League for Nursing Accreditation Commission (NLNAC) sets standards that encourage the development of partnerships that promote excellence in nursing education, enhance the profession, and benefit the community. The American Nurses Association (ANA) directs the nursing profession in promoting the health, welfare, and safety of all people through the professional Code of Ethics. These governing bodies advocate for a professional life of commitment to/with the community.

The context of community provides opportunity in which engagement activity is practiced and analyzed from both an academic and professional viewpoint. These opportunities in turn reciprocate in the development of the personal determinants that include those cognitive, affective and biologic factors within the model that result in the development of self-efficacy and identity. The community in which the student engages is viewed as an environment to develop professional attributes as well as create both self-identity and social identity in the process of obtaining practical reasoning. Personal engagement and the development of identity for self and community within the concept of practical reasoning aligns with the modeling and social persuasions experienced in vicarious experiences as represented in the self-efficacy concept. The development of self-efficacy through reflective practice and mastery experiences is evident within practical reasoning. The repetitive back-and-forth movements between analytical thought and personal engagement allow for those mastery experiences. The behavioral outcomes

in this model are self-efficacy for civic engagement and the development of professional practice represented in this illustration by practical reasoning

These cognitive and personal factors from each concept, self-efficacy and practical reasoning, are enmeshed. Each determinant (behavior, personal or environmental) reciprocally affects the other. The concepts are not viewed in contrast to each other but instead as mutually supportive and integrated. The professional nursing student therefore has the benefit of an educational environment guided by the academic and professional communities to prepare him/her for an efficacious lifetime identity within the profession as well as an engaged member of the community. Service-learning becomes the common educational conduit between the development of both self-efficacy and practical reasoning in evaluating the outcomes of civic engagement and the development of professional practice. As previously stated, these two concepts, practical reasoning and self-efficacy intertwine to provide a foundation interpretation of this study and support for the use of service-learning as an educational strategy toward the prescribed outcomes. Health has a wide range of impact upon individuals, families, and communities making it imperative that education for the development of the professional nurse creates self-efficacy and practical reasoning for a civically engaged practice.

Conclusions

A moderately positive relationship existed between the pedagogy of service-learning in professional nursing education and post-graduation civic engagement. This finding is surprising considering the expansive literature supporting service-learning as a transformative educational strategy. Three conclusions are presented to explain this discrepancy: first, the variance in the structure of service-learning experiences within the

professional nursing curriculum offers a less than effective outcome; second, a need exists for a more purposeful and directed reflection component; third, an earlier integration of service-learning behaviors within the curriculum in order to increase overall number of service-learning hours is warranted. Additionally, the finding of self-reported low engagement hours as compared to reported higher efficacy attitudes opens an avenue of discussion in describing how professional nursing is defined. Schulman (2005) defines this as the signature pedagogy of a profession that includes the practices, professional preparation, and teaching/learning characteristics of each discipline that make it distinct.

The findings of this study supported the directional hypotheses that there existed a positive relationship between both self-efficacy for long-term civic engagement and the development of professional nursing practice with exposure to a service-learning curriculum within professional nursing education. Although these findings were positive, they were lower than anticipated considering the literature supporting service-learning as an effective educational strategy working toward the student learning outcome of civic engagement (AAC&U, 2007; Ngai, 2009; Pascarella & Terenzini, 2005; Saltmarsh, 2005). Discussion of the conclusions suggest plausible explanations for this phenomenon.

Ineffective Structure of Service-Learning Experiences

The systematic review of literature regarding service-learning research in professional nursing indicates a use of service-learning that is frequently based within a course to supplement theory (Broussard, 2010; Callister & Hobbins-Garbett, 2000; DeDonder, Adams-Wendling, & Pimple, 2011; Hoebeker, McCullough, Cagle, & St.

Clair, 2009) or that often occurs as an episodic event (Amerson, 2009; Casey & Murphy, 2008; Kulbock, Mitchell, Glick, & Greiner, 2012; McMenamin, McGrath, & D'Eath, 2010). The professional nursing curriculum often is packed to capacity with essential course material that is mandatory for licensure as well as constrained by time, therefore, service-learning is often an adjunctive educational modality which is limited in time by the course. The literature indicates that an extended service-learning experience provides a more integrative and transformative learning experience (Mabry, 1998; Einfield & Collins, 2008). In order to build self-efficacy for future engagement, mastery experiences need time to be developed. These mastery experiences are gathered over repeated back-and forth movements between analytical thought and personal engagement creating environments for the development of practical reasoning that is essential for professional growth as well as increasing self-efficacy for the selected behavior. A decrease in exposure to vicarious experiences, social persuasion, and attempts at modeling weaken the development of self-efficacy. The weak to low correlations between service-learning and efficacy for long-term civic engagement as well as reported decrease in engagement hours have implications for nursing educators. In comparing the findings from this study with the literature, nursing educators need to re-evaluate the structure, time duration, and use of service-learning within the curriculum outside of the clinical areas to remedy this conflict.

A need to re-conceptualize civic engagement as a process rather than a desired outcome (Moore, 2014) might be the crux of the problem where linking service-learning to long-term civic engagement is concerned. This process envelopes the interaction between the university and the community to effect change in creating an atmosphere of

critical engagement based in the building of relationships. Critical engagement, as a transformative learning and community-building endeavor, has value in helping those who participate to engage in deep self-reflection and thought as to how they approach their practice (Fear, Rosaen, Bawden, & Foster-Fishman, 2006; Moore, 2014). Nurse educators can aspire to this level of civic engagement when developing curriculum for producing a civically engaged citizen and professional leader within the community.

Purposeful and Directed Reflection within Service-Learning Curriculum

Another area of consideration is the use of a more purposeful or directed reflection within service-learning experiences. Although the descriptive statistics indicated a sufficient benefit from reflection during the service-learning coursework in deciding to engage within the community and professional practice in general, the participants reported a low relationship between reflection and whether they would specifically be able to make a meaningful contribution if they chose to participate in future community service. These findings may be a result of the limited length of exposure that a student has within a service-learning experience as well as the effectiveness of the reflection component. Ash and Clayton (2004) describe the value of reflection utilized to enhance learning as having an historical base beginning with John Dewey where he is attributed to describing reflection as “an active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends” (Dewey, 1910, p. 6). Rogers (2001) further defines reflection as a process to “integrate the understanding gained in one’s experience in order to enable better choices or actions in the future as well as enhance one’s overall effectiveness” (p. 41). The emphasis of reflection carries

over today as an essential component in the development of practical reasoning for a profession as introduced by Sullivan and Rosin (2008). Practical reasoning is a knowledge founded upon participation and engagement not unlike service-learning, which utilizes reflective critical thinking in the development of self-awareness and the use of analysis and critique (Sullivan & Rosin, 2008). Reflection is an important contributor to the development of self-efficacy which is attributed as a key construct in human adaptation (Pajares, 2002). The continued emphasis on reflection is essential within the nursing curriculum for development of a reflective practice with practical responsibilities to self and community. The study outcomes, reinforced by the literature, indicate a need to explore ways in which reflection is carried out more effectively within the service-learning curriculum for professional nursing.

Early Integration of Service-Learning Behaviors

The findings of this study indicate that when questions related to efficacy attitudes for community service and questions related to efficacy attitudes for social change are summed independently there are minimal statistical differences. When each is regressed upon service-learning hours, once again little statistical difference is noted indicating that the conceptualization of civic engagement was equally represented by community service and social change. However, the number of service-learning semesters, statistically, has a greater influence on behavior or the number of hours of reported civic engagement although attitudes are affected in less magnitude. The univariate analysis indicates that the number of service-learning semesters that the participant was exposed to has the greatest influence on the professional nurses' number of hours of future community service as compared to self-efficacy attitudes. Earlier integration of service-learning

experiences increases the exposure to the benefits of community in forming social identity and creating mastery experiences that anchor self-efficacy for long-term engagement. Introducing service-learning early and consistently upon admission to the professional nursing program may prove beneficial to increasing the hours of future civic engagement.

High Self-Efficacy Attitudes versus Low Hours of Engagement

Interestingly, the nurses self-report higher ranking of attitudes with corresponding numbers of semesters in service-learning. However, fewer hours of community engagement are reported despite their high efficacy attitudes. The nurses participating in the study expressed confidence that they could effectively participate in civic engagement due to the prior service-learning experiences, however, the actual reported hours of engagement did not reflect the strength of their perceived attitudes. This opens up speculation as to the positive influences and barriers that exist toward the behavioral action, conceptualized as reported hours of community engagement, that are peculiar to the professional nurse. Further research is necessary to explore and define those common influences and barriers in order to increase the professional nurse's involvement within the community. One thought is that the concept of community engagement is inherent within the professional curriculum because the commitment to upholding a social contract is inherent to the definition of a profession. As such, community engagement is delineated by the profession's governing bodies as part of professional nursing education curriculum (ANA, 2001, 2005; NLN, 2012, NLNAC 2008). As previously noted, Pascarella and Terenzini (2005) discovered that the long-term effects of college on attitudes and behaviors related to civic and community involvement were maintained in

years post-graduation often leading to involvement in community leadership, community groups, or working in service-related careers.

As was seen in the review of nursing literature, service-learning is most often used to enhance coursework for preparation for practice. This concept is modestly presented in the statistical findings, where service-learning had a greater (albeit small) effect on the benefits for professional practice. This calls the question of how service-learning is perceived by nurse educators, whether as a tool to benefit the nursing student in the development of a particular skill set, encouraged by the NLN benchmarks, or as a reciprocal arrangement beneficial to both the community and the student. Moore (2014) suggests that distinguishing between “higher education’s primary responsibility to educate citizens or to prepare workers” is pointless, that civic engagement and job preparation should not be considered to be in competition (p. 25). The concept of practical reasoning supports this statement in that preparation for professional practice is not exclusive of civic engagement but rather embraces the development of a social identity that performs informed and responsible engagement (Sullivan & Rosin, 2008). Logically it is quite plausible that nurses might consider their employment as engagement in and a contribution to the community, thus the discrepancy between attitudes and behavior. The findings indicate that the nurses are either not providing community service due to the perceived service-oriented nature of their profession or due to unknown barriers (i.e. beginning new families, physical fatigue, and continued education) that prevent engagement.

Implications and Recommendations for Research, Theory, and Practice

The use of service-learning in professional nursing education as a teaching strategy had a positive relationship to post-graduation civic engagement. Although this conclusion is positive, it was less than expected. Plausible reasons may be the conclusion that the nursing literature revealed a variance in the structure of service-learning experiences within the professional nursing curriculum offering a less than effective outcome toward civic engagement in the postgraduate. Additionally, nurse educators need to be more purposeful and proactive about integrating service-learning in the professional curriculum, thereby providing more and earlier service-learning experiences purposeful and directed reflection upon that service. Doing so increases the overall number of service-learning hours completed by student nurses, and the time spent reflecting on those experiences. Finally, the findings revealed that the nurses self-reported high efficacy attitudes with low engagement hours suggesting that professional practice was considered civic engagement for the nurses. The following section discusses implications for research, theory, and practice and specific recommendations supported by this study's findings and the literature.

Implications for Research

Recommendation 1: replication of study. Although this research study has provided valuable data to counteract the paucity of nursing research related to the outcomes of service-learning to the development of long-term civic engagement in the professional nurse, adding to the general body of service-learning and civic engagement research, further replication in order to generalize this study's outcome that the pedagogy

of service-learning is related to long-term civic engagement is recommended to support this conclusion.

Recommendation 2: new research investigating the structure of service-learning curriculum within professional nursing programs nationwide.

Investigation specifically into the integration of early service-learning behaviors (conclusion three) addressed through evaluation of service-learning curriculum structures (conclusion one), time frames, and mandated hours within professional nursing programs nationwide would prove beneficial in identifying areas of needed interventions to improve overall student learning outcomes related to civic engagement. The adjunctive use of service-learning in a time constrained curriculum needs to be addressed in order to integrate a more transformative learning experience (Mabry, 1998; Einfield & Collins, 2008).

Recommendation 3: new research investigating the structure of service-learning curriculum through the lens of career advancement. This study has specifically addressed service-learning curriculum in baccalaureate nursing programs placed within the higher education framework. However, the nursing profession allows multiple entry levels where there is a strong possibility that a baccalaureate degree is eventually obtained through a career advancement process. A very different view of the service-learning curriculum is presented in this type of process, one which builds upon each separate curriculum. For example, a licensed practical nurse curriculum for service-learning becomes the foundation upon which the two-year nursing curriculum builds upon which the baccalaureate curriculum completes, increasing the number of service-learning hours that the student has completed as compared to an initial baccalaureate

degree in nursing. Development and revision of service-learning curriculum through the lens of the career advancement student is recommended as a consideration for research.

Recommendation 4: research to uncover frameworks that are being used to guide purposeful and directed reflection in professional nursing programs across the United States (conclusion two) such as that presented by Ash and Clayton

(2004). Concerning a structured reflection, Reeb et al. suggest that more research is needed to determine the “relative effects of different reflection methods on pre-to post-semester changes in community service self-efficacy” in particular “reflection strategies that emphasize student’s awareness of their community contributions . . .” (p. 469).

Consideration of frameworks for a more rigorous reflection may enhance self-efficacy for long-term engagement. The need to integrate a stronger directed reflection within the service-learning curriculum of professional nursing to increase positive student learning outcomes for long-term civic engagement became evident in the statistical analysis indicated by the weak yet positive relationships.

Recommendation 5: qualitative research to explore in-depth the signature pedagogy of professional nursing as it relates to long-term civic engagement.

Further studies are recommended to explore and investigate the complexities and idiosyncrasies of the nursing profession upon long-term civic engagement considering the discrepancies between efficacy attitudes and hours of engagement (conclusion four) that are presented in this study. The perception that a nurse considers his/her professional practice as civic engagement may explain this phenomenon. Higher education’s student learning outcome of preparing a civically engaged citizen and the NLN’s benchmark for professional nursing curriculum to partner in the health of the community converge,

providing an avenue for civic engagement through professional practice. Additionally, understanding the success of current nursing leaders in the area of civic engagement may provide a deeper, more meaningful description of what civic engagement means to professional nurses and thus assist in service-learning curriculum revision.

Implications for Theory

Recommendation 6: utilization of the agentic perspective of the Social Cognitive theory as a middle range theory (theory that focuses on a specific human experience or phenomenon, i.e. self-efficacy) to drive service-learning practices and research (Polit & Beck, 2014). In an attempt to provide a framework in order to better understand the transformative process of a service-learning curriculum in the development of self-efficacy for post-graduation civic engagement in professional nurses, the self-efficacy proved more than appropriate for this purpose. Questions directly related to evaluating a service-learning curriculum within the concept of self-efficacy was used to gather the data. In the belief supported by social cognitive researchers that cognition is constructed by the experiences and situations of the individual (Bredo, 1997, Schunk, 2008), and supported from the interactionists viewpoint that human functioning occurs as a “product of the interaction between personal and environmental experiences” (Bandura, 2012a, p. 359) self-efficacy is based in an *agentic perspective*. Utilizing Bandura’s Triadic Reciprocal Causation model, the findings of the study conclude that there is a discrepancy between attitudes (self-efficacy expectations) expressed as personal determinants for long-term civic engagement and the reported hours of community engagement, represented as a behavioral determinant. In this model, personal factors, behavioral factors, and factors from the environment interact. The cause of the

discrepancy in the predicted relationship between self-efficacy attitudes and engagement hours then becomes a matter of deciphering to which factors then the results are attributed. Although there is minimal control over personal factors except in the case of cognitive knowledge, the service-learning environment can be controlled.

This study introduces the use of the self-efficacy construct embedded within the social cognitive theory (SCT) as a theoretical framework to evaluate service-learning within the nursing curriculum. Theory is used for interpretation of the identified discrepancy between self-efficacy related to attitudes for civic engagement and the actual number of hours of participation as an action outcome expectancy. It is also used in considering the exploration of the professional nurses' *agentic* perception of their role in community service and social reform (civic engagement), as related to their profession. This *agentic* perspective, which includes the core property of self-reflectiveness, is thought to shape life course through the interactions of intrapersonal, environmental and behavioral processes (Bandura, 2006, p. 360). Considering the components of Bandura's self-efficacy theory within the Social Cognitive theory (performance accomplishments, vicarious experience, verbal persuasion, and emotional arousal) as driving forces within service-learning, these concepts can be used in the development and evaluation of the service-learning experiences within the professional nursing curriculum. The perceived barriers, whether personal or environmental, that affected the behavioral outcome of this study are in need of further investigation and warrant continued use of this theory as a guideline in future research. This agentic perspective is well matched as a baseline to evaluate whether service-learning experiences produce self-efficacy for long-term civic engagement. It is recommended that self-efficacy, as a subset of the Social Cognitive

theory, be used as a middle range theory providing common language to drive service-learning best practices and research.

Implications for Practice

Recommendation 7: adoption of a model for the development of directed and purposeful reflection. Although the findings of this study cannot generalize to policy change concerning all professional nursing curriculum, it is essential that open discussions are initiated by nurse educators in the evaluation of the structure of service-learning experiences within their curriculum as well as the evaluation of the reflection process unique to service-learning. Within the practice of nurse educators there is autonomy to evaluate, develop, and revise curriculum. A model such as that presented by Ash and Clayton's Articulated Learning Model for Guided Reflection can be incorporated to structure a more directed reflection within the service-learning experience. Ash and Clayton presented three general phases for consideration in strengthening reflection skills to maximize learning, an objective description of the experience, analysis (described academically, personally, and civically), and articulation of learning outcomes. Through the analysis of personal and civic reflection, Ash and Clayton's model indirectly addresses both the *emotional arousal* and the *performance accomplishments* found in the Social Cognitive theory. From a *personal perspective*, students analyze "feelings, assumptions, strengths, weaknesses, traits, skills . . ." (p. 140). These are in alignment with the *personal factors* of the determinants of the *Triadic Reciprocal Causation* model, the service-learning experience being part of the *environment*, and the *behavior* predicted for future engagement. If through directed reflection, as indicated by Reeb, et al., the professional nursing student can become aware

of his/her contributions to the community as effective, then according to the social cognitive theory (SCT), *performance accomplishments* (mastery or repeated successes) would increase efficacy expectations which in turn would affect positive behavior toward the outcome expectancy of long-term civic engagement. In other words, students who engage in high quality reflection activities will in turn feel more confident about their ability to contribute and act as change agents, and this confidence will in turn translate to greater motivation or desire to participate in civic engagement activities over the long-term.

Recommendation 8: the use of practical reasoning as a conceptual framework to guide curriculum development in the advancement of professional attributes. The concept of practical reasoning would be beneficial as a conceptual framework for curriculum development in the professional nursing program. Practical reasoning guides the development of professional practice although integrating well with the self-efficacy concept inherent in service-learning. The concept promotes practical responsibility and judgment through questioning, critique, and deliberation. It allows the student to interpret and draw analogies by repetitive processing between analytical knowledge and personal engagement (Sullivan & Rosin, 2008). Coupled easily with self-efficacy, practical reasoning provides guidance for the development of professional practice in a civic engagement platform.

Recommendation 9: extension of time for service-learning experiences within the professional nursing curriculum. Additionally, consideration of time extended service-learning experiences to increase and better integrate *mastery experiences* to increase self-efficacy for long-term engagement is warranted. Extension of time for

repetitive back-and-forth movement between analytical thought and personal engagement creates practical reasoning although additionally providing time for the development of mastery experiences.

Summary

This study has identified that there is a positive relationship between the pedagogy of service-learning within the professional nursing curriculum and the development of self-efficacy for long-term civic engagement as well as professional practice. This positive finding is welcomed as it is supported by the service-learning literature and addresses the development of professional nursing students in the overall concern of long-term commitment to the community. Areas for consideration are identified in this study to increase effectiveness of the service-learning transformative process. These include a need for structural design changes within service-learning experiences to increase effectiveness such as extended time frames, early integration of engagement within the community, and purposeful reflection. Nurse educators are urged to have frank discussions related to educational practices concerning service-learning. These discussions are to include: the utilization of a model for directed reflection; the consideration of practical reasoning as a conceptual framework in curriculum revision for the development of professional practice; the adoption of a middle range theory, using the agentic perspective and self-efficacy concept developed by Bandura to help to define and identify the phenomenon of self-efficacy within the nursing profession; and consideration of the pedagogy of service-learning as an integrated process toward the development of a life-long philosophy not simply as an adjunct to a course. Future nursing research is

suggested to further explore the idiosyncrasies of service-learning particular to professional nursing education in order to prepare nurses for long-term civic engagement.

Final Summation

The nursing profession has historically adapted to changing healthcare needs. Its roots first took hold within the community through public health or community health nursing with a focus on prevention, health promotion, and health protection. Urbanization and industrialization of the late 19th century created a need for bedside nurses within the hospital setting. Nurses gravitated to hospitals. Specialization of nursing practices kept nursing at the hospital bedside with a curative focus. Community health nursing continued to evolve but the pull was toward the hospital setting for the majority of nurses. However, in the last 10-15 years the technological growth has changed the delivery of care particularly as it relates to place. Care that was once considered only to be delivered at the bedside can now be delivered in the community (McBride, 1999). Community-based care evolved to community-driven health care. Nursing education adapted to these changes by adopting a community-driven education focus that shifted “learning in the community to learning with the community” (Nehls & Vandermause, 2004, p. 81). Insurance driven healthcare constraints, earlier discharge to the community, and changes in healthcare access, all contribute to this current underlying paradigm shift for nursing practice back to its roots. It is timely that professional nursing students engage in a curriculum that prepares them to work *with* the community, embrace the concepts of practical reasoning, and develop a sense of self-efficacy for competent healthcare delivery within the community and long-term engagement. There is a sustained interest among nurse educators to provide students the opportunities to practice

care-giving in varying environments with an eye to community partnerships (Broussard, 2011; Nehls & Vandermause, 2004). Nursing students that participate in service-learning develop better understanding of community health as well as professional and civic responsibility (Reising, et al., 2008).

The pedagogy of service-learning is recognized as a transformative teaching methodology and its incorporation into professional nursing curriculum is encouraged by the nursing governance (ANA, 2005; NLN, 2005; NLNAC, 2008). The literature is abundant in accolades for the use of service-learning as an experiential methodology to achieve the student learning outcomes for long-term civic engagement toward the benefit of the community, the public good. Service-learning is considered the key to bridging education and community, creating a civically engaged citizen (Ngai, 2009; NSLC, 2009; Pascarelli & Terenzini, 2005). It provides a teaching-learning method that contributes to the development of practical reasoning, a knowledge founded upon participation and engagement (Sullivan & Rosin, 2008). Service-learning leads toward the fulfillment of the Essential Learning Outcomes of higher education in its commitment and responsibilities to society (AAC&U, 2007).

This study has ascertained that as an outcome-based curriculum placed in a higher education format within the professional discipline of nursing, service-learning has a positive relationship with the development of self-efficacy for post-graduation civic engagement. As previously noted the development of internal locus of control, or the belief that outcomes are based upon one's own behavior, were cumulative over college experiences especially in those students having had experienced student involvement in community service and service-learning (Knox, Lindsay & Kolb, 1993; Pascarella &

Terenzini, 2005; Sax & Astin, 1997). Locus of control reflects outcome expectations which are “important determinants of achievement behaviors” (Schunck, 2008, p. 476). Internal locus of control, as well as self-efficacy, is derived from experiential practice. Bandura emphasizes that efficacy expectations determine a person’s choice of activity and the time and effort expended on that activity. When discussing and documenting effective educational practices (DEEP) of higher education institutions, Kuh, Kinzie, Schuh, and Whitt (2005), describe these effective institutions as allowing students “an abundance of opportunities to apply their knowledge, serve their communities, gain hands-on experience in real-world settings, and enhance their leadership and career development” (p. 239). The National Survey of Student Engagement clusters five areas of effective educational practice, one of which is involvement in enriching educational experiences which is partially characterized as “participating in community-based projects as a part of a regular course” (NSSE, 2000; Kuh et al., 2005, p. 11).

As an experiential pedagogy, service-learning was the driving variable in this study to address the outcomes of higher education’s accountability to the public, producing a civically engaged citizen. The *Essential Learning Outcomes* developed by the LEAP National Leadership Council describe education that aligns student outcomes to 21st century needs as having “. . . an active commitment to personal and social responsibility . . . and the demonstrated ability to apply learning to complex problems and challenges” (AAC&U, 2007, p. 4). Civic engagement is described as participation in voluntary service to one’s local community, active citizenship focusing on the element of social change with emphasis on the importance of collective collaboration within multiple venues, as well as problem-solving through involvement in political action

(Adler & Goggin, 2005). “Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes” (Ehrlich, 2000, vi).

The pedagogy of service-learning continues to be a catalyst for change in the development of civically engaged citizens fulfilling higher education’s historical commitment to the community (Church & Sedlak, 2008) and equipping students to serve the greater needs of the community and nation in their fields of study and professions (Moore, 2014). This study has pursued the understanding of the relationship and effectiveness of service-learning experiences within the nursing profession toward the outcome of producing productive and civically engaged citizens for the 21st century.

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APPENDICES

Appendix A – Survey Instrument

You are being asked to participate in a research study being conducted by Barbara Arnold, R.N., M.S., a doctoral student at Oklahoma State University. This research is being supervised by my faculty advisor Dr. Tami L. Moore. The purpose of this survey is to gather information related to the effects of service-learning experiences in professional nurse education on long-term civic engagement and professional practice.

The survey will ask about your experiences within the community and in the workplace as they relate to previous service-learning experiences. There is also a demographic portion that will ask for some information about your gender, age, education level, and specifics related to service-learning coursework. Your participation will enable the collection of valuable data to be used for professional nursing curricula evaluation and development. There are no negative consequences by not participating in this electronic survey. Confidentiality and anonymity are maintained through the processes of the electronic survey. By proceeding with this survey you have given informed and voluntary consent.

If you have questions about this study, please contact Barbara Arnold at (405) 550-7953 or barnold@uco.edu. If you have questions about your rights as a research subject, you may contact the Institutional Review Board (IRB) office at Oklahoma State University, <http://compliance.vpr.okstate.edu/>

<i>Section 1</i>									
Community Service Self-Efficacy Scale (CSSES)									
<i>Instructions: Please select a number for each statement to rate the items below on a scale from 1 (Quite uncertain) to 10 (Certain).</i>									
1. If I choose to participate in community service in the future, I will be able to make a meaningful contribution.									
1	2	3	4	5	6	7	8	9	10
2. In the future, I will be able to find community service opportunities which are relevant to my interests and abilities.									
1	2	3	4	5	6	7	8	9	10
3. I am confident that, through community service, I can help in promoting social justice.									
1	2	3	4	5	6	7	8	9	10
4. I am confident that, through community service, I can make a difference in my community.									
1	2	3	4	5	6	7	8	9	10
5. I am confident that I can help individuals in need by participating in community service activities.									
1	2	3	4	5	6	7	8	9	10
6. I am confident that, in future community service activities, I will be able to interact with relevant professionals in ways that are meaningful and effective.									
1	2	3	4	5	6	7	8	9	10
7. I am confident that, through community service, I can help in promoting equal opportunity for citizens.									
1	2	3	4	5	6	7	8	9	10
8. By participating in community service, I can apply knowledge in ways that solve “real-life” problems.									
1	2	3	4	5	6	7	8	9	10
9. By participating in community service, I can help people to help themselves.									
1	2	3	4	5	6	7	8	9	10
10. I am confident that I will participate in community service activities in the future.									
1	2	3	4	5	6	7	8	9	10

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<i>Section 2</i>					
Demographics					
1. What is your age range?					
20-29	30-39	40-49	50-59	60-69	70+
2. What is your gender?					
Female	Male				
3. How many years have you been in nursing in practice?					
1-5	6-10	11-15	16-20	21-25	26+
4. What is the number of semesters you have participated in service-learning courses within your professional nursing curriculum?					
0	1	2	3	4	5+
5. What is the educational level of your first nursing degree?					
2-year	3-year	4-year			
6. How many hours do you engage in community service per month on average?					
0	1-3	4-6	7-9	10-12	13+
7. Did your nursing coursework provide time for reflection?					
Yes	No				
8. How beneficial was the reflection component of service-learning in your nursing coursework related to your decision-making for community service?					
Not very beneficial	Marginally beneficial	Sufficiently beneficial	Very beneficial		
9. How beneficial was the reflection component of service-learning in your nursing coursework related to your decision-making for your participation in social change?					
Not very beneficial	Marginally beneficial	Sufficiently beneficial	Very beneficial		
10. How beneficial was the reflection component of service-learning in your nursing coursework related to your development of professional practice?					
Not very beneficial	Marginally beneficial	Sufficiently beneficial	Very beneficial		

Thank you for your participation in this survey. Your input is appreciated and considered valuable data for the evaluation and development of professional nursing education as it strives to benefit the community by producing thoughtful and engaged citizens and practitioners. For information regarding progress or results, please feel free to email Barbara Arnold at barnold@uco.edu

Appendix B – Excerpts from ANA Code of Ethics and Performance Standards

- ANA Code of Ethics 6: The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
- ANA Code of Ethics 8: The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
- ANA Code of Ethics 8.1: The nursing profession is committed to promoting the health, welfare, and safety of all people. The nurse has a responsibility to be aware not only of specific health care needs of individual patients but also of broader health concerns such as world hunger, violation of human rights, and inequitable distribution of nursing and healthcare resources. The availability and accessibility of high quality health care services to all people require both interdisciplinary planning and collaborative partnerships among health professionals and others at the community, national, and international levels.
- ANA Code of Ethics 8.2: Responsibilities to the public: Nurses individually and collectively, have a responsibility to be knowledgeable about the health status of the community and existing threats to health and safety. Through support of and participation in community organizations and groups, the nurse assists in efforts to educate the public, facilitates informed choice, identifies conditions and circumstances that contribute illness, injury, and disease,

fosters healthy lifestyles, and participates in institutional and legislative efforts to promote health and meet national health objectives. In addition, the nurse supports initiatives to address barriers to health, such as poverty, homelessness, unsafe living conditions, abuse and violence, and lack of access to health services.

- ANA Code of Ethics Standard 9.4 Social Reform: Nurses can work individually as citizens or collectively through political action to bring about social change. It is the responsibility of a professional nursing association to speak for nurses collectively in shaping and reshaping health care within our nation, specifically in areas of health care policy and legislation that affect accessibility, quality, and the cost of healthcare. Here, the professional association maintains vigilance and takes action to influence legislators, reimbursement agencies, nursing organizations, and other health professions. In these activities, health is understood as being broader than delivery and reimbursement systems, but extended to health-related socio-cultural issues such as violation of human rights, homelessness, hunger, violence, and the stigma of illness.
- ANA Standards of Professional Performance 13 Collaboration: The registered nurse collaborates with the healthcare consumer, family, and others in the conduct of nursing practice (ANA, 2001).

VITA

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Candidate for the Degree of

Doctor of Education

LONG-TERM OUTCOMES OF SERVICE-LEARNING ON CIVIC

ENGAGEMENT AND PROFESSIONAL NURSING PRACTICE

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