

The Implementation and Learning Effects of Service-Learning Program to Increase the Nursing Capability among Nursing Students

**Hsing -Yuan Liu, PhD, RN Associate Professor,
Dean of Student Affairs**

**Yi-Ya Chang, Lecturer
School of Nursing**

Chang Gung Institute of Technology, Taiwan



Introduction

- Taiwan's elder population increased from 7.1% to 9.9% between 1993 and 2006.
- The need of nurses in the field of long term care is urgent.



Introduction

- Service-Learning program was an important strategy to improve nursing students' learning effects and change their stereotypes at some nursing schools in the United State from 1984.



Introduction

- It is an important achievement of nursing education that nursing students would like to choose working in the field of the long term care as their future career.



The purpose of this study

1. explore nursing students' attitudes and stress levels toward the elders
2. compare the difference of the intervention of Service-Learning effects in nursing students' attitudes and stress levels toward the elders
3. provide recommendations for future nursing education



Literature Review 1: Attitudes toward elders

1. Nursing students have more positive attitudes towards the elders than past.
2. Nursing homes or elder care are not attracted to nursing students.
3. Nursing students have moderate intention to work with the elderly.



Literature Review 2:

Stress levels toward the elders

1. A nurse's title and the experience of training in geriatrics are related.
2. Factors related include age, work in the nursing home, **marital status**, and social support
3. E-generation nurses' stress levels increase; the factors include new environment, patients and patients' family, nursing skills, and relationship with colleagues.



Literature Review 3:

Service-Learning impact nursing education

1. It provides the best way to connect with society .
2. It increases nursing students' professional
commitment.
3. It challenges nursing students' stereotypes.
4. It helps students to gain a great diversity of effective
learning.



Subjects

- Purposive sampling
- 50 nursing students



Method : Quantitative and Qualitative research

- Two questionnaires
 - (1) Attitudes toward elders scale
 - (2) Stress levels toward elders scale
- The reflection journal, focus group, and participant observation were used.



Data analysis

1. The statistical software package SPSS 10.0 for window.
2. Content analysis.



Result 1: Demographic data

1. Age: 16 -20 years old.
2. Gender: 100% female students
3. 100% subjects have **attended class related to geriatrics**
4. Most of subjects claimed **no religious affiliation**


Result 1: Demographic data

5. 72% subjects had the experience in the **students' club**
6. They have elders in their family ; 84% of subjects have experiences **in interacting with the elders;**
7. Most of the subjects had **no any experience in caring for elders .**



Result 2: from two questionnaires

- There are significant differences between the pre-test and the post-test.(significant differences in social values , personal characteristics , interpersonal relationships
1. Nursing students' have positive attitudes toward the elders after the Service-Learning program
 2. Nursing students' stress levels was decreased after the Service-Learning program



Result 3: Nursing students' changes by the Service-Learning program

1. Their **communication skills** toward elders were increased.
2. Their concern for **society** were heightened.
3. Their **ability to solve problems** were improved.
4. They realized the **value of professional nursing**.



Discussion 1: transform stereotypes

- Nursing students' stereotypes toward elderly can be transformed by the Service-Learning program.
- The findings support Well, Foreman, Gething and Petralia's (2004) study, nursing students' stereotypes of the elders can be changed by the process of education.



Example--An nursing student's mentions in their reflection journal.

“I used to worry about the aged people who are murmured and hate the behaviors of the young generation; however, I found that the aged people are childlike after four weeks of interacting with them. I was warmed and moved by their friendly attitudes. It changed my stereotypes toward the elders”



Discussion 2: concern to society

- After participating in this Service-Learning program, nursing students
 1. started to be concerned about issues related to elders
 2. criticize the strategies used on elders
 3. give their suggestions on the issue of elders



Discussion 2: concern to society

- The role of nursing students have been changed from passive to active, also from recipient to giver.
- This finding support that Service-Learning is intended to increase students' civic responsibility (Kielsmeier, 2003)



Discussion 3: stress level

- A significant difference was demonstrated in the domination of
 1. nursing students' professional knowledge and attitudes
 2. elders' characteristics.



Discussion 3: stress level

The findings support that nursing students' positive attitudes were increased while increasing nursing students' opportunity to interact with elders (Berland & Lerum, 1999; Hu, Huang, Su, Chen, & Zhong, 1998; Lin, 2000; Mezinskis & Purdon, 1995).



Discussion 3: stress level

- Support to Chen's study (1983) that the duration of interacting with the elders can affect people's attitudes.
- Presents that nursing student have more opportunities to interact with aged people, have more confident in their professional knowledge and attitudes



Discussion 5:

Service-Learning is a new pedagogy

- Nursing students satisfied with what they have experienced and learned from the Service-Learning program.



Example : from celebration

- 「 Each picture leads me into my memories in the process of Service-Learning activities 」
- 「 I have changed and developed. 」
- 「 I give a lot of thanks for learning from the aged people. 」
- 「 I perceived the meaning that self development happens after serving other people 」

Discussion 5:

Service-Learning is a new pedagogy

- This finding supported Huang's mention (2002) about the essences of Service-Learning program were collaboration and reciprocity.
- This Service-Learning program showed as evidences to the statement of Lin, Yuan and Guo (2005) that

Discussion 5:

Service-Learning is a new pedagogy

- it should increase nursing students' motivation in caring for elders while the nursing education can not improve nursing students' attitudes toward the elders.
- Service-Learning program was successful in integrating nursing students' learning methods with attending class and practical experiences.



Conclusion 1

After the Service-Learning Program

1. Nursing students' positive attitudes toward elders were increased
2. Nursing students' stress levels were decreased

Conclusion 2

- ❑ Service-Learning involves working in a creative tension marked by collaboration, reciprocity, and diversity.
- ❑ The instructor played a role of supporting and challenging the nursing students.
- ❑ Stereotypes can be transformed by the Service-Learning program.



Conclusion 4

- ❑ Stress levels could be decreased by education and training in professional knowledge and attitudes and elders' characteristics.
- ❑ The more understanding with aged people amounts to less stress levels in nursing students.
- ❑ An effective Service-Learning program provides strategies to empower the elders.



Recommendations

1. There is lack of a compared group to the experimental group in this study.
2. Future research might draw from large samples that are more diverse particularly in terms of gender.
3. A different location is needed for future studies.



Recommendations

4. Paid more attentions to the paradigm of Service-Learning in nursing education.
5. Structured reflection should be brought into the service-Learning activities.
6. The leadership of instructors in the process of reflection refers as a key factor in nursing students' learning effects.

— Thank you for your attentions —

