



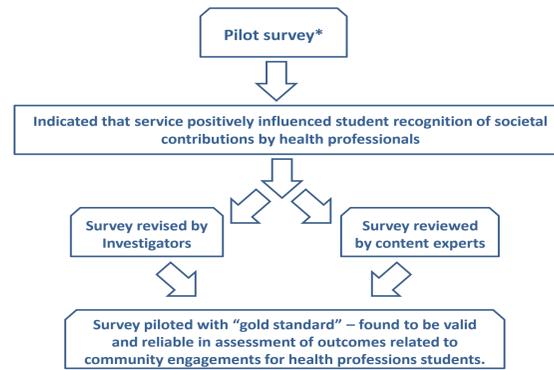
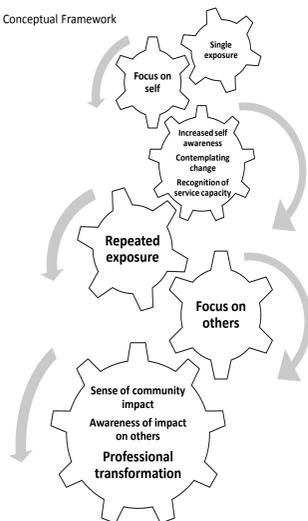
## Student Perceptions of Social Responsibility and Community Engaged Learning: Validation of a Survey for Health Professionals.

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### Background and Purpose

“Community-engaged” learning is recognized as an important pedagogy in health professions education<sup>1</sup>, yet assessment of student attitudes related to its impact on social responsibility as part of their professional formation remains a challenge. The Higher Education Service Learning Survey (HESLS) has been used in university settings to gauge student perceptions of civic responsibility associated with general volunteerism in communities. The HESLS was not appropriate for health professions service, but questions from the HESLS guided development of a scale to assess physical therapy students’ perceptions of social responsibility associated with participation in health-related community service. Although preliminary data revealed positive changes (Fig. 1), the modified survey’s methodological properties had not been established. The purpose of this study was to explore reliability and criterion validity for use of the modified scale with doctoral students from the professions of Occupational Therapy (OT), Pharmacy and Physical Therapy (PT).

Figure 1: Conceptual Framework



\*Pilot survey was adapted from the Higher Education Learning Survey

### Methods

Survey questions were grouped into three categories including: Value: Community Engagement as Social Responsibility; Personal Perspective: Reflection on Self and Social Impact; Obligation: Personal and Professional Duty. Item analysis was performed by a national panel of educators and clinicians with expertise in community-engaged learning from PT, OT, Pharmacy and Nursing. Focus was on content and face validity, salience, clarity, redundancy and length. Pilot testing was conducted via email and focus group, and the process resulted in a final set of 20 questions named the “Community Engagement Values Scale (CEVS). A sample of 196 completed the surveys, but a usable sample of 124 (21-OT, 41-PT, 62-Pharm) students completed the initial survey in August, prior to participation in community-engaged learning experiences, and in December, post-participation. The CEVS was administered concurrently with the Community Service Attitude Scale (CSAS), the closest “gold standard” related to generic aspects of service learning or volunteerism. Cronbach’s alpha quantified the degree of internal consistency for each subscale and the overall scale. Test-retest reliability was calculated, and criterion validity was explored correlating individual total scores on the CEVS to CSAS scores.

### Results

Reliability analyses yielded a high internal consistency coefficient ( $\alpha=0.922$ ), and  $\alpha$  scores for all subscales ranged from 0.882 to 0.935. Test-retest correlations ranged between 0.633 (OT), 0.749 (Pharm) and 0.800 (PT),  $P \leq 0.01$ . Criterion validity was explored correlating individual total scores to the CSAS scores, producing a correlation of 0.723,  $P \leq 0.01$ .

### Conclusion and Implications

Results indicate that criterion validity, internal consistency and test-retest reliability are adequate for use with students of PT and Pharmacy, but test-retest reliability for OT was low. This study has been expanded to increase sample size. In addition, a confirmatory factor analysis will be completed across subscale items to further establish construct validity. Future plans involve use of the CEVS with health professions students as they promote health across the 40 interprofessional community sites coordinated by the Office of Interprofessional Service, Scholarship, and Education (OISSE). Students must recognize, as part of their formation as health professionals, that linking resources with other members of the health team is a moral responsibility if we are to improve the health of our communities.

#### Selected References:

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