

EFFECTIVENESS OF EXPERIENTIAL LEARNING STRATEGIES

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To the Dean of the Graduate School:

I am submitting herewith a dissertation written by Debra L. Fowler entitled "Effectiveness of Experiential Learning Strategies." I have examined this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy with a major in Nursing Science.



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We have read this dissertation and recommend its acceptance:



Associate Dean, College of Nursing

Accepted:



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ABSTRACT

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EFFECTIVENESS OF EXPERIENTIAL LEARNING STRATEGIES

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The aim of this experimental study was to determine if Baccalaureate of Science in Nursing (BSN) students who complete a service learning (SL) assignment within a nursing course score significantly higher on the Nursing Professional Values Scale – Revised (NPVS-R) compared to an attention control group of BSN students in the same nursing course. The SL assignment consisted of 3 hours of service at a non-profit health care organization followed by reflection facilitated through online discussion groups and reflective paper. Attention control students attended a professional nursing meeting and described their observational experience in an online discussion group and a paper.

The NPVS-R was completed by 110 students; 56 in the intervention group and 54 in the attention control group. Data were entered into the Statistical Package for Social Sciences program and analyzed using an independent *t*-test to test the hypothesis. Reliability of the NPVS-R was estimated using a Cronbach's alpha and demographic data was described using frequencies, measures of central tendency, and measures of spread. Findings indicated that students participating in a SL assignment scored significantly lower ($M = 99.43$, $SD = 11.032$) than those in the attention control group ($M = 105.07$, $SD = 11.293$), ($t(108) = -2.652$, $p = .005$). The results not only fail to support the

hypothesis that students who completed a SL assignment score higher on a measure of professional values than do control group students, they provide data to indicate that students who were exposed to a more traditional educational assignment reported higher levels of professional values.

This study is the first to apply experimental research methods to analyze the relationship between SL and professional values development and it calls into question the assumptions held about the validity of SL. Further research is needed to provide evidence of the efficacy of this educational strategy.

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CHAPTER I

INTRODUCTION

Evidence based practice emerged in the 1980's and has been widely accepted as the most appropriate basis for clinical decision making. While nursing practice has embraced this paradigm, nursing education lags behind in the development of an evidence base for teaching practice. Nurse educators employ traditional and emergent pedagogies with inadequate substantiation of the effectiveness of these approaches. Oermann (2009) urges nurse educators to develop research based evidence to support education practices. A science of nursing education is needed to develop and test new and innovative ways to create learning environments where students are actively engaged in constructing their own knowledge.

Service learning (SL) is a form of experiential learning that connects meaningful community service with academic instruction while emphasizing student learning through reflective thinking and analysis (Bailey, Carpenter, & Harrington, 2000). It is increasingly used in the nation's schools and universities to engage students within complex community settings to address multifaceted problems (Learn and Serve America, n.d.).

One benefit of SL is the enhancement of personal and professional values development (Mueller & Norton, 2005). Professional values education requires a systematic approach to providing students the environment in which to identify, examine,

and develop their professional values (Glen, 1999). While nursing education commonly incorporates professional values, methods for effective teaching are not well documented in the nursing literature (Shaw & Degazon, 2008; Vezeau, 2006).

During the past decade, SL teaching methods have been extensively described in the nursing literature but research into the efficacy of the method to achieve educational goals is minimal. Published research lacks methodological rigor to provide actionable decision making as to the appropriateness of using SL in nursing education.

Problem of Study

Rooted in experiential learning with its emphasis on full engagement and critical analysis of course material, SL “affords a unique and valuable opportunity for student value exploration and development” (Chapdelaine, Ruiz, Warchal, & Wells, 2005, p. 7). The importance of professional values and teaching about values was acknowledged in the 1998 publication of AACN’s *The Essentials of Baccalaureate Education for Professional Nursing Practice* and re-affirmed in the 2008 revision. One of the central purposes of nursing education is to prepare new generations of nurses who embody the core values of the profession.

The specific aim of the study was to determine if Baccalaureate of Science in Nursing (BSN) students who complete a SL assignment within a nursing course score significantly higher on the Nursing Professional Values Scale - Revised (NPVS-R) compared to an attention control group of BSN students. Findings from this study will offer evidence for the efficacy of SL as an educational strategy to prepare BSN students

for professional contribution to society. Additionally, the study will provide direction for the development of effective SL educational methods.

Rationale for the Study

Nursing education is called to bring about a broad appreciation of human health problems and the essential role of nursing in addressing them. By placing the student in the context of the community, SL allows students to develop a more sophisticated conceptualization of health-related risk factors related to social, economic, and political determinants of health (Ward, Blair, Henton, Jackson, Landolt, & Mattson, 2007).

President Barack Obama's service agenda calls upon all Americans to "answer a new call to service to meet the challenges of our new century (Office of the President, 2009)." The *Edward M. Kennedy Serve America Act* (2009), signed by the President on April 21, 2009, establishes grants for innovative SL programs and research and provides education awards up to \$5,350 for university students in exchange for service. Of special significance is the establishment of a Healthy Future Corps to address the need for increased access to healthcare.

Multiple national health education initiatives have set the stage for expanding the vision of nursing education beyond the traditional bounds of classroom and clinical instruction. American Association of Colleges of Nursing (2009) specifically proposed SL as a teaching strategy to enhance professional values development. The Pew Health Professions Commission's fourth report regarding essential reform in health education declares that the nation's health will be best served when public service is a significant

aspect of professional education (O'Neil, E.H.; & Pew Health Professions Commission, 1998).

The ultimate commitment of nursing is to empower individuals and communities, across all social and cultural lines, to obtain the highest possible level of health (Crigger, Brannigan, & Baird, 2006). SL is an educational strategy which can address multiple national health goals and is closely aligned with nursing's commitment to the health of all society.

Nurse educators must prepare practitioners who can analyze and evaluate information and effectively translate it into clinical practice. Clark calls for innovative pedagogical approaches beyond the behaviorist and cognitivist models to create humanistic-caring ways of meaning making (2005). Humanistic aspects of nursing are taught through focus on the affective domain of learning. Affective learning is concerned with the internalization of values (Krathwohl, Bloom, & Masia, 1964).

Billings and Halstead (2005) indicate that in addition to meeting student's academic learning needs, nursing curricula must convey the values of the profession. New pedagogies are needed, beyond the traditional classroom, skills and simulation lab, and clinical rotations, to develop nurses whose practice reflects the values of the nursing profession. Evaluation of the efficacy of SL as an educational model to enhance nursing student's professional value development and prepare them for professional contribution to society is needed.

Theoretical Framework

Connections between community service and education have ancient roots and can be found in Plato and Aristotle's methods that expected students to use newfound knowledge for public good. Philosophers and liberal thinkers John Locke and Immanuel Kant stressed that a liberal education should include character education and John Stuart Mill called for civic participation. These perspectives agree that education should produce university graduates who will ensure humanistic approaches to and future development of a productive society. A more modern approach to the merging of service and learning arises from John Dewey's educational philosophy and the Progressive Education movement of the early twentieth century (Lucas, 1994). Classic educational theory views community service as an outcome of education whereas SL, rooted in Dewey's philosophy, is the application of knowledge to social situations and is incorporated into pedagogical processes (Rocheleau, 2004).

Dewey postulated that knowledge is an active process in response to one's life situation. As opposed to the classic philosophies of learning which used didactic methods to teach facts and principles for future use, Dewey argued that students learn in relation to concrete experiences and the challenges inherent in those experiences (Dewey, 1910/1997). His approach situates the student in full physical and emotional involvement with the learning experience.

Dewey also proposed that continuity is an essential criterion for experiential education. This notion is that humans are affected by experience and that every experience in some way influences all future experiences and determines the nature of

personal growth. However, not all experience is educative. True educational experience requires thinking that is directed toward understanding and consideration of the basis and consequences of beliefs. Dewey asserted that experience is educative when, through repeated and reflective turning of the experience over in the mind, a person is informed to take action that enhances development (1910/1997). This reflective thinking is “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it” (1910/1997, p. 6).

To Dewey, subject matter taught in the classroom does not produce knowledge without examination of its meaning through experience and reflection. He calls upon the educator to select the kind of experiences that engender creativity in future experiences (Dewey, *Experience and nature*, 1925/1982). Therefore, the insightful educator designs experiences that become an instrument of understanding which supports the development of effective methods to deal with future situations (Dewey, 1938/1997). These experiences also provide the basis for student reflection on the meaning of one experience and its application to future experience.

SL provides experiences in which the student encounters life situations that create uncertainty and require investigation and reflective thought to understand. SL immerses students in experience and, through reflection, provides a frame of reference for future experiences and learning (Berman, 2006). Dewey’s assertion of an “organic connection between education and personal experience” (1938/1997, p. 25) supports the expected relationship between development of professional values and the SL assignment.

Reflective learning strategies appropriate for SL include group discussion, presentations,

journaling, and other types of written assignments. The aim of these methods is to enable the student to construct meaning of the service experience and the realities of the social issues encountered as well as develop a sense of personal and professional responsibility. Reflection, both in an online group setting and an individual essay, is utilized in this study to enhance the efficacy of the educational experience.

Assumptions

The following assumptions were made for this study:

1. The BSN nurse is prepared to practice in a holistic, caring manner consistent with nursing professional values (American Association of Colleges of Nursing, 2008).
2. Learning is an active process of applying knowledge to one's own experiences (Dewey, 1938/1997).
3. Critical reflection connects experience with learning (Dewey, 1910/1997).

Research Question

The following research question was investigated in this study:

Do Baccalaureate of Science in Nursing (BSN) students who complete a SL assignment within a nursing course score significantly higher on the Nursing Professional Values Scale - Revised compared to an attention control group of BSN students who complete a leadership assignment within the same nursing course?

Definition of Terms

Terms utilized in this study were defined as follows:

1. Service learning assignment: Bringle and Hatcher (1999) define SL as:

“Course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of civic responsibility” (p. 182). Operationally, a SL assignment in this study was a required course assignment in which students provided service to a community healthcare organization and reflected on the service experience in relation to academic course content.

2. Professional values: “Standards for action that are accepted by the practitioner and/or professional group and provide a framework for evaluating beliefs and attitudes that influence professional behavior” (Weis & Schank, 2001, p. 226). In this study, professional values were measured by total scores on the Nursing Professional Values Scale – Revised.
3. BSN students are degree-seeking students enrolled in a college or university educational program leading to a baccalaureate degree in nursing. For this research, BSN students were enrolled in a traditional four semester nursing program utilizing a mix of online and face-to-face instructional methods.

Limitations

The following limitations were identified for this study:

1. A convenience sample from one school of nursing limits the generalizability of the findings.

2. The investigator was a member of the course teaching team which may bias the results.

Summary

SL is a pedagogical approach that combines academic instruction, service to the community, and student reflection to support learning objectives. It is used in many schools of nursing across the country. Nursing education literature indicates that outcomes of SL include development of personal, social, and professional values. However, there is limited experimental research to support this assertion.. To advance evidenced based nursing teaching practice using SL, further research was needed.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents a review of the literature related to explicit outcomes of service learning (SL) in nursing education. The literature search focused on reports of primary nursing research, written in English, which addressed analysis of student, community, or faculty outcomes related to SL in nursing education. Using the key terms *service learning*, *nursing*, *outcomes*, *research*, and *nursing education*, an online database search of CINAHL, ERIC, Health Source: Nursing/Academic Edition, MEDLINE, Dissertation Abstracts Online, ProQuest Digital Dissertations, and Scopus was conducted. Additionally, ancestry and citation-index search techniques, as recommended by Conn et al. (2003), were employed. No date limits were applied to the search. The search initially yielded 83 articles and seven dissertations published between 1997 and 2008.

The final analysis was limited to research specific to SL outcomes related to students. Studies of SL in both graduate and undergraduate nursing education were included. Criteria for inclusion also included publication in refereed nursing journals or dissertation databases. Reports of SL program evaluation were excluded. Ultimately, three dissertations and 18 articles met the inclusion criteria and are presented in this analysis. As findings from one study are reported in a dissertation (Hunt, 2004) and two articles (Hunt, 2007; Hunt & Swiggum, 2007), the final analysis considers 19 studies.

This chapter presents literature related to student outcomes and an analysis of research design used in SL studies. A summary of the studies is provided in Appendix A.

Student Outcomes

A major impetus for initiating SL programs is to modify learning outcomes. Billig (2000) proposed that SL impacts academic learning and values-based outcomes such as personal and social development and sense of civic responsibility. Academic outcomes are related to an increased knowledge of course content and skills while values-based outcomes represent those related to attitudes, beliefs, and values development.

Academic Outcomes

Changes in academic outcomes were mixed. Some studies assessing academic outcomes demonstrated no differences while others found knowledge increases. In analysis of critical thinking and cultural competence, Nokes, Nickitas, Keida, and Neville (2005) found that following participation in SL, students' critical thinking scores and cultural competence scores were significantly lower as compared to pre-intervention scores. The authors suggest that the SL experience may have caused students to question their perceptions of their competence in relation to practice in diverse clinical settings. In an undergraduate course on childbearing, Bentley and Ellison (2005) analyzed exam grades and Health Education Systems, Inc. (HESI) scores of students who participated in SL and a control group. Students in the SL group indicated the experience helped them learn the course material. While the SL students' scores were higher than those in the control group, there was no significant difference. These outcomes differed from those of Narsavage, Lindell, Chen, Savrin, and Duffy (2002). The authors studied pre- and post-

test scores assessing knowledge of community health needs. They found a significant increase in post-test scores following SL. In this study, advanced practice nursing students provided community service in a variety of settings. As the majority of these nurses had not experienced caring for people outside of hospital settings, the SL experience provided unique knowledge of the health care challenges and strengths of people living in the “real world”.

Increased health promotion knowledge was found in two studies. Reising, Allen, and Hall (2006) examined the outcome of a three-hour SL activity provided during students’ first semester in nursing. Students indicated that the SL experience provided a greater understanding of health promotion theory. Following a SL project in which second year nursing students provided community education and screening, students were able to actively apply health promotion concepts (Reising, Shea, Allen, Laux, Hensel, & Watts, 2008).

Research results related to skill development is mixed. Reising, Allen, and Hall (2006) found that students reported an increase in their basic cardiovascular assessment skills. In a one-year follow-up approximately two-thirds of the participants felt their skill level was enhanced by participation in the SL activity. In a study by Schneiderman, Jordan-Marsh, and Bates-Jensen (1998), students engaged in SL within a senior citizen center. Students reported an enhanced view of older adults and a greater confidence in health teaching but found it difficult to apply nursing theory or develop health assessment skills.

Other academically related findings included the areas of theoretical understanding and the nurses' role in the community. Positive findings included increased understanding of Watson's caring theory and Leninger's cultural care theory among graduate students. Participants reported that the SL activity made caring concepts more concrete (Logsdon & Ford, 1998). Similarly, White, Festa, Allocca, and Abraham (1999) noted that graduate and undergraduate students mastered the course objectives related to community aspects of psychiatric mental health. In another study analyzing the benefits of SL in graduate nursing education, Narsavage, Batchelor, Lindell, and Chen (2003) reported that students also reported an enhanced understanding of factors which affect the function of community agencies and the barriers to care experienced by community members. These students gained a greater understanding of the advanced practice nurse's role as a community resource.

Other indications of increased knowledge were reported in the literature. Graduate nursing administration students partnering with hospitals to apply for Magnet Recognition increased their skills in data analysis and dissemination of findings and experienced the complexity of hospital systems (Baker, Bingle, Hajewski, Radant, & Urden, 2004). In a professional issues course, students partnered with a city councilperson in a SL project. Qualitative analysis revealed that student's political identities were developed through involvement with the community (Olsan et al., 2003).

Values-Based Outcomes

Several studies reported that following SL activities, students experienced an enhanced sense of civic responsibility to serve the community as a professional. Hales

(1997) found a trend toward increased commitment to community service among students enrolled in an elective course using SL methods as compared to students in a community health nursing course. In a mixed methods study, Reising et al. (2008) found students scored highest on the areas of professional and civic responsibility after participating in a community screening program. Through analysis of reflective journals of RN-BSN students in a capstone course utilizing SL, Lawler (2008) found that students experienced personal development and an enhanced sense of social responsibility. Civic engagement scores of RN-BSN and MSN students significantly increased following participation in a SL project (Nokes, Nickitas, Keida, & Neville, 2005).

Students consistently believed the service they provided was beneficial to the community. Peterson and Schaffer (1999) developed a senior-level professional nursing practice course in which half of the students were involved in SL projects. Analysis of post-course evaluations revealed SL participants perceived their service was valuable to a greater degree than those not participating in a SL project. In Narsavage's et al. (2003) study, the majority of SL students indicated their service was beneficial to the community. Students in Bentley and Ellison's (2005) study believed they could make a difference in the community as did those in the studies by Reising et al. (2006) and White et al. (1999). In analysis of focus groups of students who had participated in SL in a rural health clinic, Van Hofwegen, Kirkham, and Harwood (2005) discovered that students had a greater commitment to community service and felt their service benefitted the community.

Personal and professional growth was described as student outcomes by Simoni and McKinney (1998). In this study, nursing students participated in a multidisciplinary SL project to connect professional healthcare education and delivery of community-based primary care services. Analysis of post-course questionnaire responses revealed the highest mean score was related to nursing's responsibility to care for the community's health. Student comments indicated personal satisfaction with the SL project. Personal value growth was reported by Baker et al. (2004) while Reising et al., (2006) and Lawler (2008) reported professional values growth. Laplante (2007) found that SL enhanced affective learning through development of a reciprocal relationship with the client in a community setting.

Increased cultural awareness and tolerance following participation in SL was reported in a number of studies. Following a SL intervention, students developed greater tolerance for and appreciation of others (Hales, 1997) and exhibited an increased awareness of their own prejudice and bias (Bentley & Ellison, 2005). Schneiderman et al. (1998) found that students experienced a positive influence on their view of older adults after a SL experience in a senior center.

Several studies provide evidence of improvements in cultural sensitivity. Interviews with nursing students working with families who were homeless revealed the intense emotions felt by students related to the eye opening experience. The SL experience helped them understand similarities and differences between persons and families who have homes and those who do not (Hunt, 2007, 2004; Hunt & Swiggum, 2007). In examination of the cultural experience related to SL in a developing country,

Casey and Murphy (2008) found that students expressed greater cultural sensitivity and improvement in cultural knowledge.

When examining the impact of SL on academic and values outcomes, the picture is mixed. SL experiences used in the studies widely varied. Some studies revealed enhanced academic performance while others found no differences. Findings for values-based outcomes are far more consistent. Enhanced sense of civic responsibility and professional and personal growth was frequently cited as was enhanced cultural understanding. Students consistently indicated that their experience benefited the community.

Research Design of Service Learning Studies

Critique of the literature requires an analysis of the methodological rigor of the research (Polit & Beck, 2004). Factors identified by Cooper (1998) and considered in this appraisal include sample type and size, research design, and reliability and validity of instruments.

Homogeneity of sample is demonstrated by all but three of the studies. Nokes et al. (2005) and White et al. (1999) combined graduate and undergraduate students in their research while Hunt (2007; 2004) and Hunt and Sweeny (2007) combined generic BSN and RN-BSN students. Sample size varied considerably ranging from 14 to 173 for quantitative studies and 5 to 30 for qualitative studies. Generally, sample size for the qualitative studies is adequate for data collection and analysis purposes with an average sample size of 18. However, among the studies using quantitative and mixed methods,

the average sample size of 56.7 is moderate and power analysis methods were not reported.

Research design varied between quantitative studies, qualitative studies, and those using mixed methods. Eight studies were strictly qualitative in nature (Casey & Murphy, 2008; Olsan et al., 2003; Hunt, 2007, 2004; Hunt & Swiggum, 2007; Laplante, 2007; Lawler, 2008; Van Hofwegen et al., 2005; Baker et al., 2004; Simoni & McKinney, 1998). Standards related to methodological rigor for qualitative studies as described by Polit and Beck (2004) are credibility, transferability, confirmability, and dependability. Description of methods used to assure these standards are provided in only three studies; those by Laplante (2007), Lawler (2008), and Casey and Murphy (2008).

Quantitative or mixed methods are used in the majority of the studies. Only one study utilized an experimental post-test only design (Bentley & Ellison, 2005). Two quasi-experimental studies included control groups (Peterson & Schaffer, 1999; Hales, 1997) while only Bentley and Ellison (2005) used random assignment to intervention and control groups.

Quantitative instrumentation is of particular concern as two-thirds of the studies utilized questionnaires developed by the authors without documentation of psychometric qualities of the instrument. Standardized instruments for data collection were documented in only three studies (Bentley & Ellison, 2005; Narsavage et al., 2002; Nokes et al., 2005).

Furco (2003) urged SL scholars to include control groups and to use random sampling methods in order to enhance the validity of research findings. The lack of

methodological rigor, particularly in quantitative analysis of SL outcomes, makes it difficult to ascertain what threats to internal and external validity may have occurred. Without adequate control over extraneous variables, the actual influences of the value of SL may be obscured.

Summary

As a new field of nursing science, a marked lack of evidence of measurable outcomes exists in SL nursing research. While values-based measurements more consistently indicate student changes following SL, the picture is mixed for academic outcomes. The lack of methodological rigor of the studies presented in this literature review is striking. Only one of the studies utilized experimental research methods. To advance the science of nursing education, experimental research related to SL outcomes must be conducted.

CHAPTER III

PROCEDURE FOR COLLECTION AND TREATMENT OF DATA

The specific aim of this study was to determine if Baccalaureate of Science in Nursing (BSN) students who complete a service learning (SL) assignment within a nursing course score significantly higher on the Nursing Professional Values Scale - Revised (NPVS-R) compared to an attention control group of BSN students. A two-group posttest-only design was used to investigate the research hypothesis.

SL, a form of experiential learning that connects meaningful community service with academic instruction while emphasizing student learning through reflective thinking and analysis (Bailey, Carpenter, & Harrington, 2000), has been extensively described in the nursing literature but research into the efficacy of the method to achieve educational goals is minimal. Published research lacks methodological rigor to provide actionable decision making as to the appropriateness of using SL in nursing education. This chapter reviews the research methodology, including setting, sampling methods, instrument used, as well as data collection and analysis methods used in this study.

Setting

The setting for the study was a school of nursing situated in a health science center in a large metropolitan area in the southwest United States. The study was conducted during a required 3-credit didactic course taught during the third semester of a

four semester traditional BSN curriculum. The course focuses on the learner's integration into the professional role and explores professional and personal value structures essential to ethical nursing practice. Additionally, leadership theories are key concepts addressed in the course.

Population and Sample

The population for this investigation was all students enrolled in the traditional BSN curriculum in the school of nursing. The study sample was limited to students enrolled in one required nursing course. To estimate effect size, a literature search was conducted to determine reported effect size for studies relevant to nursing professional values according to procedures described by Polit and Beck (2004). Two studies that used the NPVS score as the dependent variable reported effect sizes of 0.32 (Leners, Roehrs, & Piccone, 2006) and 0.65 (Schank & Weis, 2001). Based on this analysis, an estimated effect size of 0.5 was used to guide sample size. With an effect size of 0.5 and 0.05 alpha, a total sample size of 126 participants was calculated for this two-group experimental design to achieve 0.80 power to detect a difference in the two group means.

Protection of Human Subjects

After receiving Institutional Review Board (IRB) approval from the university in which the study was conducted, approval was also obtained from the IRB at Texas Woman's University. At the beginning of the nursing course, students were provided information about the study and informed that completion of the NPVS-R was voluntary and would in no way affect their course grade. SurveyMonkey was utilized for data collection to ensure anonymity. Copies of the IRB approvals are provided in Appendix A.

Instrument

Data in this study were gathered using the Nursing Professional Values Scale – Revised (NPVS - R) and a demographic form. The NPVS-R is a norm-referenced instrument derived from the 2001 American Nurses Association (ANA) *Code of Ethics for Nurses*. Each item is a short descriptive phrase reflecting a specific code statement with a 5-item Likert scale ranging from not important (1) to most important (5). The possible range of scores is 26 to 130 with a high score indicating a strong professional value orientation. Five experts established the content validity of the instrument original instrument (Weis & Schank, 2000).

The NPVS-R was tested on 632 participants including baccalaureate and master's students from 19 randomly selected accredited United States schools of nursing and practicing professional nurses randomly selected from state boards of nursing lists. Weis and Schank reported a Cronbach's alpha of 0.92 for the total scale (In press). In a doctoral dissertation using the NPVS-R to analyze professional values among nurses from different age cohorts, Farag (2008) reported a Cronbach's alpha of 0.92 ($N = 429$). Demographic data gathered along with the NPVS-R were gender, age, and ethnicity. A copy of the instrument is provided in Appendix B. In addition to hypothesis testing, a reliability estimate was also run to examine the internal consistency of the NPVS-R instrument for this sample and the Cronbach's alpha was 0.92 indicating that it was a reliable measure.

Data Collection

Before the nursing course began, students were randomly assigned into the intervention and attention control groups. Students in each group were further randomly divided into small groups of 5-7 students/group to facilitate online asynchronous discussion board. During course orientation, students received instructions regarding completion of their respective assignment. They were instructed to complete the SL assignment or the leadership assignment before the end of the ninth week of the twelve-week course. All students completed didactic learning modules related to professional and personal value structures essential to ethical nursing practice as well as leadership theories. All students received information about the research and the instrument that would be provided near the conclusion of the course.

The intervention group provided 3 hours of service at a local non-profit health care organization. After the service experience was completed, they engaged in reflective thinking and analysis through small group (5-7 students/group) discussion facilitated via the course online asynchronous discussion board. The reflective discussion assignment directed students to reflect on the ways their service enhanced individual and/or community health. Additionally, students reflected on the AACN core nursing values; altruism, autonomy, human dignity, integrity, and social justice; and considered whether the service experience expanded their perspective of these values. In the final aspect of the assignment, students wrote a reflective essay to examine the perceived effect of the service experience on their personal and professional values. They also considered

whether/how the experience had an impact on their development of a meaningful professional nursing practice. The intervention assignment is provided in Appendix C.

Attention control methods provide participation which is concurrent with and equivalent to the experimental intervention (Lindquist, Wyman, Talley, Findorff, & Gross, 2007). Students in the attention control group attended one professional meeting where they observed leadership behaviors. After attending this meeting, they participated in small group (5-7 students/group) online asynchronous discussion board in which they described their observational experience. They wrote a paper describing their observational experience and identifying the connections between a specific leadership theory and their observations. The leadership assignment is provided in Appendix D.

The investigator posted the NPVS-R with demographic data on SurveyMonkey. This online survey program was used for data collection to assure anonymity. After students completed the course assignments, the investigator posted a link to the NPVS-R in the course Blackboard. The investigator also emailed all students enrolled in the course, informed them of the availability of the instrument, and asked them to complete it although completion was not a required course activity. Two reminder emails were sent to all students asking them to complete the instrument if they had not already done so. As an incentive, students were informed that a lottery drawing for four \$25 gift cards would be held if the response rate reached 95%. As the overall response rate was 97% (111 respondents), the investigator awarded gift cards to four students randomly drawn from the course roster.

At the conclusion of the course, data from the NPVS-R and demographic data were downloaded into Statistical Package for Social Sciences version 17.0 software for analysis. Data collection and analysis protocol is provided in Appendix E.

Pilot Study

A pilot study, using the same setting as the major study, was conducted to test research design, data collection instrument, recruitment strategies, and suitability of the intervention, before embarking on this study. The pilot found no difficulties in administering the treatment or the NPVS-R instrument. However, recruitment of volunteers proved a major obstacle.

Volunteer participants were recruited from a required nursing class. Multiple factors, especially personal burdens experienced due to a major hurricane that occurred at the beginning of the study, decreased the willingness of students to volunteer. While ten students, nine women and one man, signed consents to participate, the ultimate sample included four women in the intervention group and three women in the attention control group. No significant differences were found in professional value scores between the control and experimental group with this small sample. For the major study, the student assignments were incorporated into a required baccalaureate nursing course and contributed 10 percent of the student's final course grade. This change was made to ensure an adequate sample and participant retention through completion of the study activities.

Treatment of Data

Parametric statistics, specifically the *t*-test for independent groups, were used to test for differences between the two group's mean scores on the NPVS-R. As the *t*-test evaluates the means and distributions of each group, it is the appropriate statistical test to apply to interpret and compare the scores of the intervention and attention control groups (Munro, 2005). Appropriate descriptive statistics were applied to analyze demographic data.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this two-group post-test only experimental study was to assess the influence of a service learning (SL) intervention on professional values of Bachelor of Science in Nursing (BSN) students. Data for this study were gathered at a school of nursing situated in a health science center in a large metropolitan area in the southwest United States. Senior nursing students enrolled in a required 3-credit didactic course taught during the third semester of a traditional four semester BSN curriculum were randomly assigned to an experimental group or an attention control group. The experimental group completed a SL assignment while the control group completed a traditional learning assignment. Following the intervention participants completed the Nursing Professional Values Scale-Revised (NPVS-R) and a descriptive data form online using SurveyMonkey to assure anonymity. Data were entered into Statistical Package for Social Sciences program and analyzed using appropriate descriptive statistics for the demographic data and a *t*-test for hypothesis testing. This chapter contains a description of the sample followed by findings for the study hypothesis.

Description of the Sample

The initial sample was all students (114) enrolled in the course during one academic semester in 2009. The final sample consisted of 110 participants with 56 in the experimental group and 54 in the control group. One respondent was lost to analysis

when they failed to indicate which assignment they completed. The majority of the sample was Caucasian females between the ages of 20 and 29. The mean age was 26.82 ($SD = 6.79$). The experimental and control groups were very similar in demographic composition though the control group was slightly older and more ethnically diverse than the experimental group. Table 1 displays a precise breakdown of the demographic data for each group as well as the total sample. As some respondents did not complete all the demographic items, totals do not equal 110.

Table 1

Demographic Data

| Characteristics | Experimental Group | Control Group | Total |
|------------------|--------------------|---------------|------------|
| Gender | | | |
| Females | 45 (80%) | 42 (79%) | 87 (80%) |
| Males | 11 (20%) | 11 (21%) | 22 (20%) |
| Age | | | |
| 20-29 | 41 (80%) | 33 (70%) | 74 (76%) |
| 30-39 | 7 (14%) | 10 (21%) | 17 (17%) |
| 40 and above | 3 (6%) | 4 (9%) | 7 (7%) |
| Ethnicity | | | |
| African American | 1 (2%) | 5 (9%) | 6 (5.5%) |
| American Indian | 1 (2%) | 0 | 1 (0.9%) |
| Asian | 12 (22%) | 11 (21%) | 23 (20.9%) |
| Caucasian | 32 (59%) | 28 (53%) | 60 (54.5%) |
| Hispanic/Latino | 8 (15%) | 9 (17%) | 17 (15.5%) |

Findings

The hypothesis for this study was that students who complete a SL assignment score higher on a measure of professional values than do attention control group students. To assess differences in professional values between the experimental and control group, an independent-samples *t*-test (one-tailed) was conducted. A nonsignificant Levene test indicated the assumption of homogeneity for variance was met. Findings are displayed in Table 2. Students in the control group ($M = 105.7$, $SD = 11.293$) scored significantly higher on the professional values scale than those in the experimental group ($M = 99.43$, $SD = 11.032$); [$t(108) = -2.652$, $p = .005$]. The magnitude of difference in the two means (mean difference = 6.27, 95% CI: -9.87 to -1.43) was moderate (d index = -.51).

Table 2

Scores on Nursing Professional Values Scale – Revised

| Treatment groups | Range | <i>M</i> | <i>SD</i> | <i>t</i> | <i>p</i> |
|---------------------------|--------|----------|-----------|----------|----------|
| Experimental ($N = 56$) | 75-121 | 99.43 | 11.03 | -2.65 | .005 |
| Control ($N = 54$) | 78-130 | 105.07 | 11.29 | | |

Summary of the Findings

The total sample consisted of 110 students; 56 in the experimental group and 54 in the control. Demographic characteristics were similar although the control group was slightly older and more ethnically diverse. Professional values scores were statistically significant with higher mean scores in the control group. The results fail to support the

study hypothesis that there is a positive relationship between SL and professional values development. Instead, the data indicate that students who were exposed to a more traditional educational assignment reported higher levels of professional values.

CHAPTER V

SUMMARY OF THE STUDY

The purpose of this study was to examine the outcomes of a service learning (SL) intervention relative to professional nursing values. Specifically, the investigation sought to determine whether randomly assigned senior baccalaureate nursing students participating in a SL intervention, compared to those completing a traditional assignment, would score higher on a professional values scale. Nursing education literature indicates that outcomes of SL include development of personal, social, and professional values. However, there is limited experimental research to support this assertion. This study benefited from a controlled experimental design to analyze the relationship between SL and professional values development. This chapter provides a summary of the study, discussion of the findings, conclusions and implications for nursing education, and recommendations for further study.

Summary

A two-group, experimentally designed post-test only research study was conducted to determine the effects of a SL intervention on professional values. The study was conducted during a required 3-credit didactic course taught during the third semester of a traditional four semester BSN curriculum. The final sample consisted of 110 participants who were randomly assigned to control and experimental groups. These groups were similar in demographic composition.

The experimental group volunteered three hours at a local non-profit healthcare organization that provides service to a global community before engaging in reflective analysis through small group online discussion and reflective essay. Students in the attention control group attended a professional meeting to observe leadership behaviors before participating in small group online discussion and completing a paper describing their observational experience relative to leadership theory. The 26-item Nursing Professional Values Scale – Revised (NPVS-R) was used to measure professional values after completion of the intervention.

Findings from an independent *t*-test indicated that students participating in the SL assignment scored significantly lower than those in the attention control group. These unexpected results indicated that students exposed to a more traditional educational assignment reported higher levels of professional values.

Discussion of the Findings

The study's findings are surprisingly inconsistent with published reports that SL positively contributes to the development of professional values. Several aspects of this study may account for these conflicting findings: student perceptions related to the caring and activist roles of nursing, their understanding of the essential link between values and ethics, and the application of an experimental design which has not been commonly used in previous research.

The NPVS-R is the only standardized instrument that measures professional nursing values based on nursing's code of ethics. Two primary factors measured by the NPVS-R are *caring*, conceptualized as responsibility to patients, and *activism*,

conceptualized as responsibility to society (Weis & Shank, in press). Lower caring scores in the SL group may be related to a lack of direct contact with care recipients. Attending a professional organization meeting possibly contributed to higher activism scores in the control group.

In the SL experience utilized in this study, students provided service to a global community by preparing healthcare supplies and equipment for support of international healthcare missions and shipment to clinics in developing countries. Thus, there was no direct service to individuals (caring). Without this face-to-face interaction, students may have had difficulty conceptualizing their service as the provision of nursing care.

Students' perceptions of the benefits of direct nursing care are reported in the literature. Peterson and Schaffer (1998) found that students involved in SL projects with children in various community settings rated their service significantly higher than students whose projects did not include SL. Students in Bentley and Ellison's (2005) study provided care to pregnant teenagers and indicated their SL made a difference in the community. According to White et al. (1999), students gave direct care in various community agencies, used a wide range of nursing skills, and indicated their SL project was a worthwhile contribution. Van Hofwegen, Kirkham, and Harwood (2005) discovered that students providing nursing care in a rural public health department and home care service recognized the importance of relationship with community clients. Unlike the current study, in each of these studies students engaged directly with care recipients in a community setting. These positive findings, as compared to the findings of

the current study, may indicate that direct interaction with individuals is necessary to achieve desired SL outcomes related to values development.

Activism as measured by the NPVS-R reflects nursing's responsibility to society. It includes items related to the role of professional nursing organizations and the nurse's responsibility to advance the profession through active involvement in health-related activities.

Several studies reported that following SL activities, students experienced an enhanced sense of responsibility to serve the community as a professional. Hales (1997) found a trend toward increased commitment to community service among students enrolled in an elective course using SL methods as compared to students in a community health nursing course. Reising et al. (2008) discovered students scored highest on the areas of professional and civic responsibility after participating in a community screening program. RN-BSN students in a capstone course utilizing SL experienced personal development and an enhanced sense of social responsibility (Lawler, 2008). Civic engagement scores of RN-BSN and MSN students significantly increased following participation in a SL project (Nokes, Nickitas, Keida, & Neville, 2005). Van Hofwegen, Kirkham, and Harwood (2005) reported that students had a greater commitment to community service. These studies indicate that SL enhances the student's commitment to serve society.

In the current study, students in the attention control group attended a professional nursing organization meeting. Kubush, Hansen, and Huyser-Eatwell (2008) analyzed practicing nurses' perceptions of professional values and found that participants who

belong to professional nursing organizations reported significantly higher professional values. Attention control students could have been positively influenced by exposure to members of the professional organization. This may have increased their appreciation of nursing's activist role and thereby diminished the anticipated difference in the two study groups. Therefore, the choice of this attention control device should be evaluated for future studies.

In the reflective phase of the SL intervention, students assessed their service experience in relation to AACN's (2008) core nursing values; altruism, autonomy, human dignity, integrity, and social justice. The NPVS-R is derived from the *Code of Ethics for Nurses* (ANA, 2001) which reflects the application of nursing's core values to nursing practice. Lower professional values scores suggest that SL students may have failed to recognize nursing values as the foundation of the profession's ethical standards.

One additional factor that may account for the differences in outcome of this study versus other SL studies is the application of an experimental research design. This study was one of two studies that used an experimental design to examine SL as an intervention. A post-test only experimental design was used by Bentley and Ellison (2005) to examine the effects of SL on students' understanding of diversity, perceptions of social responsibility in community service, and health care issues. The authors used a *t*-test to examine course grades and exit exam scores and found no statistical difference in the experimental and control groups. However, they did not provide statistical evidence of change in professional values. In the current study, the design controlled for extraneous sources of variance through random assignment to groups and structured

interventions. The greater control may have prevented the introduction of unrelated factors that could modify the effects of the intervention. Intervening variables, permitted by less controlled research designs, may have influenced the positive outcomes derived from participation in SL as reported in the nursing literature.

Conclusions and Implications

Exploring the bases of evidence for educational strategies is essential to establish sound education practices. Based on the findings of this study, the following conclusion was derived:

1. Attending a professional meeting followed by discussion positively impacts professional values scores to a greater extent than a SL intervention.

From this conclusion, the following implications for nursing education were derived:

1. In light of the considerable allocation of resources to create and implement SL experiences, the strategy should be closely evaluated in relation to desired learning outcomes.
2. Traditional experiential teaching methods, specifically exposure of students to professional organizations, are valuable educational strategies.

Recommendations for Further Study

This study is the first to apply experimental research methods to analyze the relationship between SL and professional values development. Findings call into question current assumptions about the validity of SL. In further study with greater control for threats to the internal validity of the study, it is possible to glean new insight into the

relative effectiveness of a SL intervention as compared to more traditional teaching strategies. The following recommendations are made for further research.

1. Replicate this study using a community organization in which students provide direct service to individuals.
2. Replicate this study using a different attention control strategy.
3. Conduct additional studies using well-controlled, experimental methods to establish evidence of the efficacy of SL.
4. Examine the effects of varied SL dosing and teaching formats to evaluate the relative effectiveness of different approaches to SL effectiveness.

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APPENDIX A

Summary of Research Studies

Summary of Research Studies

| Author Year | Purpose | Sample and Research Design | Instrument or Method Used | Findings |
|----------------------------|---|---|--|--|
| Baker et al., 2004 | Analyzed SL project designed to produce authentic written applications for Magnet Recognition implemented by 3 groups of Nursing Administration MSN students partnering with 3 hospitals. | 24 MSN students Qualitative | 17 item reflective questionnaire and face-to-face debriefing | Themes were: Increased course learning, communication, group dynamics, and personal values. |
| Bentley & Ellison, 2005 | Examined the impact of the SL experience on students' understanding of diversity, perceptions of social responsibility in community service, and health care issues. | 20 BSN students and 38 BSN students in control group Prospective descriptive using random assignment | Health Professions Schools in Service to the Nation from Community-Campus Partnerships for Health Survey, Scores on Health Education System, Inc. (HESI) exam, and course grades | Student's awareness of community needs and challenges was enhanced. Students believed they could make a difference in the community and had a responsibility to serve the community. They also reported gains in communication ability and greater awareness of their own prejudice and bias. Analysis of course grades and HESI scores found no statistically significant difference between the participants and control group at .05 alpha level. |
| Casey & Murphy, 2008 | Examined experiences of Irish nursing students' experiences of a SL placement in a culture different to their own. | 28 BSN students Qualitative descriptive | Thematic analysis of focus group, individual or group interview | Four themes emerged: Development of cultural sensitivity, caring for people in different cultures, learning/knowing more, and potential impact on practice. |

Summary of Research Studies continued

| Author Year | Purpose | Sample and Research Design | Instrument or Method Used | Findings |
|----------------------|---|--|---|---|
| Hales, 1997 | Evaluated the effect of a service-learning course on student attitudes and commitment to serve their communities. | 7 RN-BSN students and 10 RN-BSN students in control group Pre-post intervention study | Pre- and post-semester survey | Comparison with control found a trend toward increased commitment to service and a greater tolerance and appreciation of others in the SL students. Personal and professional growth from volunteering in the community and attitudinal change to non-judgmental was also found. |
| Hunt & Swiggum, 2007 | Determined the lived experience of nursing students working with families who are homeless. | 7 BSN students and 7 RN-BSN students | Analysis of audio-taped interviews | Six themes emerged: Eye-opening experience; feeling intense emotion; differences and similarities in homeless families and those with homes; changing and transforming assumptions, perceptions, and stereotypes; reflection is essential; discovering new and different nursing roles. |
| Hunt, 2007 | | | | |
| Hunt, 2004 | | Descriptive phenomenology | | |
| Laplane, 2007 | Described reciprocity from the student's perspective in terms of the affective domain of learning. | 30 BSN students Qualitative descriptive | Content analysis of asynchronous online group discussion groups | Eight themes emerged: Contemplating the SL experience, beginning socialization into nursing through SL, coming into awareness, transformation of self through SL, beginning formation of attachments, learning therapeutic communication skills, coming to an understanding that teaching takes many forms, and experiencing a reciprocal relationship. |

Summary of Research Studies continued

| Author Year | Purpose | Sample and Research Design | Instrument or Method Used | Findings |
|---------------------------|--|--|--|--|
| Lawler, 2008 | Determined whether RN-BSN student responses to a community-engaged SL experience indicate the development of professional values. | 14 RN-BSN students Qualitative | Thematic coding of reflective essays | Students enhanced their academic knowledge, personal development, and sense of social responsibility. Additionally, they experienced personal development in the professional values of altruism, respect for human dignity, and promotion of social justice. |
| Logsdon & Ford, 1998 | Involved students in service, explored the relation with service and nurse caring and university mission, provided guided reflection session to allow integration of the experience with prior learning. | 22 MSN students Descriptive | Questionnaire and reflective essays | Students experienced a deeper understanding of the concept of caring and indicated that reflection was a useful tool to integrate the service experience with course content. |
| Narsavage et al., 2002 | Evaluated the impact of a SL project on graduate nursing students, community individuals, and agencies. | 79 MSN students Pre-post intervention | Pretest and posttest questionnaires from Division of Health Professional Education of the Center for Healthy Communities, posttest developed by authors, focus groups, reflective journaling, and web-based discussions. | Analysis of paired <i>t</i> tests, found statistically significant ($p < .0001$) change in student's knowledge of community population's health needs and barriers as well as ways to partner with them, understanding the responsibilities of multidisciplinary team, and understanding the effect of socioeconomic status on health. |

Summary of Research Studies continued

| Author Year | Purpose | Sample and Research Design | Instrument or Method Used | Findings |
|------------------------|--|---|---|---|
| Narsavage et al., 2003 | Evaluated the effect of the SL experience on student's community and personal learning, community partners, and faculty. | 93 MSN students Descriptive | Summative scaled questionnaire with open-ended responses | Ninety-one percent of the students said the experience helped them understand their role as a community resource. Eighty-two percent said their service was beneficial to the community and helped them understand community challenges/barriers. |
| Nokes et al., 2005 | Explored whether participation in the SL intervention made a difference in critical thinking, cultural competence, and civic engagement of nursing student participants. | 14 RN-BSN and MSN students Pre-post intervention study | California Critical Thinking Disposition Inventory, Inventory for Assessing the Process of Cultural Competence Among Healthcare Professionals, and adaptation of civic engagement instrument by Gelmon, Holland, Driscoll, Spring, & Kerrigan | Critical thinking scores were significantly lower ($t = -2.23$, $p = .04$) particularly on the self-confidence subscale ($t = 2.29$, $p = .039$). Cultural competence scores were significantly lower ($t = 4.83$, $p = .000$). Only civic engagement scores significantly increased ($t = -3.54$, $p = .004$). |
| Olsan et al., 2003 | Explored the meaning of SL for a group of students and their community mentor. | 5 RN-BSN students Qualitative | Text analysis of student portfolios and e-mail communications and students interviews. | Three aspects of personhood as it relates to political identity emerged: Enacting a political role, affirming political identity, and relationships for effective policy making. |

Summary of Research Studies continued

| Author Year | Purpose | Sample and Research Design | Instrument or Method Used | Findings |
|------------------------------|---|---|---|--|
| Peterson & Schaffer, 1999 | Evaluated SL as a method for teaching group collaboration and research skills. | 28 BSN students in SL group and 16 BSN students in control Descriptive Qualitative | Scaled questionnaire with open-ended items and focus groups | Only statistically significant ($t = 2.54, p = .02$) finding "project provided a service." |
| Reising et al., 2006 | Enhanced students' skills in history-taking, blood pressure and heart rate assessment skills, and beginning health counseling skills. | Approximately 100 BSN students Prospective descriptive | Anonymous end-of-course questionnaires and content analysis of written reflection | Results indicate students felt they made a difference, grew professionally, and improved their skills. One-year follow-up found that about two-thirds of the participants felt their skill level was enhanced by participation in the SL activity. |
| Reising et al., 2008 | Determined the effectiveness of SL education programs and screening on community knowledge and determined whether SL is a valuable pedagogy in achieving educational program outcomes related to health promotion, skill acquisition, and civic engagement. | 173 BSN students Quantitative Qualitative | Posttest – descriptive and qualitative content analysis of open-ended items | Students' mean scores were highest on professional and civic responsibility and seeing health promotion theory in action. |

Summary of Research Studies continued

| Author Year | Purpose | Sample and Research Design | Instrument or Method Used | Findings |
|-------------------------------|---|--|---|--|
| Schneiderman et al., 1998 | Evaluated an innovative SL experience for nursing students involving senior citizen centers. | 93 BSN students Descriptive | Likert-style rating tools designed by authors with space for comments | Students experienced a positive influence on their view of older adults and gained confidence in health-teaching but found it difficult to apply the nursing theory or develop health assessment skills. |
| Simoni & McKinney, 1998 | Evaluated the effectiveness of a SL activity to develop a relationship between nursing education and delivery of community-based primary care. | 45 BSN students Qualitative Descriptive | Questionnaire and class discussion | Highly agreed about nursing's responsibility to community health but less certain about participating in activities to improve the health care system, whether nursing education should focus on prevention or illness, and whether they planned to participate in health promotion activities outside their work setting. Qualitative analysis indicated learning was enhanced through service, SL was dynamic and engaging learning activity, and students derived personal satisfaction from the SL experience. |
| Van Hofwegen et al., 2005 | Examined the experiences of students, registered nurse mentors, and clinical instructors in rural health clinical placements as part of a larger study examining alternative clinical placements. | 11 BSN students Qualitative, interpretive descriptive | Focus groups | Students felt empowered, an enhanced commitment to contribute to the community, and that their presence benefited the community. |

Summary of Research Studies continued

| Author Year | Purpose | Sample and Research Design | Instrument or Method Used | Findings |
|-----------------------|---|---|---|---|
| White et al., 1999 | Described SL as experienced by the students, faculty, community agency partners, and school of nursing. | 33 BSN and 15 MSN students Descriptive | Summative questionnaires with yes/no items and open-ended items | Students mastered the course content, enjoyed the SL project, and 75% believed their contribution was worthwhile. |

APPENDIX B

Institutional Review Board Approvals



THE UNIVERSITY of TEXAS
HEALTH SCIENCE CENTER AT HOUSTON

The Committee for the Protection of Human Subjects
Office of Research Support Committees

6410 Fannin, Suite 1100
Houston, TX 77030

Debra Fowler
UT-H - SN - Nursing Systems And Technology

May 14, 2009

HSC-SN-09-0201 - Effectiveness of Experiential Learning Strategies

The above named project is determined to qualify for exempt status according to 45 CFR 46.101(b)

CATEGORY #1 : *Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as:*

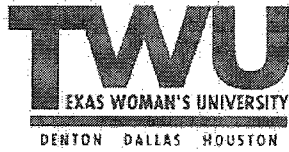
- a. research on regular and special education instructional strategies,*
- b. research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.*

CHANGES: Should you choose to make any changes to the protocol that would involve the inclusion of human subjects or identified data from humans, please submit the change via iRIS to the Committee for the Protection of Human Subjects for review.

Should you have any questions, please contact the Office of Research Support Committees at 713-500-7943.

Thank you for submitting your protocol for review.

Cynthia Edmonds
IRB Manager



Office of Research
6700 Fannin Street
Houston, TX 77030-2343
713.794-2480 Fax 713.794-2488

May 21, 2009

Ms. Debra Fowler
College of Nursing-A Young Faculty Adv

[REDACTED]

Dear Ms. Fowler:

Re: *Effectiveness of Experiential Learning Strategies*

The above referenced study has been reviewed by the TWU Institutional Review Board (IRB) and was determined to be exempt from further review.

Any changes in the study must receive review and approval prior to implementation unless the change is necessary for the safety of subjects. In addition, you must inform the IRB of adverse events encountered during the study or of any new and significant information that may impact a research participant's safety or willingness to continue in your study.

Sincerely,

[REDACTED]

Dr. John Radcliffe, Chair
Institutional Review Board - Houston

APPENDIX C

Nursing Professional Values Scale – R with Demographic Data

Nursing Professional Values Scale-R

Indicate the importance of the following value statements relative to nursing practice.
Please circle the degree of importance.

(A = not important to E = most important) for each statement.

| | Not Important | Somewhat Important | Important | Very Important | Most Important |
|--|------------------|-----------------------|-----------|-------------------|-------------------|
| 1. Engage in on-going self-evaluation. | A | B | C | D | E |
| 2. Request consultation/collaboration when unable to meet patient needs. | A | B | C | D | E |
| 3. Protect health and safety of the public. | A | B | C | D | E |
| 4. Participate in public policy decisions affecting distribution of resources. | A | B | C | D | E |
| 5. Participate in peer review. | A | B | C | D | E |
| 6. Establish standards as a guide for practice. | A | B | C | D | E |
| 7. Promote and maintain standards where planned learning activities for students take place. | A | B | C | D | E |
| 8. Initiate actions to improve environments of practice. | A | B | C | D | E |
| 9. Seek additional education to update knowledge and skills. | A | B | C | D | E |
| 10. Advance the profession through active involvement in health related activities. | A | B | C | D | E |
| 11. Recognize role of professional nursing associations in shaping health care policy. | A | B | C | D | E |
| 12. Promote equitable access to nursing and health care. | A | B | C | D | E |
| 13. Assume responsibility for meeting health needs of the culturally diverse population. | A | B | C | D | E |

| | | | | | |
|---|---|---|---|---|---|
| 14. Accept responsibility and accountability for own practice. | A | B | C | D | E |
| 15. Maintain competency in area of practice. | A | B | C | D | E |
| 16. Protect moral and legal rights of patients. | A | B | C | D | E |
| 17. Refuse to participate in care if in ethical opposition to own professional values. | A | B | C | D | E |
| 18. Act as a patient advocate. | A | B | C | D | E |
| 19. Participate in nursing research and/or implement research findings appropriate to practice. | A | B | C | D | E |
| 20. Provide care without prejudice to patients of varying lifestyles. | A | B | C | D | E |
| 21. Safeguard patient's right to privacy | A | B | C | D | E |
| 22. Confront practitioners with questionable or inappropriate practice. | A | B | C | D | E |
| 23. Protect rights of participants in research. | A | B | C | D | E |
| 24. Practice guided by principles of fidelity and respect for person. | A | B | C | D | E |
| 25. Maintain confidentiality of patient. | A | B | C | D | E |
| 26. Participate in activities of professional nursing associations. | A | B | C | D | E |

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Demographic Data

Please **circle** one response for each of the following items.

1. Did you complete:
 - a. Medical Bridges assignment
 - b. Professional meeting assignment
2. Do you think this assignment should be used in future classes?
 - a. Yes
 - b. NoComments (optional):
3. What is your gender?
 - a. Female
 - b. Male
4. What is your current age? _____
5. What is your ethnicity:
 - a. African American
 - b. American Indian
 - c. Asian
 - d. Caucasian
 - e. Hispanic/Latino
 - f. Other _____

APPENDIX D

Service Learning Assignment

Service Learning Assignment

Activities:

1. Service activity
 - a. Familiarize yourself with the content on the Medical Bridges website. <http://www.medicalbridges.org/>. Focus on the mission and goals of the organization.
 - b. Go to Medical Bridges on your assigned day. If you cannot go on your assigned day, contact Debra Fowler.
 - c. Provide 3 hours of direct, “hands-on” service. This is an active, participatory experience rather than an observational experience.
 - d. While at Medical Bridges your dress and behavior should reflect a professional demeanor. As you will be doing physical work, wear comfortable shoes and clothing. Do not wear your school uniform.
2. Engage in the Blackboard discussion forum addressing the following:
 - a. Describe how your volunteer service enhanced individual and/or community health.
 - b. Consider the American Association of Colleges of Nursing’s (AACN) core nursing values; altruism, autonomy, human dignity, integrity, and social justice. Did your volunteer experience expand your perspective of those values? If so, discuss your change in perspective.
 - c. The purpose of the discussion group is to share your experiences and reflections about the experience with your peers. Review, consider, and respond to your peer’s entries to better understand each other’s experiences and perspectives.
3. Write a reflective essay (see grading criteria below) and submit via Blackboard.

Reflective Essay Guidelines

1. Reflect on the impact of the service-learning experience on your personal and professional values. Give thought to how this experience might impact your development of a meaningful professional nursing practice. Do you think this experience may have some lasting significance for you as a professional nurse? Why or why not?
2. The purpose of the reflective essay is to reflect on your experience rather than describe it.

3. Emphasis in the essay should be on connecting nursing values to your experiences at Medical Bridges.
4. Write in first person; use “I”. You may use a more conversational style than in usual academic writing.
5. You are free to express your feelings along with your thoughts.

| Grading Criteria | Possible Points |
|--|-----------------|
| Describe how your volunteer service enhanced individual and/or community health. | 25 |
| Do you think this experience may have some lasting significance for you as a professional nurse? Why or why not? | 25 |
| Consider the AACN core nursing values; altruism, autonomy, human dignity, integrity, and social justice. Did your volunteer experience expand your perspective of those values? If so, discuss your change in perspective. | 25 |
| Ideas are presented clearly. Paper is 3-4 pages long, uses proper grammar and spelling, and is written using correct APA format (i.e., double-spaced, 1 inch margins, etc.). | 25 |

APPENDIX E

Leadership Assignment

Leadership Assignment

Activities:

1. Observational activity
 - a. Attend a professional meeting, such as nursing or medical grand rounds, continuing education programs, committee meetings, professional nursing organization meetings, educational programs, or other similar meetings, to observe leadership behaviors.
 - b. During your observation at the professional meeting your dress and behavior should reflect a professional demeanor. Wear your school ID although it is not necessary to wear your school uniform.
2. Engage in the Blackboard group discussion forum addressing the following:
 - a. Describe the professional meeting you attended. Include the name of the meeting, date, time, and location. Include the purpose of the meeting and a brief description of the meeting activities.
 - b. The purpose of the discussion board is to share your experience with your peers. Review, consider, and respond to your peer's entries to better understand each other's experiences and perspectives.
3. Write a paper (see grading criteria below) and submit it via Blackboard.

| Grading Criteria | Possible Points |
|--|-----------------|
| Describe the professional meeting attended. Include the name of the meeting, date, time, and location. Include the purpose of the meeting and a brief description of the meeting activities. | 20 |
| Based on literature review, identify a leadership theory and apply the theory to your observations of leadership behavior in the professional meeting. | 20 |
| Discuss how your observational experience impacted your understanding of the identified leadership theory. | 20 |
| Include at least one professional journal article in your paper. | 20 |
| Ideas are presented clearly. Paper is 3-4 pages long, uses proper grammar and spelling, and is written using correct APA format (i.e., double-spaced, 1 inch margins, etc.). | 20 |

APPENDIX F
Data Collection Procedures

Data Collection Procedures

1. Create the Nursing Professional Values Scale-R with demographic data as a survey in SurveyMonkey and provide a link to it in the course Blackboard site. Use the content of the emails below to inform the students about the availability of the survey.
2. During the tenth week of the twelve-week semester, send the following email to the students.

Many of you know I am completing my dissertation. Part of my research relates to a questionnaire that I'm asking you to complete. Your completion of the questionnaire is completely voluntary. Your course grade will not be affected by whether or not you complete the survey.

I've posted a link to the questionnaire in the N4527 Blackboard site and provided it in this email below. The link takes you to the questionnaire posted on SurveyMonkey. The questionnaire asks you to rate the importance of certain statements relative to professional nursing practice. The questionnaire is set up such that I will not be able to see whether you've completed the questionnaire and I will not be able to access your specific responses and comments. Your responses are completely anonymous. I will receive a report that is a compilation of all student responses but no specific student's responses will be identifiable.

Please take a few minutes to complete the questionnaire. It's easy to complete and should take only 10 – 15 minutes of your time. If 95% or more of the class completes the questionnaire, there will be a drawing for four \$25 gift cards. All students will be eligible to win a gift card.

I hope you will take the time to complete the questionnaire. The effectiveness of nursing education is enhanced with evidence-based teaching strategies. Your participation supports the advancement of nursing education science.

Thank you for participating in this research study.

Sincerely, Debra Fowler

3. During the eleventh week of the twelve-week semester, send the following email to the students.

This is a friendly reminder and request that you complete the questionnaire posted on SurveyMonkey. If you have already completed the questionnaire, thank you! A link to the questionnaire is posted in the N4527 Blackboard site and provided in this email below. The questionnaire asks you to rate the importance of certain statements relative to professional nursing practice.

If you've completed the questionnaire and would like to receive a card of research participation to include in your professional portfolio, please reply to this email.

The questionnaire is set up such that I will not be able to see whether you've completed the questionnaire and I will not be able to access your specific responses and comments. Your responses are completely anonymous. I will receive a report that is a compilation of all student responses but no specific student's responses will be identifiable.

Please take a few minutes to complete the questionnaire. It's easy to complete and should take only 10 – 15 minutes of your time. If 95% or more of the class completes the questionnaire, there will be a drawing for four \$25 gift cards. All students will be eligible to win a gift card.

I hope you will take the time to complete the questionnaire. The effectiveness of nursing education is enhanced with evidence-based teaching strategies. Your participation supports the advancement of nursing education science.

Thank you for participating in this research study.

4. During the final week of the semester, review the SurveyMonkey results. If all students have not completed the instrument, re-send the above email to all students. If 95% or more of the students have completed the instrument, conduct a drawing of all students for four \$25 gift cards.
5. Download the results into Statistical Package for Social Sciences (SPSS).

Curriculum Vitae of
Debra L. Fowler

[REDACTED]
Houston, TX [REDACTED]
E-mail: [REDACTED].edu

713 [REDACTED]
713 [REDACTED]

EDUCATION

| | | |
|--------------------------------------|--|---------------------------------------|
| Doctor of Philosophy | Texas Woman's University Houston, Texas | Projected completion December 2009 |
| Master of Business Administration | Pepperdine University Malibu, California | December 1988 |
| Master of Science in Nursing | University of Texas Health Science Center, San Antonio, Texas | August 1977 |
| Bachelor of Science in Nursing | Northeast Louisiana University Monroe, Louisiana | May 1974 |

LICENSURE & CERTIFICATION

| | | |
|--|-----------------------------|---|
| RN No. 43 [REDACTED] | Texas | Expiration January 2011 |
| Certified Nurse Educator | National League for Nursing | December 2006 Expiration December 2011 |
| California Community College Lifetime Nursing Instructor Certificate | State of California | No Expiration |

TEACHING EXPERIENCE

| | | |
|--|--|-------------------------------|
| University of Texas Health Science Center – Houston School of Nursing Houston, Texas | Instructor Contract clinical instructor | 2007 – present 2006 – 2007 |
| San Jacinto College Central Pasadena, Texas | Professor | 2001 – 2007 |
| Concordia University Houston, Texas | Adjunct Instructor | 2004 – 2006 |

| | | |
|---|------------------------------|----------------------------------|
| California State University Statewide Nursing Program Dominquez Hills, California | Mentor Adjunct Instructor | 1984 – 1989 1984; 1989 – 1997 |
| Antelope Valley Community College Lancaster, California | Adjunct Instructor | 1983 – 1987 |
| Glendale Community College Glendale, California | Adjunct Instructor | 1983 |
| Our Lady of the Lake Medical Center Baton Rouge, Louisiana | Instructor | 1983 |
| Texas Eastern School of Nursing Tyler, Texas | Instructor | 1976 – 1980 |

LEADERSHIP EXPERIENCE

| | | |
|---|---------------------------------------|-------------|
| CHRISTUS St. Joseph's Medical Center Houston, Texas | Director - Home Care and Hospice | 2001 |
| Denson Home Health, Inc. Houston, Texas | Chief Operating Officer | 2000 – 2001 |
| Home Health Plus Houston, Texas | Director of Operations | 1999 – 2000 |
| Cedars-Sinai Medical Center Los Angeles, California | Administrator - Home Health Agency | 1996 – 1998 |
| Visiting Nurse Association of Los Angeles Los Angeles, California | Director - Patient Care Services | 1984 – 1996 |
| Rhodes J. Spedale General Hospital Plaquemine, Louisiana | Director of Nursing | 1982 – 1983 |
| Longview Regional Hospital Longview, Texas | Assistant Director of Nursing | 1980 – 1982 |

CONSULTATIVE EXPERIENCE

| | | |
|---|-------------------------------------|-------------|
| Health Integration Strategies Pasadena, California | Home Health Care Consultant | 1998 |
| Health Systems Affiliates, Inc. Westlake Village, California | Hospital Staff Education Consultant | 1984 – 1985 |

HONORS/AWARDS

| | | |
|--|--|------|
| Distinguished Faculty Recognition | San Jacinto College Central Pasadena, Texas | 2007 |
| “Whatever it Takes” Student Retention Award | San Jacinto College Central Pasadena, Texas | 2003 |
| Volunteer Leadership Award | American Cancer Society, Sierra High Desert Unit, Lancaster, California | 1998 |
| Nursing Unit Excellence Award | Cedars-Sinai Medical Center Los Angeles, California | 1998 |
| Quality Action Team Award | Cedars-Sinai Medical Center Los Angeles, California | 1997 |
| Medallion Award for Outstanding Service to the Antelope Valley California Community | Visiting Nurse Association of Los Angeles Los Angeles, California | 1995 |

SCHOLARSHIPS

| | | |
|---|---|------------------|
| Advanced Nurse Education Traineeship | Texas Woman’s University Houston, Texas | 2008 |
| John Winston Carter Scholarship | Texas Woman’s University Houston, Texas | 2004, 2007, 2008 |
| Graduate Student Scholarship | Texas Nurse’s Association District 9, Houston, Texas | 2007 |

PRESENTATIONS

National

National League for Nursing Conference

New Orleans, Louisiana, January 2009

Poster presentation: Using Service Learning to Teach Core Professional Nursing Values:
Pilot Study

Regional

Southern Nursing Research Society Annual Conference

Baltimore, Maryland, February 2009

Poster presentation: Using Service Learning to Teach Core Professional Nursing Values:
Pilot Study

Southern Nursing Research Society Annual Conference

Galveston, Texas, February, 2007

Poster presentation: Analysis of American Indian Communication Styles in Film

Local

Texas Woman's University, Parry Lectureship

Houston, Texas, March 2009

Poster presentation by invitation: Using Service Learning to Teach Core Professional
Nursing Values: Pilot Study

Health Workforce Diversity Regional Conference

Houston, Texas, June 2007

Poster presentation by invitation: Analysis of American Indian Communication Styles in
Film

Community Presentations

Hospice Services Presentation, Kiwanis of Pasadena, Texas

Pasadena, Texas, May 1999

Torrance Area Chamber of Commerce

Torrance, California, August 1995

Annual Leadership Conference, Retired United Automakers

Manhattan Beach, March 1995

Medicare Services Seminar

Lancaster, California, October 1993

Board of Directors, Antelope Valley United Way
Palmdale, California, September 1993

Annual Faculty Development, Antelope Valley College
Lancaster, California, Fall 1992

Lancaster West Rotary Club, various presentations regarding health
Lancaster, California; 1987, 1989, 1991

Proposition 99: The Tobacco Tax and Health Promotion Act; Chamber of Commerce
Palmdale, California, September 1988

Optimist Club, Palmdale, California, Fall 1987

Soroptimist Club, Lancaster, California, Spring 1985

Radio and Television Appearances

Co-host, Sierra High Desert Unit American Cancer Society Telethon, Channel 3
Lancaster, California; 1989, 1990, 1991, 1992, 1993

Guest, Antelope Valley Today (local daily television show), Channel 3
Lancaster, California; multiple appearances; 1986-1993

Panel discussion participant, "Home Health Care", Radio station KUTY
Lancaster, California, July 1988

PROFESSIONAL SERVICE

Professional Organizations

| | | |
|--------------------------------------|---------------------|----------------|
| Southern Nursing Research Society | Member | 2007 – present |
| National League for Nursing | Member | 2006 – present |
| Texas Nurses Association, District 9 | Member | 2005 – present |
| American Nurses Association | Member | 2005 – present |
| STTI Beta Beta Houston | Member | 2004 – present |
| Sigma Theta Tau International | Member | 1978 – present |
| Texas Nurse Association, District 25 | Member President | 1981 – 1982 |

Institutional Service

| | | |
|-------------|--|----------------|
| UTHSC-H SON | UT Student Nurses Association, Faculty Advisor | 2009 – present |
| UTHSC-H SON | Baccalaureate Admissions Committee, Member | 2008 - present |
| UTHSC-H SON | Faculty Assembly, Secretary | 2008 – present |
| UTHSC-H SON | Teaching Excellence Taskforce, Member | 2008 – present |
| UTHSC-H SON | Baccalaureate Degree Council, Member | 2007 - present |

Community Service

Bay Area Unitarian Universalist Church, Houston, Texas
Faith Community Nurse, 2005 - 2009

National Council on Alcohol and Drug Dependency, Local chapter, Torrance, California
Board member, 1995 – 1996

United Way of Antelope Valley, Palmdale, California
Chair, Council of Executives, 1992 -1994

American Cancer Society, California Division
Volunteer auditor, 1992 – 1994

Lancaster West Rotary Club, Lancaster, California
Secretary and Board Member, 1990 – 1993

American Cancer Society, Sierra High Desert Unit, Palmdale, California
President, Board Member, Founding Taskforce Chair, 1987 – 1994

American Cancer Society, California Division, Oakland, California
Member, Board of Directors, 1987 – 1990

Lancaster Breakfast Club of Toastmaster's International, Lancaster, California
President, 1987

APPENDIX A

LIST OF COURSES TAUGHT

University of Texas Health Science Center – Houston School of Nursing

Baccalaureate in Nursing Science program

N3602 Community Health Nursing Clinical for RNs, Lead instructor fall 2009; Clinical instructor fall 2007 and fall 2008

N4521 Community Health Nursing, Co-lead spring and fall 2009; Clinical instructor spring, 2008

N3815 Professional Practice and Leadership for BACC2 (didactic online), Lead instructor summer 2008 and 2009

N4527 Professional Practice and Leadership (didactic), Co-lead instructor summer 2009

N4528 Management of Patients in High Acuity Settings, Clinical instructor, spring 2009

N3511 Health Assessment, Lab instructor, fall 2008

N3801 Health Assessment for BACC2, Lab instructor, summer 2008

N3604 Health Assessment for RNs, Lab instructor, summer 2008

N3818 Clinical Practice III: Adult Health III/Professional Role for BAC2, Clinical instructor, spring 2008

N4235 Adult Theory III: Introduction to Critical Care Nursing, Clinical instructor, fall 2007

San Jacinto Community College, Pasadena, Texas

Associate Degree in Nursing program

Management of Client Care course (clinical and didactic)

Lead Faculty, September 2005 – October 2007

Fundamentals of Nursing (clinical and didactic) and Health Assessment (didactic and lab)

Lead Faculty, January 2002 – August 2005

Advanced Medical Surgical Nursing (clinical)

Clinical instructor, each summer semester 2003 – 2007

Pharmacology in Nursing (didactic)

Team instructor, summer 2002

Concordia University, Houston, Texas

Strategic Management (didactic course offered in Bachelor of Arts in Business program),
Sole instructor, 2004

Healthcare Administration (didactic course offered in Bachelor of Arts in Healthcare
Management program), Sole instructor, 2005 - 2006

California State University, Statewide Nursing Program, Dominguez Hills, California

Baccalaureate in Nursing program

Community Health Nursing (didactic), Nursing Research (didactic), and
Professional Issues (didactic), Sole instructor

Antelope Valley Community College, Lancaster, California

Home Health Aide Certification course (didactic and clinical), Sole instructor

Health Education (didactic), Sole instructor

Community Health Nursing guest lecturer in Associate Degree in Nursing class

Glendale Community College, Glendale, California

Licensed Vocational Nursing Program

Medical/Surgical Nursing (clinical and didactic), Team instructor

Our Lady of the Lake Medical Center, Baton Rouge, Louisiana

Diploma in Nursing program

Fundamentals of Nursing (clinical and didactic), Team instructor

Texas Eastern School of Nursing, Tyler, Texas

Diploma in Nursing program

Fundamentals of Nursing (clinical and didactic), Lead instructor

Medical/Surgical Nursing (clinical and didactic), Team instructor