

**The Role of Motivation and Involvement in Participant Satisfaction in The Family and  
Community Centered Experience Program**

Carly Ellman

Marywood University

Doctoral Dissertation

January 27, 2025  
Date of Approval

Approved by:

Signature:

Dr. Alan Levine  
Committee Chair

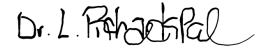
Signed by:



D16C6791ED354C6...

Dr. Lia M Richards-Palmiter  
Committee Member

Signed by:



99DA873B6949426...

Dr. Yerodin Lucas  
Committee Member

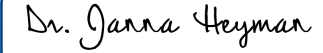
Signed by:



9838213544C8408...

Dr. Janna Heyman  
Reader

Signed by:



DE69145FF92B485...

Dr. Stacy Gallin  
Reader

Signed by:



8B6F565F76C441A...

### **Dedication**

#### **To my husband, Joe, and my daughters, Gianna, Aubrey, and Maya:**

Joe, your unwavering support has been my greatest strength throughout this journey. Thank you for stepping in whenever I needed time to focus, for taking the girls to their countless activities, and for carrying the weight of our family's daily life with love and grace. Your steadfast belief in me and refusal to let me give up, even when I doubted myself, have been my foundation.

To Gianna, Aubrey, and Maya, your patience, understanding, and pride in me kept me moving forward. Thank you for your hugs, your laughter, and your constant reminders of what truly matters.

This achievement belongs to all of you. I dedicate this work to you, with all my love and gratitude, for making my lifelong goal of earning a PhD possible.

### **Acknowledgments**

#### **Dissertation Chair: Dr. Alan Levine**

I would like to express my deepest gratitude to my dissertation chair, Dr. Alan Levine, for his exceptional guidance, patience, and unwavering support throughout this journey. Dr. Levine, your wisdom, encouragement, and commitment to my success have been invaluable. You led me through the dissertation process with a steady hand, providing clarity when I felt lost, motivation when I needed it most, and reassurance that this milestone was achievable. Your dedication to excellence and belief in my potential have made a lasting impact on both my work and my growth as a scholar. I am profoundly grateful for all the ways you have helped shape this journey and my future.

#### **Dissertation Committee: Dr. Lia M Richards-Palmiter & Dr. Yerodin Lucas**

I am deeply grateful to my dissertation committee members, Dr. Lia M. Richards-Palmiter and Dr. Yerodin Lucas, for their invaluable contributions to this project and my success.

Dr. Richards-Palmiter, a special thank you for your steadfast encouragement and for rejoining the program at a pivotal moment in my journey. Your belief in me and your determination not to let me give up on myself have meant more than words can express.

Dr. Lucas, I am immensely thankful for your positive support, insightful feedback, and the depth of knowledge you brought to this process. Your perspective and encouragement helped guide me through challenging moments with confidence.

To both of you, thank you for dedicating your time, energy, and expertise to me and this project. Your guidance has been a cornerstone of this achievement, and I am profoundly appreciative of your support.

**Readers: Dr. Stacy Gallin & Dr. Janna Heyman**

I would like to extend my heartfelt gratitude to my dissertation readers, Dr. Stacy Gallin and Dr. Janna Heyman, for their unwavering support and profound impact on both this work and my personal growth.

Dr. Gallin, thank you for showing me the power of hard work and its ability to benefit the community. Your example of perseverance through adversity, combined with the joy and importance of laughter, has been a source of inspiration throughout this journey.

Dr. Heyman, you have been a true mentor and the reason I found my love for teaching and research. Your guidance and belief in me have been transformative, and I aspire to one day mentor a student as you have mentored me.

To both of you, thank you for never giving up on me and for illuminating the path forward, even in the most challenging moments. Your encouragement, wisdom, and dedication have made an indelible mark on this achievement and on my life

**Participants**

I would also like to thank my survey participants, without them this study would not have been possible.

## Table of Contents

CHAPTER 1: THE PROBLEM & ITS SETTING.....	7
Introduction.....	7
Theoretical Framework.....	9
Conceptual Framework.....	14
Purpose Statement .....	15
Research Question.....	16
Sub-Problems.....	16
Hypotheses.....	16
Definitions.....	17
Delimitations.....	19
Assumptions.....	19
Significance of Study.....	20
CHAPTER 2: LITERATURE REVIEW.....	21
Introduction.....	21
Background of Service-Learning and Community Engagement.....	21
Definition of Community.....	21
Definitions of Community Engagement, Service-Learning.....	22
Components of Service-Learning.....	23
Reciprocity.....	24
Concerns of Service-Learning and Community Engagement.....	26
Concerns with Partnerships, Trust and Open Communication.....	27
Family Involvement in Service-Learning.....	29
Forced Volunteerism and Hierarchies.....	30
Crossing Boundaries Between Higher Education and Community Partners.....	31
Involvement.....	32
Motivation.....	34

INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM	5
Satisfaction.....	35
Service-Learning with Medical Students.....	36
Family and Community Centered Experience.....	37
CHAPTER 3: METHODS.....	39
Research Design.....	39
Sample.....	39
Inclusion Criteria.....	40
Exclusion Criteria.....	40
Recruitment.....	40
Instruments.....	40
Procedure.....	42
Analysis of Data.....	43
Supplemental Analysis.....	43
CHAPTER 4: RESULTS.....	45
Response Rates.....	45
Demographics.....	45
Subproblem 1.....	48
Subproblem 2.....	49
Subproblem 3.....	51
Subproblem 4.....	53
CHAPTER 5: DISCUSSION.....	55
Introduction.....	55
Discussion.....	55
Implication for Practice.....	60
Limitations.....	61
Future Research.....	62
Conclusion.....	62
APPENDIX A.....	63

INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM	6
APPENDIX B.....	71
APPENDIX C.....	72
APPENDIX D.....	74
APPENDIX E.....	75
APPENDIX F.....	76
APPENDIX G.....	77
APPENDIX H.....	78
REFERENCES.....	79

## Chapter 1

### The Problem and Its Setting

#### Introduction

Service-learning, also called community engagement, and community-based learning allows students to participate in purposeful service to the community while creating educational opportunities that enhance and expand classroom teachings (Mason, 2023) and reasoning skills (Omar-Eves et al., 2013). The Carnegie Foundation for Advancement of Teaching (2023) describes community engagement as “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Ginsburg et al., 2020, p.167). Faculty also benefit from receiving meaningful real-world challenges to resolve and return to the classroom. (Resch & Schritteser, 2021). Despite the research showing benefits of service-learning, the community’s understanding of those benefits remains a significant knowledge gap, and some researchers have noted that additional research should focus on the community perspective (Sanders Thompson et al., 2021). Saltmarsh (1996) and Geller et al. (2016), describe the necessity of understanding the community's perspective on the design, execution, cost/benefit of their effort, and outcomes of service-learning projects. Unfortunately, the community perspective on service-learning has not been a research priority.

Chika-James et al. (2022) conducted a study to explore the community's perspective on service-learning within business classes and found a variety of pains, gains, and hopes for future projects. This study noted that continued research is needed in the area of community partners' perceptions of service-learning in general and perspectives on the relationships created with students through service-learning. Paulson & Davis (2024) focused on the community perspective on service learning, emphasizing working within the rural community. These

researchers found that community partners were not happy with faculty communication and the sustainability of the relationship.

Medical educators have debated the importance of service-learning within the curriculum, between not including it, to making it a mandated class or only an elective. One study noted that before COVID-19, social issues were not necessary to discuss or teach in medical education (Tiako et. al., 2021).

Some researchers suggest that a misunderstanding of the meaning of “community” may explain the knowledge gap in appreciating the value of service-learning” or something similar (Kravetz, 2016; Rowland et al., 2020). In this paper, the word *community* is defined and examined since understanding its meaning in the context of community engagement and service-learning is vital to students, faculty, administration, community agencies, and community members. Unfortunately, the word community and service-learning project requirements are misunderstood, specifically within higher education institutions. Adding service-learning and community engagement to professional accreditation standards and sometimes to graduation requirements can increase confusion and frustration by not agreeing on what constitutes “community” and its needs and goals.

Students engaged in service-learning are expected not only to provide direct community service but also learn about the context in which the service is provided, the connection between the service and their academic course work, and their roles as citizens ( Seifer, Hermanns and Lewis 2000). Despite the growing emphasis on service-learning partnerships between educational institutions and communities, a gap exists in understanding the community perspective on these collaborations. While much research focuses on the benefits perceived by educational institutions and students, there needs to be more insight into how communities



perceive and experience these partnerships (Ehrlich, 2020). Understanding the community perspective is essential for ensuring that service-learning initiatives are mutually beneficial and effectively address community needs.

The researcher's focal issue is identifying "community," as crucial to engaging its members in mutually beneficial service-learning experiences with higher education. The review of the literature covers research defining key terms and concepts, including the meaning of community as it relates to service-learning and community engagement; key components of service-learning, especially reciprocity; issues of partnership, trust, and forced volunteerism; as well as educational, systems, and political perspectives on service-learning.

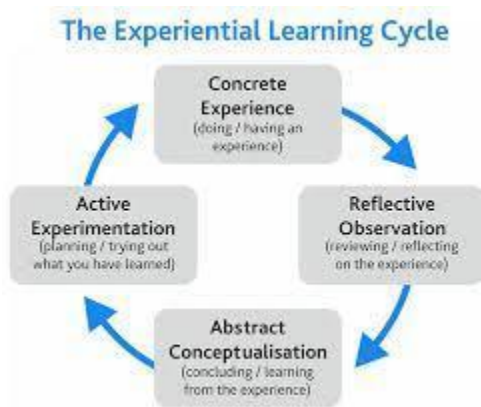
### **Theoretical Framework**

Two theoretical frameworks guide this study: the Experiential Learning Cycle (Kolb, 2021) and community engagement approach (ATSDR, 2018). After reviewing the literature and previous studies it is clear that the theoretical framework for service learning/community engagement is experiential learning theory when looking through the university and student's perspective. This framework comes from David Kolb, who based his framework off of John Dewey's findings from years prior. "The model which has guided the development of experiential education for more than a decade is the model proposed by David Kolb (1984). Kolb's model is a variation of the process of experiential logical inquiry set out by pragmatist philosopher John Dewey more than half a century ago. Dewey set out a six-step process of inquiry which involved: 1) encountering a problem, 2) formulating a problem or question to be resolved, 3) gathering information which suggests solutions, 4) making hypotheses, 5) testing hypotheses, and making warranted assertions (1938). Kolb conceptualizes Dewey's six steps as a four-stage experiential learning cycle involving concrete experiences, reflection, abstract

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

10

conceptualization, and active experimentation (see Figure 1). Learners are engaged in a cycle in which work in community or work settings forms the basis for written or oral reflection. Under the guidance of an instructor, reflective work is used to form abstract concepts and hypotheses are generated which then get cycled back into further concrete experiences. It is a student-centered model which Kolb believes allows a variety of students with very different learning styles to develop and integrate their skills (Kolb, 2021).



**Figure 1** The Experiential Learning Cycle (Kolb, 2021)

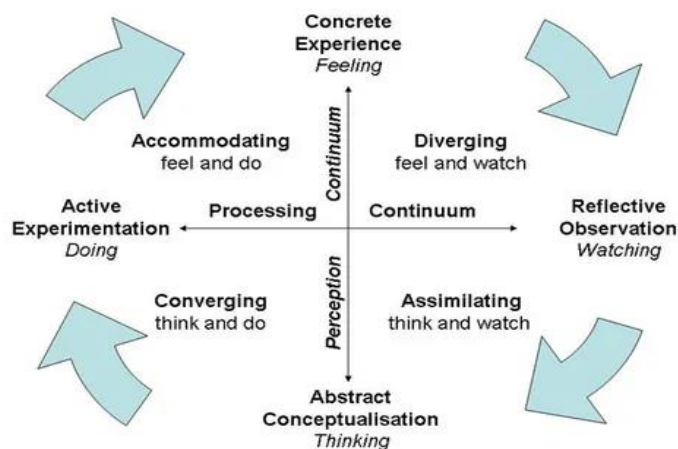
David Kolb founded experiential learning theory (ELT) (1985) and was influenced by the great philosophers before him, including John Dewey and Jean Piaget. One of the best-known learning theories in higher education, ELT, consists of four stages: (1) Concrete experience occurs when a student engages in a new experience and deciphers an experience from the past in a new way. For service-learning, this stage aligns with the beginning of the project, when students and the community recognize similar experiences. (2) Reflective observation occurs when the student reflects on the experience. At this stage, the student and the community can explore aspects of this experience together. (3) Abstract conceptualization occurs when the student creates a new idea based on reflection and experience. At this point, the student can

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

11

present or create a final manageable outcome to help themselves and the community based on the first two steps. (4) Active experimentation occurs when the individual applies the new idea to the current situation. The student and community can assemble to process and plan for new projects and collaborations. This process has no time limit (Healey & Jenkins, 2017).

Kolb (1985) also created four learning styles based on the learning cycle, noting that a person's style can be influenced by the environment, social or physical influences, cognitive abilities, and educational experience. (1) Diverging is when individuals can look at things from a unique perspective, observing on the outside instead of doing. Imagination is a significant part of this style. (2) Assimilating involves learners getting clear information. These individuals like to use analytics, focusing on abstract concepts and reflective observation in the experiential learning style. (3) Converging learners like to solve problems, applying what they have learned in the past to practical situations. They can be known to use live experimenting. 4) Accommodating learners prefer to be helpful. They like new challenges, use their instincts to complete tasks, and use active experimentation (Anderson & Adams, 1992; Healey & Jenkins, 2017; Kolb, 1985). (see Figure 2)



## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

12

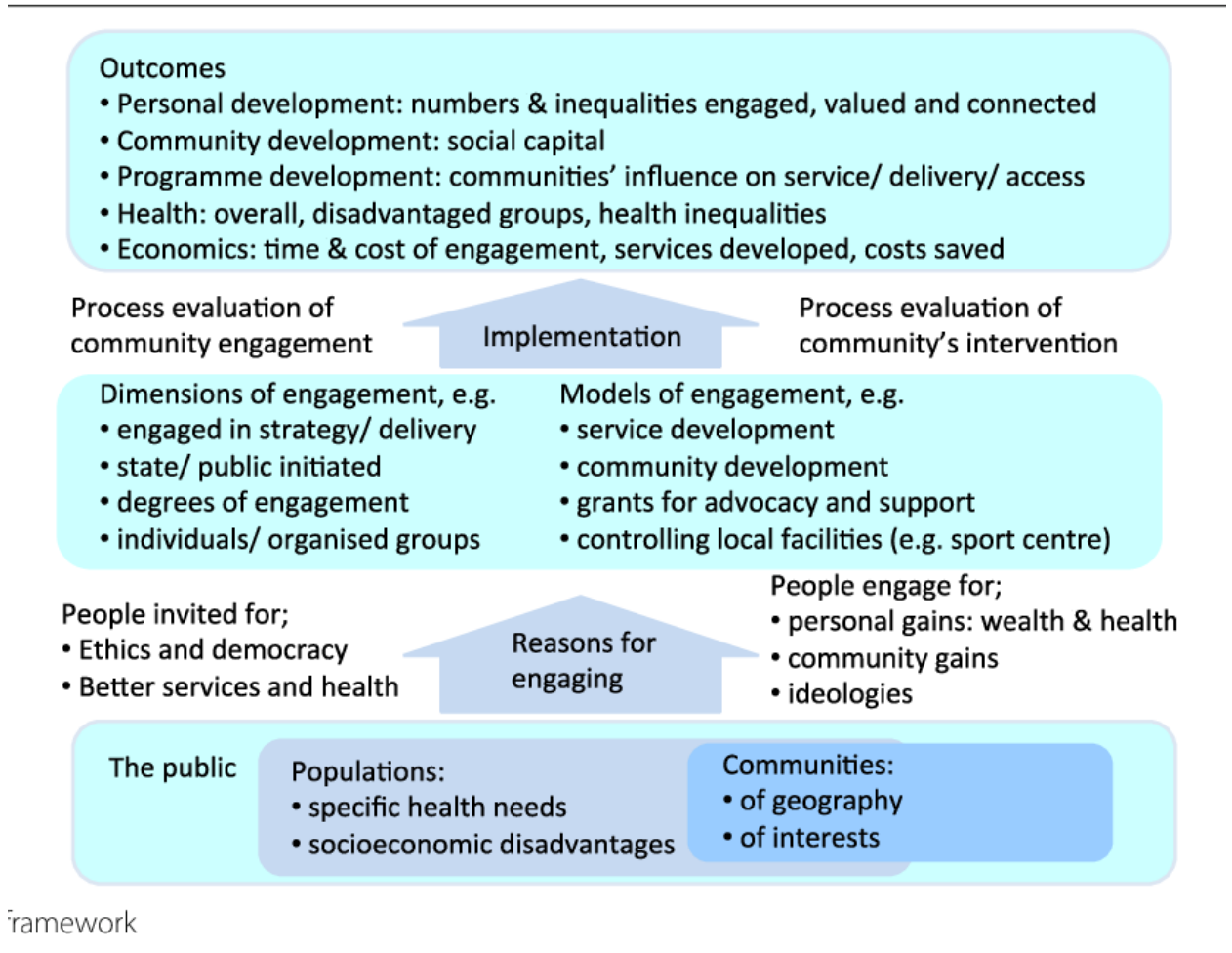
**Figure 2** Kolb's Two Continuums of Experiential Learning, (Kolb, 2021)

Service-learning and community engagement are two ways of using ELT, as developed by Kolb, to educate students (Umpleby, 2011). Using the ELT lens, the four stages and learning styles can help identify where the students, faculty, and community agencies are in this process and try to align like parties for optimized reciprocity.

The Community Engagement approach, which can also be viewed from an ecological viewpoint, will be considered the second theoretical framework for this research paper. It comes from Principles of Community Engagement (Second Addition) publication (ATSDR, 2018) This was developed was a collaboration between the Clinical and Translational Science Awards (CTSA) Consortium's Community Engagement Key Function Commitment, The National Institute of Health and the Center of Disease Control and Prevention.

This framework is based on community health promotion, policy making, and research which stems from recognizing that lifestyles, behaviors and illness can all be shaped by social and physical environments (See Figure 3). Health inequalities are also deeply associated with socioeconomic conditions (Hanson, 1988; Institute of Medicine 1988, Iton, 2009). From this information makes it clear that health is socially determined it only makes sense that these issues are addressed by engaging with the community and community partners who can bring their own perspective and understanding of life.

INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM



**Figure 3** Community Engagement Framework (ATSDR, 2018)

For this research study, the researcher reached out to the public with chronic illness (mental or physical) and asked them to volunteer their time and share personal experience with our medical students. Starting from the bottom of Figure 3 the public, we worked with for the FCCE, are from both the populations category and the interest category

The “social exchange” perspective provides insight into motivations for participation; it uses the framework of benefits and costs to help explain who participates and why Through this lens, organizations and individuals are involved in an “exchange system” and voluntarily share

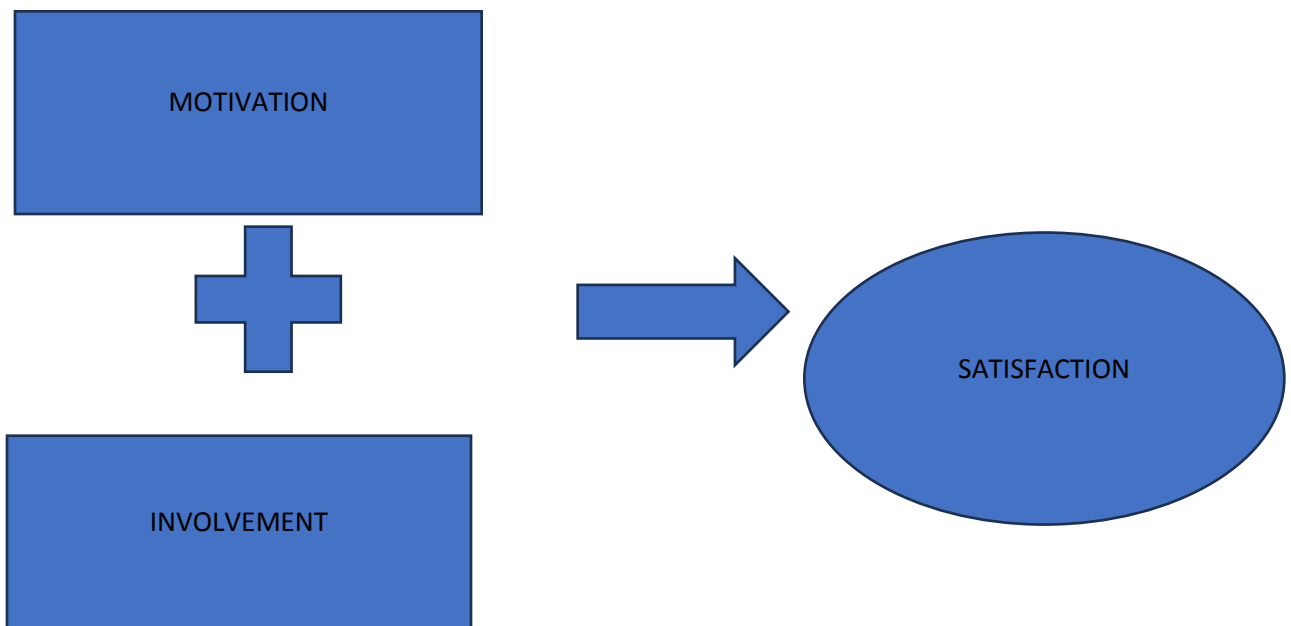
## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

14

resources to meet their goals (Levine et al , 1961) Community members and organizations will participate if they perceive that the benefits of participation outweigh the effort required (Butterfoss, 2006; Butterfoss et al , 1993; Wandersman et al , 1987)

### Conceptual Framework

Service-learning projects, such as the Family and Community Centered Experience (FCCE), integrate community service with academic learning objectives. These projects aim to enhance students' educational experiences while addressing community needs. The satisfaction of participants in these projects is crucial as it reflects the effectiveness and value of the service-learning experience. This framework (See Figure 4) explores how motivation and involvement influence participant satisfaction.



**Figure 4** Conceptual Framework

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

15

Understanding the interplay between motivation, involvement, and satisfaction can help in designing more effective and fulfilling service-learning projects. Possibly by fostering intrinsic motivation and providing opportunities for deep involvement, FCCE projects can significantly enhance participant satisfaction, leading to better educational and community outcomes.

This framework can have significant implications for practice. Focusing on motivation to boost satisfaction, the FCCE should design projects that align with participants' personal interests and values, highlighting the meaningful impact of their contributions. For involvement, the FCCE should provide opportunities for deep cognitive, emotional, and behavioral involvement by offering varied and interactive activities that encourage active participation. Finally, satisfaction, both intrinsic and extrinsic rewards can be possible through FCCE service learning projects. This framework can be very helpful when trying to analyze and or try to start effective community engagement programs. This paper looked at the framework from the opposite end. Since the Family and Community Centered Experience Program already exists and we are trying to look at the outcomes of satisfaction from involvement and motivation, those outcomes can help adjust the program or other programs based on the results. This framework is very helpful in looking at it and using it from either direction.

### **Purpose Statement**

The purpose of this quantitative study using a survey is to test the Experiential Learning Theory and the Community Engagement Model to predict how motivation and involvement predict satisfaction among individuals who are enrolled in a FCCE service-learning program at a medical school in PA. Motivation is defined as the reasons for original participation and

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

16

continued participation in the program; involvement is defined as lasting impressions from participation in the program; and satisfaction is defined as expectations being met regarding the program.

### **Research Question**

How do motivation and involvement predict satisfaction among individuals who participate in the Family and Community-Centered Experience program at a medical school in Pennsylvania?

### **Sub-Problems:**

- 1) What is the involvement of individuals who participate in the Family and Community Centered Experience program?
- 2) What is the motivational level among individuals who participate in the Family and Community-Centered Experience program?
- 3) What is the satisfaction level among individuals who participate in the Family and Community-Centered Experience program?
- 4) How do motivation and involvement predict satisfaction among individuals who participate in the Family and Community Centered Experience program at a Medical school in Pennsylvania?

### **Hypotheses**

H<sub>0</sub> Motivation and involvement do not predict satisfaction among individuals who participate in the Family and Community Centered Experience program.

H<sub>a</sub> Motivation and involvement predict satisfaction among individuals who participate in the Family and Community Experience program.



## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

17

### **Definitions**

The Family and Community Centered Experience Program: The Family and Community Centered Experience (FCCE) program is a part of the patient-centered community-based curriculum at a Medical School in Northeast, PA. The goal of the FCCE program is for the medical student to learn the human aspect and personal family experiences that arise from managing a chronic, serious illness, or disability. Families that volunteer share their medical history and healthcare experiences with GCSOM students to provide invaluable training that cannot be taught in a classroom setting (Family and Community Centered Experience, n.d.). In this study the FCCE program will include one service-learning at a Medical School in Northeast PA.

Medical School: A school with a curriculum leading to a medical degree. The mission of every medical school includes medical teaching, research, and patient care. All medical schools aim to prepare students in the art and science of medicine and provide them with the background necessary to enter the period of graduate medical education. The years of medical school preceding graduate medical education are typically divided into a preclinical phase and a clinical phase.(medicine.net). In this study, Medical School refers to one particular Medical School in Northeast PA.

Motivation is the process that drives, selects, and directs goals and behaviors (Dweck et. al., 2023). In this study, motivations means, reasons why participates began participating and continued participating in the Family and Community Centered Experience. It will be assessed by the FCCE Community Partner scale. See Chapter 3 Instruments for additional detail.

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

18

**Involvement:** "Involvement in community projects refers to the active and sustained participation of individuals in the activities, decision-making processes, and initiatives that aim to address community needs. It includes both the practical contribution to project tasks and the emotional commitment to the community's well-being" (Putnam, 2000). In this study, involvement means, what the individual participants felt and took away from participating the Family and Community Centered Experience. It will be assessed by the FCCE Community Partner scale. See Chapter 3 Instruments for additional detail.

**Satisfaction** is most frequently understood as denoting an experienced internal state (e.g., "satisfaction is enjoyment"), often in combination with circumstances and contexts (Carlquist et al, 2018). For the purpose of this study satisfaction means enjoyment from participating in the Family and Community Centered Experience. It will be assessed by the FCCE Community Partner scale. See Chapter 3 Instruments for additional detail.

**Participate:** The ICF defines participate as 'involvement in a life situation' or as "the lived experience" of people in the actual context in which they live', while the activity is defined as 'the execution of a task or action by an individual' (WHO, 2013). For this study, participating means being involved in the FCCE program.

**Individual**—a human with whom an investigator conducts research or participates in a program (Boyot, 2023). In this study, individual means a human who participates in the Family and Community-Centered Experience.

**Northeast Pennsylvania:** is a region of the U.S. state of Pennsylvania that includes the Pocono Mountains, the Endless Mountains, and the industrial cities of Scranton, Wilkes-Barre, Pittston,

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

19

Hazleton, Nanticoke, and Carbondale (Wikipedia contributors, 2024). In this study, Northeast Pennsylvania refers to one county in PA.

### **Delimitations:**

1. Participants were delimited to participants of the FCCE program one medical school program in Northeastern Pennsylvania
2. Participants were delimited to those who have participated in the FCCE program for at least 3 months.
3. Participants were delimited to those who read English

### **Assumptions:**

1. The participants answered the survey questions in an honest and candid manner.
2. Participants had a sincere interest in participating in the research and do not any other motives.
3. Since participants are self-administering the surveys we assumed the person filling out the survey was the actual participant.
4. The methodology was appropriate to the problem being addressed and the purpose of the study

### **Significance of Study**

There is a gap in research around individuals and community partners in service-learning/community engagement (Berkey et al., 2018; Paulson & Davis, 2024). Few previous studies have focused on the lack of faculty involvement and support of projects, the lack of reciprocity in the creation of projects (Stoecker et al., 2016; Paulson & Davis, 2024).

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

20

As service-learning, community engagement and community-engaged learning continue to grow across K-12 and higher educational curriculums, continued research on all aspects of the projects is essential for sustainability. Research should grow across all aspects of the program, evaluating students, faculty, institutions, and community partners.

This study began to fill the gap between a specific program, The Family and Community-Centered Experience, at a Medical School in Northeast Pennsylvania. Specifically, the study looked at individual motivation, involvement, and satisfaction with individual's motivation, involvement and satisfaction with participating in a service-learning/community engagement program. This information will help lead the way for more community-focused research to continue to grow reciprocity among all participants.

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

21

**Chapter 2****Literature Review****Introduction**

Service-learning continues to be an integral part of the higher education curriculum. The projects and partnerships are created to meet the needs of Faculty, students, and the community. However, there is a major gap in the research on how these projects and relationships meet the community's needs. It has been well established that service-learning has enhanced students' academic, personal, and civic outcomes (Celio et al., 2011; Conway et al., 2009). As service-learning continues to grow, there has been a push for more assessment and data on the community partners and stakeholders. In the limited research that has been conducted on the community partners.

**Background of Service-Learning and Community Engagement*****Definition of Community***

The word *community* can have a variety of definitions, but in this study, it refers to individuals connected by close social ties (e.g., family, friends, and neighbors); this is in contrast to *society*, which refers to “abstract associations among individuals who do not share feelings and do not necessarily share space and time” (Cobigo et al., 2016, p. 183). The essential components of most definitions of community include a group of people who spend time together (e.g., as friends), time spent together usually in a similar geographical area, and generally shared common beliefs and behaviors.

Although this research uses the definition of community given by Cobigo et al. (2016), several alternate definitions are essential to review because they help understand where the confusion lies in discussions of service-learning. A popular definition in the literature explains

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

22

community as a stakeholder, as geography, as a group, as a community of practice, and as a system (Keenan & Meenar, 2023). Another definition is as follows: “A systems approach that allows the definition of the elements that compose a system, the boundary, and the structurally coupled environment - while not to be confused with reality - is the most useful definition of community” (Arnold & Wade, 2015, p.672). These definitions provide some additional insights, but exclude important elements needed for a useful definition in this analysis. The definition of Cobigo et al. emphasizes an agency, group, or individual outside of the higher education institution or a person or group that can benefit from working with students, faculty, or staff from the institution. As such, this definition is used hereon because it is broad enough to include a variety of possible community partners.

***Definitions of Community Engagement, Service-Learning***

*Community engagement*, another key term, is “the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people” (ATSDR, 2018, p.81). Often, community engagement goals include increasing communication skills, improving overall outcomes in the community, and creating new relationships (Schiavo, 2021). The research reveals downsides or limitations, with the focus being to work *on* rather than *with* the communities. Community engagement has much in common with community organizing, including justice, empowerment, and self-determination (Wallerstein & Duran, 2006). Considered “an umbrella term encompassing a continuum of approaches to engaging communities of place and interest in activities aimed at improving population health and reducing health inequalities” (Omar-Eves et al., 2013, p.10), community engagement can

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

23

encompass experiences that vary in impact, from how information is exchanged to who helps administer or run the experience.

Service-learning, another term for community engagement, combines learning objectives in the classroom and service in the community to help students grow intellectually and emotionally. For this paper, community engagement and service-learning are used synonymously. The most often-used definition of service-learning, which is critical for its depth, comes from Bandy (2011),

Service-learning is a teaching and learning strategy integrating meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. A community engagement pedagogy or teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and build strong communities (p.2).

To achieve service-learning goals, projects need built-in reflection and reciprocity, and, ideally, try to achieve social change (Mason & Dunes, 2019). Service-learning allows students to participate in purposeful service and generates educational opportunities to increase classroom learning and critical reasoning skills (Salam et al., 2019). Further, faculty also benefit from bringing real-life experiences back to the classroom (O'Neill & Short, 2023). The question remains: What is the community's perspective on service-learning in higher education, and what, if anything, can they gain from the collaboration?

***Components of Service-Learning***

Service-learning, as characterized by Kasinath (2013), has several components. The service needs an academic connection, meaning it is related to the curriculum and part of the

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

24

course objectives and grade, with the objectives and service components being treated equally. In addition, there is a need for community opinion and quality service, in which service projects fulfill a recognized community need. This affects everything from the required training to the timeframe and skills needed to complete tasks. Further, goals must be created to meet the goals of all involved (students, community partners, faculty members, etc.), and students must be introduced appropriately and trained before attending the service project. Other essential components are collaboration and reciprocity, meaning that all involved parties (students, community agency, faculty) gain something from this experience, learning from and teaching one another throughout the process. A reflection component allows students to engage in self-reflection and connect the course and project objectives with their personal experiences. “The hyphen in service-learning represents the reflection that links service to learning and learning to service” (Kasinath, 2013, p.3). Informal and formal reflection is conducted multiple times throughout the experience and is critical because it helps the participant gain self-awareness, which can lead to personal growth. The last component is assessment and evaluation of the effectiveness of service-learning for all involved to check if all the course objectives (learning and service) and tasks were met (Kasinath, 2013).

***Reciprocity***

Kasinath (2013) notes reciprocity as a key component of service-learning, and Petri (2012) affirms its importance by arguing that reciprocity must exist between institutions and their community partners. Jacoby (2003, as cited by Perti, 2012) states:

reciprocity is necessary for the students to be a part of transformational learning and necessary to feel empowered to take action toward social change. In service-learning, reciprocal learning is fundamental: ‘Service-learning is a philosophy of reciprocity which



## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

25

implies a concerted effort to move from charity to justice (p.13).

This view implies that underlying this activity are questions of power, which can be a challenge regarding research. Reciprocity is often stated but not enacted—lip service is given to community partnerships without true reciprocity regarding learning objectives and educational/outcome goals. The best service-learning occurs when reciprocity is at the forefront, and all parties benefit equally. Without reciprocity, service-learning is seen as volunteering (Pompa, 2002).

As with *community*, the definition of the term *reciprocity* is crucial for service-learning and community engagement. Although expressed as fundamental to projects described in the literature, it lacks conceptualization (Dostilio et al., 2012). According to one article, reciprocity can be defined as a negotiation process, working *with* a partner instead of working *for* a partner (Kliwer et al., 2010); it needs to be defined for common understanding. “Mutually beneficial” and “reciprocal” are often used interchangeably within research and practice, but that is not always accurate. John Saltmarsh and colleagues (2011) shared in their research that in the 2006 Carnegie community-engaged classification applications, the biggest obstacle was creating and sustaining reciprocal campus-community relationships. In the same study, higher-learning institutions only vaguely described how they believed they were achieving true reciprocity with their communities. Achieving reciprocity is a goal of service-learning; however, there is also value in understanding the goals of the community partner, which needs to be added to the research literature.

Reciprocity is linked to social justice, a critical theme in all higher education institutions, and essential to creating genuine partnerships between community educators, community, and students. Scager et al. (2016) argue that social-learning projects and relationships help teach

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

26

social justice and create a fairer society. Reciprocity in the service-learning experience can lead to social justice by utilizing the idea that everyone is a teacher and a student. Students bring their knowledge to the community, and the community imparts its knowledge to the students--neither is greater than the other. As a result, these projects and experiences can reveal the true colors of the community's and society's social, political, and economic inequalities (Schiavo, 2021). This can start with focusing on how the project is developed with the community and how social justice is represented.

Critiques of service-learning focus on the fact that the experience and projects tend to meet students' needs before the community partners' needs (Resch & Schrittmesser, 2023).

Creating an opportunity to communicate each participant's (students, faculty, community partners) goals can help meet them all. Brown (2001) emphasizes that creating solid partnerships between the community and the institution of higher learning is as essential as meeting the student's learning goals. A "critical" service-learning experience aims to ensure positive gains for all parties. One solution is to create longer-lasting service-learning projects to help avoid staff and student turnover. Semester long or continual projects can also help to create "critical" service-learning experiences by avoiding constant "turn-over" (Harkins, 2020). Following these ideas can help distribute power more evenly among the students, the community partners, and the faculty.

### ***Concerns of Service-Learning and Community Engagement***

The focal problem identified here is that service-learning and community engagement need more community participation and community opinion on service-learning. By concentrating on partnerships (i.e., networks), all parties can identify the challenges and strategize to develop individual partnerships into a more extensive community engagement

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

27

network (Bringle et al., 2009). A problem noted by Lawlor and Neal (2016) is that once the service-learning project begins, sometimes the relationships themselves need to be formally examined by participants through data accumulation and testing. The collection of data from the community perspective on all aspects of the projects, including implementation and design, has been minimal (Sgoutas-Emch & Guerrieri, 2020). This problem reinforces the issues related to defining “community engagement” without the community's perspective.

More evidence-based research is needed on the role of the greater community and its perceptions and expectations of universities and their effects on university-community engagement. Continuously increasing collaboration between universities and community agencies can be a multifaceted process; many individuals with very different agendas are involved, clearly showing the need to identify appropriate roles and models (Goddard et al., 2016). To ensure reciprocity and a positive experience for all parties involved in the project, more information is needed to help address the barriers. Significant challenges appear linked to priorities, timelines, and goals (Holland et al., 2018; Lawlor & Neal, 2016), including students' schedules and time in the community, which may be overlooked.

***Concerns with Partnership, Trust, and Open Communication***

Evaluations completed after service-learning projects state that trusting partnerships are grounded in open communication (Mason & Dunes, 2019; Nelson et al., 2015; Smith, 2015). Academic research and working with higher education institutions often come with negative perceptions from the community. Trust and open communication from the beginning of the partnership are vital to breaking these negative perceptions. Potential community partners are often wary of the idea that the academics in the partnership are in control -- a perception that can lead community partners to become less trusting and even unwilling to invest in a potential

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

28

collaboration. On the other hand, strong, positive, and open communication from the beginning, especially from a higher education institution, can negate the impact of these impressions.

Focusing on improving interpersonal dynamics is essential in diminishing tensions related to power and control and resources that can lead to the ending of partnerships (Baird & Benson, 2022). While communication and trust may seem inherent to these relationships, they are often overlooked.

Academic partners may work hard with a university's institutional review board (IRB) to gain approval of project protocols. However, community partners may perceive this as an attempt to control project parameters in an undemocratic way. Sometimes, this tension leads academic or community partners to try to manage research activities to reduce stress and keep the process on track. However, this one-way management can lead to breakdowns in communication and trust (Martin et al., 2005, p. 3).

Protocols are necessary for IRB and accreditation, but this can be conflicting for community partners. Faculty and administration may have a siloed perspective regarding project goals and the need to follow institutions' rules and guidelines, focusing on school protocol to lay the foundation for a reliable and duplicative study. When faculty and administration were questioned in Basinger & Bartholomew's (2006) study, they reported believing that all partners benefit from services equally. Educators feel that involving the school and their students in the community is great for everyone, often without asking for others' opinions. Institutions share their students and resources, which has led to their sense of power. Some institutions believe that since they share their students with the most significant resources in higher education, the community partner should ask for a little more (Petri, 2012).

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

29

It has yet to be asked what the community partners experience or how the projects enable participation of all those involved, as demonstrated by research needs on this subject.

Community partners may lose resources (time, money, staff) by becoming involved in service-learning projects. Under-resourced community organizations are often asked to use their resources to teach students. In the United States, it is not uncommon for medical schools to pay hospitals to take on student clerks (Kaminski et al., 2021), an approach that the academic/higher-education community should consider for their service-learning students. The imbalance of resources (i.e., students for community resources) is a crucial example of the imbalance in the relationship of higher-education institutions with their service-learning partners.

### **Family Involvement in Service-Learning**

Research indicates that family involvement in service-learning projects can significantly enhance their impact. Families provide support, share cultural and local knowledge, and help to ensure that projects are relevant to community needs (Anderson, 2005). Different models of community engagement which are usually followed in service-learning projects, emphasize the importance of involving diverse community partners, which can include families and individuals. The models often highlight the mutual benefits or reciprocity of such partnerships, which can range from increased student learning and community development (Bringle & Hatcher, 2002). case studies illustrate the successful involvement of families and individuals in service-learning projects. For example, a study by Epstein (2001) showed that family participation in service-learning projects led to improved academic performance and greater civic engagement among students.

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

30

Research supports the idea that families and individuals can be considered valuable community partners in service-learning projects. Their involvement enhances learning outcomes, provides real-world context, strengthens community ties, and brings additional project support and resources. Service-learning initiatives can achieve greater impact and sustainability by effectively engaging families and individuals.

***Forced Volunteerism and Hierarchies***

One criticism of service-learning and community engagement is suggested by the term "voluntold." This is a new phrase adopted from the military, where it is strongly suggested that individuals do something (i.e., volunteer), and if they do not, they will be penalized (i.e., for not following orders). In the case of community engagement, some students consider service-learning to be "forced volunteerism." Others have found that it can reinforce hierarchies and appear patriarchal (Ginwright & Cammarota, 2002; McBride et al., 2006). This view follows from the idea that students are the most critical aspect of these projects; essentially, students are placed higher on the hierarchy than the community partners and their needs. Pienkowski (2017) further discusses some of Pompa's (2002) research findings and the reservation that unless facilitated with great care and consciousness, 'service' can unwittingly become an exercise in patronization, also known as 'colonization,' in Canada. In a society filled with hierarchical structures and patriarchal philosophies, service-learning's potential danger is to become the very thing it seeks to avoid (2017).

To avoid the hierarchy, service-learning should monitor the parties' equality and equity (i.e., student and community partner). This problem of the hierarchy in service-learning underscores the importance of creating a common language and goals, and ensuring reciprocity within service-learning projects. Given this situation, many communities surrounding

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

31

universities and colleges only sometimes think highly of those academic institutions.

Exploitation in the past has led to a large gap between institutions and community agencies (Campus Compact, 2022), and this history can impact current relationships and perceptions.

Higher education institutions must contact community partners and try to mend past misunderstandings from projects or service-learning experiences from all parties involved.

Furthermore, each party involved (community and higher education institutions) is dealing with its own struggles and politics. Some have even suggested that the community agencies are the

problems that need to be fixed, and that the higher education institutions, service-learning projects, and partnerships are the only solution (Enos & Morton, 2003). If higher education

institutions always consider the community as the problem to be fixed, this belief can cause more harm than good.

***Crossing Boundaries Between Higher Education and Community Partners***

Over the past few years, the community's role in service-learning has been of concern. One idea to help facilitate a two-way dialogue between partners has been to identify "boundary spanners," individuals who work across organizational red tape to accomplish service-learning project objectives. Adams (2014) found that identifying people willing to work across the boundary between institutions and communities can enhance relationships and future partnerships. If a boundary spanner is found early in the partnership, many barriers can be overcome before the project begins.

Blending the science and art of service-learning helps build connections and relationships, promoting rapport and commonality.

In practice, community engagement is a blend of science and art. Science comes

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

32

from sociology, public policy, psychology, and other disciplines. It also comes from organizing concepts drawn from the literature on community participation, community development, constituency-building, and community psychology. The art comes from the understanding, skill, and sensitivity used to apply and adapt the science to fit the community and the purposes of specific engagement efforts. (ATSDR, 2018, p.6).

Sharing the idea that service-learning crosses disciplines and agencies and can appeal to the community, students, and higher education institutions. This literature review has identified several themes related to the central issue of community perspective, including reciprocity and the importance of maintaining common definitions.

### ***Involvement***

Involvement is a multilayered concept that encompasses different levels of participation, engagement, and interest, depending on the context in which it is applied. Involvement" generally refers to the state of being actively engaged, participating, or having an interest in a particular activity or process

Two key concepts arise when referring to involvement in service-learning: participation and engagement. Involvement often refers to active participation. This participation is not merely about being present but involves contributing to decision-making, sharing knowledge, and collaborating on project goals. The involvement process is dynamic and can evolve based on the interactions and learning among the participants.

Many community partners are non-profit organizations that benefit significantly from students' financial assistance and volunteer labor. This support helps them achieve their missions



## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

33

and carry out projects that might otherwise be unfeasible due to resource constraints (Jordanna & Menega 2022; Snell & Lau 2022).

Community partners often view themselves as co-educators, contributing their expertise to student learning. The community participants feel that sharing their knowledge and real-world experience helps shape the students' education while benefiting internally from the fresh perspectives and energy students bring to their work. Service-learning fosters long-term, reciprocal relationships between universities and community partners. As mentioned above, reciprocity is another area needing continued research to ensure its true meaning is being met. These relationships can lead to ongoing collaborations, with students often returning to volunteer or providing support after completing formal service-learning commitments. This continuity enhances the community partner's capacity to serve their constituents effectively (Snell & Lau 2022).

Research consistently shows that community partners express high satisfaction levels with their involvement in service-learning projects. They value the mutual benefits, such as fulfilling their organizational needs and the opportunity to contribute to student development. They see their involvement as a way to give back to the broader community and contribute to societal good by mentoring students and preparing them for future roles in service and leadership.

Involvement in research, especially in service-learning projects, is seen as a mutual learning process where all parties contribute their expertise and perspectives. This can significantly change how researchers understand and approach their work. For example,

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

34

researchers might learn from community members about practical constraints or cultural considerations they hadn't previously considered (Staley et al., 2017).

Overall, involvement in service-learning projects is about creating meaningful and reciprocal relationships between researchers and participants, fostering a collaborative environment where all stakeholders can learn from each other and contribute to the project's success.

### ***Motivation***

Motivation refers to the internal and external factors that stimulate desire and energy in people to be continually interested in and committed to a job, role, or subject or to make an effort to attain a goal. It is the process that initiates, guides, and sustains goal-oriented behaviors. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain (Tembo et al., 2021).

The four main reasons community partners are motivated to continue service-learning partnerships are mutual benefits and reciprocity, their role as co-educators, creating lasting impact, and maintaining support and resources. Community partners have reported valuing the reciprocal nature of service-learning, where both students and the organization benefit. This mutual gain strengthens the partnership and promotes ongoing collaboration (Compare et al., 2022). Many community partners continue partnerships because they see themselves as co-educators, contributing to the educational development of students. They appreciate the opportunity to share their knowledge and experience, helping to shape the future workforce. (Bell & Carson 2009, Cronley et al., 2015; Leiderman et al., 2002) The long-term positive impact on the community and students is a significant motivator. Some community partners

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

35

recognize the broader societal benefits that arise from these collaborations. Finally, community partners have stated that by participating in service-learning projects can provide needed resources and support for the partners and their clients or consumers. This can range from volunteer labor, expertise, and sometimes financial support, which help them achieve their goals more effectively (Compare et al., 2022, Bell & Carlson, 2009; McNall et al., 2009).

***Satisfaction***

Satisfaction refers to fulfilling one's needs, desires, and expectations. It is a psychological state that results from appraising an experience or outcome as meeting or exceeding one's standards and expectations. Community partners' satisfaction with service-learning projects is generally positive, with recent studies highlighting the mutual benefits and areas for improvement in these collaborations.

Three Key factors have been associated with community partners' satisfaction with participating in service-learning projects. The first is that they feel that the partnerships provide mutual benefits. Community partners often find value in the reciprocal nature of service-learning. They benefit from the resources, labor, and fresh perspectives provided by students while contributing to the students' education and professional development. These partnerships can lead to long-term relationships and sustained collaboration (Jordanna & Mennega 2022, Karasik & Hafner, 2021).

The second key factor is that community partners feel satisfied because they believe they are co-educators. Similar to their motivation to be involved in the project, they appreciate the opportunity to share their expertise and experience with students, helping to shape the next

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

36

generation of professionals. This educational role is a significant source of satisfaction (Jordanna & Mennega 2022)

Finally, the third key to satisfaction comes from all the resources and support service-learning projects and partnerships provide. Service-learning projects provide vital resources to community organizations, including volunteer labor and sometimes financial assistance. This support helps these organizations achieve their missions more effectively and efficiently (Karasik & Hafner, 2021)

### *Service-Learning with Medical Students*

Community partners involved in service-learning projects with medical students report a range of experiences that are largely positive, impactful, and sometimes stressful. These projects often address public health concerns, offering medical students future invaluable practical experience. This experience benefits the community and inspires hope for a healthier future, ensuring a confident future for healthcare.

One study conducted at a Caribbean medical university found that service-learning projects were instrumental in facilitating students' application of theoretical knowledge to real-world situations. These projects allowed students to self-reflect, understand community health issues, and identify local resources for patient care. Community partners particularly appreciated the contributions of these students, as they played a significant role in addressing health disparities and improving public health outcomes (Nauhria et al., 2021)

At Georgetown University, community-based learning (CBL) is a mandatory part of preclinical education. The program demonstrated adaptability during the pandemic, transitioning

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

37

to virtual formats while maintaining solid relationships with community partners. With their invaluable commitment and flexibility, these partners ensured the successful continuation of the projects. The collaboration between the university and community organizations, with the partners at the forefront, was pivotal in ensuring the adaptability and effectiveness of the service-learning projects (Zamnon, 2021).

On a different note, Tufts University emphasizes community service but expresses it as service-learning in its medical curriculum. Medical students engage in at least 50 hours of community service, working closely with local organizations. These experiences help students develop clinical, communication, and teamwork skills while gaining a deeper understanding of health disparities. Community partners benefit from the fresh perspectives and enthusiasm that students bring to their projects, enhancing the overall impact on the community (Tufts, 2022).

Community partners express satisfaction with service-learning projects, highlighting the mutual benefits for the students and the communities they serve. These projects foster a sense of civic responsibility in students and contribute to improved community health outcomes.

### ***Family and Community-Centered Experience***

Originally titled Family Centered Experience and adapted from the program created by Arno Kumagai, The Family Centered Experience (FCE) was an innovative two-year program that was part of the medical school's pre-clinical required curriculum that focused on using the power of patients' stories and relationships to help foster empathy and patient-centered care. In the FCE, pairs of medical students made six scheduled visits over two years to the homes of volunteer families in order to listen to the volunteers' stories about chronic illness and its care (Kumagai & Perlman, 2021).

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

38

The Family and Community Centered Experience (FCCE) is an outgrowth of the medical school's successful Family-Centered Experience, which matched students with families living with chronic illnesses or disabilities to understand health outside the medical facility. This updated and expanded program allows community members to be educators. It complements biomedical and clinical skills training by offering experiences demonstrating the personal side of medicine and health.

Students, faculty, and administration have shared their satisfaction with this program through reflections and surveys, but no one knows how the families who participate feel. One student stated, “Not only did I learn lessons about patient-provider communication and cultural sensitivity in medical practice, but I also learned about the natures of suffering and loss, empathy and equality. The FCE has shaped my understanding of what it means to heal as a doctor and person (Kumagai& Perlman, 2021). This is wonderful, but the question remains: What do the individuals and families helping these students achieve these feelings and knowledge think and feel?

Although some qualitative research has been done to gather a small amount of information about why community partners participate in service-learning projects, there is still a significant gap in this growing field of research. The purpose of this study is to fill the gap in the research described above by examining how involvement and motivation impact the satisfaction of participants in the Family and Community-Centered Experience Program at a Medical School in PA.

# INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

39

## Chapter 3

### Methods

#### Research Design

This chapter outlines the research design employed in this study to investigate the predictive relationship between motivation, involvement, and satisfaction among participants of the Family and Community-Centered Experience (FCCE) program at a medical school in Pennsylvania. The study used a quantitative approach, leveraging a structured questionnaire to collect participant data. Quantitative methods were chosen for their ability to measure and analyze the variables of interest systematically and to provide statistically robust results (Creswell, 2022).

The primary research question guiding this study was: How do motivation and involvement predict satisfaction among individuals participating in the FCCE program? The survey instrument was designed to capture detailed information on participants' motivational drivers, levels of involvement, and overall satisfaction with the program. By employing statistical tests such as multiple regression, the study aimed to identify predictors of satisfaction, which can provide insights into what contributes to a positive participant experience in the FCCE program. This approach facilitated a comprehensive understanding of some factors within the FCCE program and offered practical implications for enhancing program effectiveness and participant outcomes for the future (Field, 2013; Pallant, 2020).

#### Sample

The Family and Community-Centered Experience had 60 families in the 2023-2024 school year. It started with 60; 3 passed away and were replaced; in those cases, medical students

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

40

only met once with the original family member. Thirty-nine members participated for at least one year (however, 2 are the ones who passed away this year, and 37 are still active as of today).

### **Inclusion criteria:**

Individuals or families who participated in the FCCE program for at least one visit with their medical students. Individuals over the age of 18 or if an identified member of the program is under 18, they can participate along with a representative over 18.

### **Exclusion criteria:**

Individuals who did not have access to a computer. Individuals who could not read English.

### **Recruitment:**

A list of participants over the last year was reviewed, and personal emails and letters were sent to everyone with a consent form and survey. The letter explained the project and its purpose and asked for their participation. Participants agreed to volunteer their time to participate in this research study. Informed consent was obtained prior to completion of the survey (See Appendix B)

### **Instruments**

The Family and Community Centered Experience survey was adapted from the survey used in Cronley, Madden, and Davis's (2015) study titled "Making Service-Learning Partnerships Work: Listening and Responding to Community Partners. The FCCE Community Survey is comprised of a section on involvement, a section on motivation, and a section on satisfaction as well as demographic questions (See Appendix A).



## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

41

A five-part Likert scale assessed the three areas of interest. The first section, which assessed involvement, had nine items, with a minimum score of 9 and a maximum of 45, which indicates greater involvement. The second section, which assessed motivation, also had nine items, with a minimum score of 9 and a maximum score of 45, which indicates greater motivation. The third section, which assessed satisfaction, had 11 items, with a minimum score of 11 and a maximum score of 55, indicating greater satisfaction.

The demographic section of the FCCE (Family and Community Centered Experience) survey was designed to capture a comprehensive snapshot of the participants' backgrounds to ensure the data collected reflects a diverse and representative sample. This section included questions about age, allowing researchers to understand the distribution of different age groups and how their engagement levels might vary. Gender was another critical demographic factor, enabling the analysis of differences in engagement patterns between men and women. Education level was assessed to determine how varying degrees of educational attainment influence participation.

Employment status was also included in the demographic section, as it provided insights into how employment could influence time and availability for engagement. Other categories, such as marital status, household income, and ethnicity, helped create a more detailed profile of the participants. These demographic variables were crucial for identifying trends and correlations, ensuring that the survey results were accurately interpreted and applied to the broader population. By gathering this detailed demographic information, the FCCE survey can offer nuanced insights into the factors influencing family, community, and civic engagement, ultimately guiding policy-making and program development to better serve diverse communities.

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

42

The entire questionnaire was examined for face and content validity by a professional in the field.

### **Procedure**

Before this project began, the researcher submitted the request for approval from The Maywood University ERC. Once approved, the proposal was sent to the Geisinger Commonwealth School of Medicine IRB to research the Family and Community-Centered Experience Program. Once the researcher received full approval from both schools, research began.

After approval, the FCCE manager compiled and de-identified the participants' email addresses and home addresses and sent out consent and a survey link while ensuring compliance with data protection regulations. Next, the researcher developed a cover letter/email (Appendix B) explaining the purpose of the study, ensuring confidentiality, and providing instructions for completing the survey. The informed consent form (Appendix C) was attached to the survey, and once accepted, the participants checked the box and started the survey. The cover letter and email included the study's purpose, procedures, risks, and benefits. The researcher created an online survey using Qualtrics, embedded the satisfaction scale and additional demographic questions (Appendix A).

Once the survey was completed, it was emailed to the selected sample. The FCCE manager sent out the emails. The researcher waited 7-10 days after the initial email distribution and then asked the FCCE manager to send a follow-up email to all participants, reminding them to complete the survey and emphasizing the importance of their participation (Appendix D). The

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

43

researcher waited an additional 7-10 days after the first follow-up. Finally, a final reminder email was sent to all respondents by the FCCE manager to encourage participation (Appendix E).

Once responses were collected, the survey was downloaded from the online platform.

Data was analyzed using SPSS version 29.

### **Analysis of Data**

A significance level equal to or less than .05 was used to determine if significant relationships exist among the variables.

1. Sub-problem 1, What is the involvement of individuals who participate in the Family and Community Centered Experience program, was analyzed using a frequency distribution and other descriptive statistics.
2. Sub-problem 2, What is the motivation level involvement among individuals who participate in the Family and Community-Centered Experience program, was analyzed using a frequency distribution and other descriptive statistics.
3. Subproblem 3, What is the satisfaction level among individuals who participate in the Family and Community-Centered Experience program, was analyzed using a frequency distribution and other descriptive statistics.
4. Sub-problem 4, How do motivation and involvement predict satisfaction among individuals who participate in the Family and Community-Centered Experience program at a Medical school in Pennsylvania, was analyzed using standard multiple regression.

### **Supplemental Analysis**

Demographics were analyzed using the following questions:

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

44

Is there a relationship between age and involvement, motivation, and satisfaction, was analyzed using a series of Pearson correlations.

Is there is a difference between involvement, motivation, and satisfaction by gender, was analyzed using an independent samples t-test.

Is there a difference between involvement, motivation, and satisfaction by the level of education, was analyzed by using an ANOVA.

Is there difference between involvement, motivation, and satisfaction by marital status was analyzed using independent samples t-test.

Is there a difference between identifying as having a disability and involvement, motivation, and satisfaction, the results will be analyzed using an.

Is there a relationship between the length of participation in the program and involvement, motivation, and satisfaction, which will be analyzed the program and involvement, motivation, and satisfaction will be analyzed using a Pearson Correlation.

Is there a difference between involvement, motivation, and satisfaction by race, was not ran because everyone responded as Caucasian.

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

45

**Chapter 4****Results****Response Rate**

There are currently 53 participants in the Family and Community Centered Experience. Five of the participants did not meet the inclusion criteria because they have not yet met with any medical students. The survey was emailed 3 times to a total of 48 participants. 30 responses were received, but after reviewing the data nine cases were deleted because of missing data. Two cases were missing one section of a question, and for these the researcher inserted the value most used by the participant. Thus, of 48 possible respondents, 21 were actually useable for a 41.7 response rate.

**Demographics**

The mean age for participants was 64.5 (+/-11.37), while the median age was 65.5 (range = 40-80). Age distribution of participants showed that the majority (80%) are aged between 51 and 80. Specifically, 38.1% of participants fall within the 61-70 age range, and 28.6% are between 71-80, indicating that a large portion of the sample is in the later stages of their careers or potentially retired. See Appendix F for the frequency distribution of participants' age.

Most participants identified as female (70%). Participants are generally well-educated, with the majority (42.9%) holding a 4-year degree, followed by 28.6% with a professional degree (e.g., JD, MD, MSW). Most participants are married (61.9%).

All respondents identified as Caucasian, making this group racially homogenous. See Table 1 below.

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

46

**Table 1: Demographics**

<b>Variables</b>	<b>N</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<b>Gender</b>			
Male	6	30	
Female	14	70	
Total	20	100	
<b>Education</b>			
High School graduate	2	9.5	9.5
Some College	2	9.5	19
2 year degree	2	9.5	28.6
4-year degree	9	42.9	71.4
Professional Degree (JD, MD, MSW)	6	28.6	100
Total	21	100	
<b>Marital Status</b>			
Never Married	2	9.5	9.5
Married	13	61.9	71.4
Divorced	2	9.5	81.0
Widowed	4	19.0	100
Total	21	100	
<b>Race</b>			
Caucasian	21	100	100

INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

Most participants (57.1%) report living with one family member, followed by 28.6% with two family members. In terms of program duration, 52.4% have participated in the program for less than 4 ½ years, while 42.9% participated for more than 5 years. See Appendix G or the frequency distribution of participant’s years in the program. For the variable that asked, “Do you considered yourself to have a disability,” most participants indicated that they do not (61.9%).

See Table 2 below.

**Table 2 Demographics**

Variables	N	Percent	Cumulative Percent
<b>Family Members in Household</b>			
0	1	4.8	5
1	12	57.1	65
2	6	28.6	95
8	1	4.8	100
Total	20	95.2	
Missing	1	4.8	
Total	21	100	
<b>Disability</b>			
Yes	7	33.3	33.3
No	13	61.9	95.2
Prefer not to say	1	4.8	100
Total	21	100	

INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

48

This dataset captures a snapshot of gender, highest education level, marital status, race, age, years in program, household composition and year involved with the program, and representation from individuals with disabilities.

**Subproblem 1**

What is the involvement among of individuals who participate in the Family and Community Centered Experience program, was analyzed using a frequency distribution and other descriptive statistics. The mean total involvement score for participants was 40.0 (+/- 4.42), while the median was 39.0 (range = 34-53). All items in Table 3 start with: To What extent do you agree/disagree with the following statement: “You/your family got involved in FCCE-...”. The three items with the highest combined percentage of Somewhat Agree and Strongly Agree were: A personal friend/colleague asked me to participate (76.2%); I feel a sense of Responsibility to my Community (76.2%); and to be more civically engaged (71.5%). Four items had the highest percentage of the combination of Strongly Disagree and Somewhat disagree responses with a total of 14.3%. These items were: To help improve my community; For my personal growth and development; To enhance my skills and knowledge; and A personal friend/colleague asked me to participate.

**Table 3:**

Item	Strongly Disagree	Somewhat Disagree	Neither Disagree or Agree	Somewhat Agree	Strongly Agree
To help improve my community	3 (14.3 %)	-	3 (14.3%)	5 (23.8%)	10 (47.6%)
For my personal growth and development	1 (4.8 %)	2 (9.5 %)	10 (47.6 %)	6 (28.6 %)	2 (9.5 %)



## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

49

To build Relationships with others in my community	-	-	8 (38.1%)	5 (23.8%)	8 (38.1%)
To address specific needs in my community	-	1 (4.8%)	6 (28.6%)	6 (28.6%)	8 (38.1%)
To enhance my skills and Knowledge	-	3 (14.3%)	8 (38.1%)	6 (28.6%)	4 (19.0%)
To be more Civically Engaged	-	-	6 (28.6%)	9 (42.9%)	6 (28.6%)
I feel a sense of Responsibility to my Community	1 (4.8%)	-	4 (19.0%)	8 (38.1%)	8 (38.1%)
It provides me with a sense of personal Fulfillment	1 (4.8%)	-	3 (14.3%)	7 (33.3%)	10 (27.6%)
A personal friend/colleague asked me to participate	2 (9.5%)	1 (4.8%)	2 (9.5%)	6 (28.6%)	10 (47.6%)

**Subproblem 2:**

What is the motivational level among individuals who participate in the Family and Community-Centered Experience program, was analyzed using a frequency distribution and other descriptive statistics. The mean total motivation score for participants was 34.95 (+/-5.88), while the median was 34.0 (range = 18-45). All items in table start with: To What extent do you agree/disagree with the following statement: “You/your family are motivated to participate in FCCE program because ...”. Three items had the highest percentage when combined Strongly

INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

50

Agree and Somewhat Agree. These items were: I want to help others (76.2%); I want to build connections and network with others (66.6%); and I want to build connections and network with others (61.9%). Three items had the highest percentage when combined Strongly Disagree and Somewhat Disagree. These were: I want to build a relationship with the medical school (4.8%); I want a new doctor (52.4%); and I want to receive recognition and rewards for my efforts (52.4%).

**Table 4:**

Item	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I want to help others	-	-	-	-	1 (4.8%)	5 (23.8%)	15 (71.4%)
I feel a sense of social responsibility	-	-	-	2 (9.5%)	3 (14.3%)	7 (33.3%)	9 (42.9%)
It gives me personal satisfaction	-	-	-	1 (4.8%)	3 (14.3%)	8 (38.1%)	9 (42.9%)
I want to contribute to the improvement of my community	-	-	-	3 (14.3%)	-	5 (23.8%)	13 (61.9%)
I want to build connections and network with others	-	-	-	4 (19.0%)	7 (33.3%)	3 (14.3%)	7 (33.3%)
I want to receive recognition and rewards for my efforts	10 (47.6%)	3 (14.3%)	1 (4.8%)	6 (28.6%)	-	-	1 (4.8%)

INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

51

I want to build a relationship with the medical school	1 (4.8%)	-	-	9 (42.9%)	4 (19.0%)	4 (19.0%)	3 (14.3%)
I want a new doctor	11 (52.4%)	6 (28.6%)	-	4 (19.0%)	-	-	-

**Subproblem 3**

What is the satisfaction level among individuals who participate in the Family and Community-Centered Experience program, was analyzed using a frequency distribution and other descriptive statistics. The mean total satisfaction score for participants was 40.67 (+/- 6.10), while the median was 41.00 (range = 30 - 50). All items in table start with: To What extent do you agree/disagree with the following statement: “You/your family are satisfied with participating in FCCE program because ...”. The three highest percentages when combined Strongly agree and Somewhat agree both were: I understand the mission and purpose (90.5%); The overall experience met all my expectations (90.5%); and It was well organized and efficiently run (90.4%). Three items had the highest percentage of Strongly Disagree and Somewhat disagree each with a total of 4.8%. These items were: It has had a positive impact on my health; It has helped develop new skills; and It has strengthened my connections with the community.

**Table 5**

Item	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
I understand the mission and purpose	-	-	2 (9.5%)	6 (28.6%)	13 (61.9%)

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

52

It helped me better understand medical students	-	-	5 (23.8%)	6 (28.6%)	10 (47.6%)
It helped me better understand the medical profession	-	-	8 (38.1%)	8 (38.1%)	5 (23.8%)
The overall experience met all my expectations	-	-	2 (9.5%)	5 (23.8%)	14 (66.7%)
It has had a positive impact on my health	1 (4.8%)	-	12 (57.1%)	3 (14.3%)	5 (23.8%)
It has helped develop new skills	-	1 (4.8%)	14 (66.7%)	3 (14.3%)	3 (14.3%)
It has strengthened my connections with the community	-	1 (4.8%)	9 (42.9%)	6 (28.6%)	5 (23.8%)
It was well organized and efficiently run	-	-	2 (9.5%)	4 (19.0%)	15 (71.4%)
We were provided sufficient resources and support	-	-	9 (42.9%)	1 (4.8%)	11 (52.4%)
We feel personally fulfilled	-	-	6 (28.6%)	6 (28.6%)	9 (42.9%)

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

53

### **Subproblem 4**

How do motivation and involvement predict satisfaction among individuals who participate in the Family and Community-Centered Experience program at a Medical school in Pennsylvania, was analyzed using standard multiple regression.

Standard multiple regression is a statistical technique used to examine the relationship between multiple independent variables and a single dependent variable. To conduct a multiple regression analysis, several key steps were followed. First, data is prepared by selecting relevant variables, ensuring they meet necessary assumptions, and addressing any issues with missing data or outliers. The regression model is then specified by identifying the independent and dependent variables. Next, a preliminary regression is run to examine descriptive statistics and correlations among variables to check for multicollinearity and to understand initial relationships. Diagnostics were conducted to assess the validity and reliability of the model, including checking for normality, linearity, and homoscedasticity. After ensuring that all assumptions were met, the regression analysis is run, and results are interpreted by examining coefficients, and significance levels to determine the contribution of each predictor

A multiple linear regression was calculated to predict participants' satisfaction score on their motivational score and involvement score. A significant regression equation was found ( $F(2,18) = 10.153, p=.001$ ), with an  $R^2$  of .53. Participants' predicted satisfaction score is equal to .486 (motivation score). Neither the constant nor the involvement score were significant predictors. Thus, the null hypothesis was partially rejected in that motivation does predict satisfaction

### **Supplemental Analysis**

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

54

A series of Pearson correlations were used to examine relationships between age, involvement, motivation and satisfaction. No significant relationships were found. Additionally, a Pearson correlation was used to examine relationships between the length of participation in the FCCC program, involvement, motivation and satisfaction. Again, no significant relationships were found.

A series of t-tests were utilized to examine if there is a difference between having or not a disability and involvement, motivation and satisfaction. No significant differences were found. Additionally, a t-test was utilized to examine if there was a difference between gender and involvement, motivation and satisfaction. No significant differences were found. Lastly, a t-test was utilized to examine Marital Status and involvement, motivation and satisfaction. However, prior to examining marital status this variable was recoded into currently married and not currently married. Again, no significant differences were found.

A one-way ANOVA was utilized to examine if there were differences among educational level and involvement, motivation and satisfaction. Education level was recoded to participants with 2 years of college or less, participants with 4 years of education and participants with professional degree. No significant differences were found.

Race was not used in any supplemental analysis because all participants responded as Caucasian.

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

55

**Chapter 5****Discussion****Introduction**

This quantitative study examined whether motivation and involvement predict satisfaction among individuals who participate in the Family and Community-Centered Experience program at a medical school in Pennsylvania. The null hypothesis stated that involvement and motivation do not predict motivation. It was partially rejected because although involvement did not predict satisfaction, motivation did. These findings suggest that the participants' satisfaction with the program is influenced by their level of motivation rather than by their degree of involvement. In this discussion, possible explanations for these results are explored, implications for program design are considered, and directions for future research on the role of motivation in participant satisfaction within service-learning programs are considered.

**Discussion**

This study provided insights into the characteristics and experiences of individuals participating in the Family and Community-Centered Experience (FCCE) program at a Medical School in Pennsylvania. The FCCE program has been a part of the curriculum since the inaugural class. The purpose of this program is to help medical students learn about medicine from a personal perspective, at the same time supporting individuals and families in the community through active listening, resource sharing and attending medical appointments. It has continued to make adjustments based on student and faculty feedback, but the community participants and their experience has never been evaluated.

The data reflects a subset of participants, most of whom are older, predominantly female, Caucasian, well-educated, and generally married. Despite the limited racial and ethnic diversity,

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

56

the demographic and program-related characteristics of the respondents offer a useful snapshot of the FCCE participant profile.

In examining participant involvement, responses indicated mixed feelings. Participants were more likely to agree that their involvement stemmed from a sense of responsibility to their community and a desire to be more civically engaged, rather than purely personal reasons, such as skill enhancement or requests from friends. This suggests that community commitment and engagement with the medical school's mission may play stronger roles than individual development in participant motivation. Interestingly, involvement scores varied, with some respondents indicating limited engagement. This variation may reflect the differences in participants' understanding of their role in FCCE, or it could suggest that involvement depends on factors not directly tied to FCCE's goals, such as personal time constraints or evolving community needs.

Community partners often view themselves as co-educators, contributing their expertise to student learning. The community participants feel that sharing their knowledge and real-world experience helps shape the students' education while benefiting internally from the fresh perspectives and energy students bring to their work (Snell & Lau 2022). This aligns with the findings from the present study in that participants were involved in the FCCE program to be civically engaged rather than personal gains or personal reasons.

One area wherein the current study differs from previous work is the type of participants. In previous research most participants were community agencies, while this study focused on the individuals and families working with medical students. This impacted the survey, since one person was answering for the family as opposed to when surveying community partners, all



## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

57

individuals who are part of the project or work with students fill out their own version. That is not necessarily a good or bad thing, just something future researchers should keep in mind when surveying participants in service-learning projects.

Regarding motivation, many participants felt driven by altruistic reasons, such as helping others, building connections, and contributing to community improvement. This directly aligns with previous research that states, many community partners continue partnerships because they see themselves as co-educators, contributing to the educational development of students. They appreciate the opportunity to share their knowledge and experience, helping to shape the future workforce. (Bell & Carson 2009, Cronley et al., 2015; Leiderman et al., 2002). Lower motivation scores associated with receiving rewards or building relationships, specifically with the medical school, suggest that participants were not engaging in FCCE primarily for personal recognition or medical relationships. This finding highlights for many FCCE participants engagement is rooted in social responsibility and a desire for broader social impact.

In examining the satisfaction levels, the data showed that participants were generally satisfied, with high levels of agreement that the program met expectations and aligned with their understanding of its mission. Satisfaction scores suggest that the FCCE program is well-organized and effectively managed from the participants' perspectives, even if certain aspects, such as personal health benefits or community connections, were rated lower. This high satisfaction, despite variability in involvement and motivation, points to the program's ability to provide a fulfilling experience that aligns with participants' core values and goals.

Previous research on service-learning and satisfaction focused primarily on reciprocity and mutual gains. Jordanna & Mennega (2022), found that partnerships provide mutual benefits

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

58

for all involved parties. Community partners often find value in the reciprocal nature of service-learning. They benefit from the resources, labor, and fresh perspectives provided by students while contributing to the students' education and professional development. These partnerships can lead to long-term relationships and sustained collaboration (Jordanna & Mennega 2022, Karasik & Hafner, 2021). In the present study high satisfaction was aligned with understanding the mission of the projects and the projects met their expectations, and less about person gains and health benefits. This connection can help shape future projects and participant recruitment. The FCCE requires new families every 18 months due to the overlapping curriculum. The findings from the present study can help make this process easier, by using the information about motivation for recruitment. When developing marketing materials, or deciding where to recruit participants, the data connecting motivation to satisfaction should be used.

The multiple regression analysis revealed that while motivation predicted satisfaction, involvement did not. This suggests that participants' intrinsic motivation, more than their level of engagement, influences how satisfied they feel within FCCE. Motivation, likely tied to participants' sense of social responsibility and altruistic goals, seems to be the driving force in creating a fulfilling experience. Involvement, in contrast, may not have the same impact on satisfaction, possibly because the FCCE experience does not require deep, active involvement to be rewarding. This indicates that the FCCE program's structure allows for meaningful participation at various levels, making the experience inclusive and accessible to individuals with differing levels of availability or engagement.

Allen et. al (2022) found that intrinsic motivation, especially altruistic or values-driven motives, significantly influences satisfaction in service-learning. Participants who are motivated

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

59

by a desire to make a social impact or achieve personal growth often report higher levels of satisfaction, as their expectations and goals align with the outcomes of their involvement.

In the same article, Allen et.al (2022) found that while involvement can enhance engagement, it does not always directly correlate with satisfaction. Service-learning programs designed to accommodate varying levels of engagement can still provide meaningful experiences, making them accessible to participants with different availability or commitment levels. Thus, the structure and perceived quality of the program often outweigh the depth of involvement in determining satisfaction

The supplementary analyses further illustrated those demographic factors, such as age, education, and marital status, did not significantly impact motivation, involvement, or satisfaction. These findings suggest that while participants share common demographic traits, these characteristics do not appear to influence their overall experience within FCCE, reinforcing that motivation—a more personal and intrinsic factor—is the most critical predictor of satisfaction. This also indicates that demographic information does not impact the participants motivation or involvement to participate. Research into the effects of demographic variables on service-learning outcomes has produced mixed findings, with some studies highlighting minimal or no significant relationships between demographics and outcomes. Studies by Astin et al. (2000) have demonstrated that the outcomes of service-learning (e.g., civic engagement, stereotype reduction, or critical thinking skills) often transcend demographic distinctions, emphasizing shared learning processes over individual characteristics.

The present study provides valuable insights into the factors that influence satisfaction among FCCE participants, emphasizing the importance of motivation over involvement. By

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

60

understanding that participants are primarily driven by a sense of social responsibility and a desire to contribute positively to the community, the FCCE program can continue to attract and satisfy individuals who share these values.

### **Implications for Practice**

Although a small study, it provides implications for practice across various fields and disciplines starting with the service-learning field. This study helps to identify ways to motivate community partners to participate in service-learning collaborations with schools. The results share information such as feeling a sense of social responsibility can help motivate participation and satisfaction. Knowing this information can help with recruitment for new families and participants.

The findings from this study suggest that intrinsic motivation plays a critical role in participant satisfaction within the Family and Community-Centered Experience (FCCE) program, while the level of involvement does not significantly impact satisfaction. For program administrators, this highlights the importance of fostering and supporting participants' altruistic motivations, as these values appear central to their engagement and overall positive experience.

Given that satisfaction in FCCE is driven more by motivation than involvement, program leaders could focus on enhancing elements that align with participants' social responsibility and community-centered values. For instance, they might consider implementing activities or narratives that underscore the social impact of the FCCE, highlighting how participants' contributions influence both the community and medical students' development as empathetic, community-aware professionals. Additionally, sharing success stories and testimonials from

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

61

participants and students can reinforce these values and affirm the meaningful impact of their involvement.

Since satisfaction remains high even with varied levels of involvement, FCCE could also adopt a flexible model for engagement, allowing participants to contribute in ways that fit their schedules and capacities. This would keep the program accessible and appealing to a broad range of individuals, including those with limited time or other personal constraints.

Lastly, future adjustments to the program should continue to prioritize the community's role as co-educators, perhaps through workshops or informal gatherings where participants can share insights directly with students, ensuring their role as valued partners in education.

### **Limitations**

This study was limited to only participants who are currently enrolled in the program. Participants who decided to stop participating or family members of participants who have passed away were not included. This limits the results to participants who are seemingly happy with the program.

Due to the lower response rate, we were limited to only a portion of the individuals and families involved.

Limitations also included individuals that could read English and had computer knowledge and capability to take the survey. Participants were primarily older, and trouble with technology or lack of technology could have had an impact on response rate. Depending on the identified family members' age or condition, someone else may need to speak on their behalf.

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

62

This was a small study which limits generalizability to other programs. Although it may help the FCCE program under study to adjust, other service-learning programs should be cautious in interpreting the results.

Unknown conditions or factors at individual participants' homes, work, or studies could bias their responses. Since the researcher is collecting some data from primarily the elderly, it is possible that some of their recollections of events, situations, and feelings could be questionable.

### **Future Research**

The survey created for this study could be used with any other community partners to research their involvement, motivation and satisfaction. Community partner data and insight continues to be a gap in the service- learning research and field. By continuing to use this survey with other community partners, adjustments could be made, and reliability/validity could increase.

This survey could also be used with students who choose to take service-learning classes, as opposed to mandated service-learning classes. Future research could explore ways to enhance involvement and examine the impact of more diverse demographic representation, which may further strengthen the program's effectiveness and reach.

A similar study can be done with the same survey with individuals who were a part of the program but decided to stop. This could help determine why participants did not want to participate in FCCE and help make necessary adjustments.

### **Conclusion**

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

63

The Family and Community Center Experience should continue as a part of the curriculum at a medical school in Pennsylvania. It is clear that the participants are satisfied with the program and their motivation helps impact their satisfaction with the program. The school should continue to evaluate both the students, participants and faculty, as the program continues to grow. The information from this study can be the beginning to more evaluation, especially student lead studies. The FCCE is a formal part of the curriculum, continuously studying the various pieces of it can help other school replicate the program and even the research.

### **Appendix A**

#### **FCCE Community Partner Survey**

---

Start of Block: Default Question Block

Q1 What is your age?

---

---

Page Break

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

64

Q2 Which category(s) do you best identify with? (Please select all that apply)

African American (1)

Asian (2)

White/Caucasian (3)

Hispanic or Latino (4)

Native American (5)

Pacific Islander (6)

Prefer not to say (7)

Other (8)

---

Q3 What gender do you most identify with?

Male (1)

Female (2)

Non-binary / third gender (3)

Prefer not to say (4)

---



## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

65

Q4 What is your highest educational level?

- Less than High School (1)
  - High school graduate (2)
  - Some college (3)
  - 2 year degree (4)
  - 4 year degree (5)
  - Professional degree (JD, MD, MSW) (6)
  - Doctorate (7)
- 

Q5 What is your Marital Status?

- Never Married (1)
  - Married (2)
  - Separated (3)
  - Divorced (4)
  - Widowed (5)
  - Prefer not to say (6)
-

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

66

Q6 What is your current employment status? Please check all that apply.

Full-time employment (1)

part time employed (2)

unemployed (3)

Student (4)

Retired (5)

Other (6)

Prefer not to say (7)

---

Q7 Do you consider yourself to have a disability?

Yes (1)

No (2)

Prefer not to say (3)

---

Q8 How many people in your family participate in the FCCE program?

---

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

67

Q10 How long have you been participating in the FCCE program? Please respond in years/month.

Example: 0 years 6 months or 3 years 2months

---

End of Block: Default Question Block

---

Start of Block: Block 1

**INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM**

68

Q11 To what extent do you agree/disagree with the following statement: "You/your family got involved in the FCCE program:

	Strongly Disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
to help improve my community (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
for my personal growth and development (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to build relationships with others in my community." (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to address specific needs in my community (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to enhance my skills and knowledge (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to be more civically engaged (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
because I feel a sense of responsibility to my community (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
because it provides me with a sense of personal fulfillment (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
because a personal friend/colleague asked me to participate (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Block 1

---

Start of Block: Block 2

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

69

Q12 To what extent do you agree/disagree with the following statement-

You/your family are motivated to participate in the FCCE program because:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
I want to help others (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of social responsibility (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
it gives me personal satisfaction (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to contribute to the improvement of my community (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to build connections and network with others (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to receive recognition and rewards for my efforts (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to build a relationship with the medical school (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want a new doctor (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Block 2

---

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

70

Start of Block: Block 3

Q13 To what extent do you agree/disagree with the following statement-  
You/your family are satisfied with participating in the FCCE program because

	Strongly Disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I understand the mission and purpose (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
it helped me better understand medical students (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
it helped me better understand the medical profession (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the overall experience met all my expectations (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
it has had a positive impact on my health (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
it has helped develop new skills (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
it has strengthened my connections with the community (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
it was well organized and efficiently run (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
we were provided sufficient resources an support (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
we feel personally fulfilled (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

71

### Appendix B

Subject: Invitation to Participate in Research Study: Exploring Motivation, Involvement, and Satisfaction in the Family and Community-Centered Experience Program

Dear FCCE Participant,

I hope this email finds you well. My name is Carly Ellman, and I am a PhD student at Marywood University. I am a critical inviting you to participate in an important research study that explores the relationship between motivation, involvement, and satisfaction among individuals participating in the Family and Community-Centered Experience (FCCE) program at Geisinger Commonwealth School of Medicine.

This study aims to understand how motivation and involvement influence the satisfaction levels of participants in the FCCE program. Your insights and experiences are invaluable to this research, and we would greatly appreciate your participation.

Participation in this study involves completing a brief online survey, which should take approximately 10-15 minutes. Your responses will be kept confidential, and data will be analyzed in aggregate to ensure anonymity.

To participate, please click the following link to access the survey: [Survey Link]. Before you start the survey, you will review and accept the informed consent.

Your participation is entirely voluntary, and you may withdraw at any time without any consequences. If you have any questions or need further information about the study, please contact me at [Your Email] or [Your Phone Number].

We believe that the findings from this study will contribute significantly to improving the FCCE program and enhancing the experiences of future participants. Your contribution is highly valued and will make a meaningful impact.

Thank you for considering this invitation. We look forward to your participation.

Warm regards,

Carly Ellman, LCSW  
PhD student  
Marywood University  
cellman@m.marywood.edu  
914-393-2897

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

72

### Appendix C

#### Informed Consent Form

Title of the Study: How Motivation and Involvement Predict Satisfaction Among Individuals Participating in the Family and Community-Centered Experience Program at a Medical School in Pennsylvania

Principal Investigator: Carly Ellman, LCSW  
Institution/Department: Marywood University  
Contact Information:  
Email: cellman@m.marywood.edu  
Phone: 914-393-2897

#### Introduction and Purpose:

You are invited to participate in a research study by Carly Ellman from Marywood University. This study aims to explore how motivation and involvement influence satisfaction among participants in the Family and Community-Centered Experience (FCCE) program at our medical school in Pennsylvania.

#### Procedures:

If you agree to participate in this study, you will be asked to complete an online survey. The survey will take approximately 10-15 minutes to complete and will include questions about your motivation, involvement, and satisfaction with the FCCE program.

#### Confidentiality:

Your participation in this study is confidential. Your responses will be anonymized, and data will be reported in aggregate form only. No identifying information will be shared or published.

#### Voluntary Participation:

Participation in this study is entirely voluntary. You may choose not to participate or to withdraw at any time without any penalty or loss of benefits to which you are otherwise entitled.

#### Risks and Benefits:

There are minimal risks associated with participating in this study. Some questions may make you feel uncomfortable, but you are free to skip any question that you do not wish to answer. There are no direct benefits to you for participating, but your responses will contribute to a better understanding of the FCCE program, potentially benefiting future participants.

#### Compensation:

There is no compensation for participating in this study.

#### Contact Information:



## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

73

If you have any questions or concerns about the study, please contact the principal investigator, Carly Ellman at [cellman@m.marywood.edu](mailto:cellman@m.marywood.edu) or 914-393-2897.

If you have any questions about your rights as a research participant, you may contact Marywood IRB at \_\_\_\_\_.

Consent:

By clicking on the link to the survey and completing it, you are indicating that you have read this informed consent form and agree to participate in the study.

Survey Link: [Survey Link]

Thank you for your time and participation.

Sincerely,

Carly Ellman, LCSW

PhD student

Marywood University

[cellman@m.marywood.edu](mailto:cellman@m.marywood.edu)

914-393-2897

Participant Acknowledgment:

By completing the survey, I acknowledge that I have read the information provided above, and I consent to participate in this study.

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

74

### Appendix D

Subject: Reminder: Please Participate in Our Research Study on the FCCE Program

Dear FCCE Participant,

I hope this email finds you well. My name is Carly Ellman, and I am a PhD student at Maywood University. I am writing to remind you about an important research study that aims to explore the relationship between motivation, involvement, and satisfaction among individuals participating in the Family and Community-Centered Experience (FCCE) program at Geisinger Commonwealth School of Medicine.

Your insights and experiences are invaluable to this research, and we would greatly appreciate your participation. If you have not yet had the chance to participate, we kindly ask you to complete a brief online survey, which should take approximately 10-15 minutes of your time.

Your responses will be kept confidential, and data will be analyzed in aggregate form to ensure your anonymity.

To participate, please click on the following link to access the survey: [Survey Link]. Before you start the survey, you will review and accept the informed consent.

Your participation is entirely voluntary, and you may choose to withdraw at any time without any consequences. If you have any questions or need further information about the study, please feel free to contact me at [carly.ellman@gmail.com](mailto:carly.ellman@gmail.com) or 914-393-2897

We believe that the findings from this study will contribute significantly to improving the FCCE program and enhancing the experiences of future participants. Your contribution is highly valued and will make a meaningful impact.

Thank you for considering this reminder. We look forward to your participation.

Warm regards,

Sincerely,  
Carly Ellman, LCSW  
PhD student  
Marywood University  
[cellman@m.marywood.edu](mailto:cellman@m.marywood.edu)  
914-393-2897

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

75

### Appendix E

Subject: Final Reminder: Your Participation Needed in Our Research Study on the FCCE Program

Dear FCCE Participant,

I hope this email finds you well. My name is Carly Ellman, and I am a PhD student at Marywood University. This is a final reminder to kindly request your participation in an important research study that aims to explore the relationship between motivation, involvement, and satisfaction among individuals participating in the Family and Community-Centered Experience (FCCE) program at Geisinger Commonwealth School of Medicine.

Your insights and experiences are invaluable to this research, and we would greatly appreciate your participation. If you have not yet had the chance to participate, we kindly ask you to complete a brief online survey, which should take approximately 10-15 minutes of your time.

Your responses will be kept confidential, and data will be analyzed in aggregate form to ensure your anonymity.

To participate, please click on the following link to access the survey: [Survey Link]. Before you start the survey, you will review and accept the informed consent.

Your participation is entirely voluntary, and you may withdraw at any time without any consequences. If you have any questions or need further information about the study, please feel free to contact me at [cellman@m.marywood.edu](mailto:cellman@m.marywood.edu) or 914-393-2897. [Your Phone Number]. We believe that the findings from this study will significantly improve the FCCE program and enhance the experiences of future participants. Your contribution is highly valued and will make a meaningful impact.

Thank you for considering this final reminder. We look forward to your participation.

Warm regards,

Carly Ellman, LCSW  
PhD student  
Marywood University  
[cellman@m.marywood.edu](mailto:cellman@m.marywood.edu)  
914-393-2897

INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

76

Appendix F

<b>Age</b>			
40 & below	1	4.8	5
41-50	2	9.5	15
51-60	3	14.3	30
61-70	8	38.1	70
71-80	6	28.6	100
Total	20	95.2	
Missing	1	4.8	
Total	21	100	

INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

77

Appendix G

<b>Years in Program</b>			
.5	1	4.8	5
1.0	2	9.5	15
2.0	1	4.8	20
3.0	3	14.3	35
4.0	2	9.5	45
4.5	2	9.5	55
5.0	3	14.3	70
6.0	4	19.0	90
10.0	1	4.8	95
12.75	1	4.8	100
Total	20	95.2	
Missing	1	4.8	

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

78

## Appendix H

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	394.749	2	197.375	10.153	.001 <sup>b</sup>
	Residual	349.917	18	19.440		
	Total	744.667	20			

a. Dependent Variable: Total Satisfaction

b. Predictors: (Constant), Total Involvement , Total motivation

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

79

**References**

- Adams, K. (2014). *THE EXPLORATION OF COMMUNITY BOUNDARY SPANNERS IN UNIVERSITY-COMMUNITY PARTNERSHIPS*.  
[https://getd.libs.uga.edu/pdfs/adams\\_katherine\\_r\\_201312\\_phd.pdf](https://getd.libs.uga.edu/pdfs/adams_katherine_r_201312_phd.pdf)
- Allen, J. A., Fosler, K., & Prange, K. (2022). Exploring the impact of service-learning on satisfaction and involvement. ERIC. <https://files.eric.ed.gov/fulltext/EJ1342675.pdf>
- Anderson, J. B. (2005). "The Role of Family Involvement in Service-Learning: Perspectives from Stakeholders." *Journal of Community Engagement and Scholarship*, 1(2), 12-24.
- Anderson, J. A., & Adams, M. (1992). Acknowledging the learning styles of diverse student populations: Implications for instructional design. *New Directions for Teaching and Learning*, 1992(49), 19–33. <https://doi.org/10.1002/tl.37219924904>
- Arnold, R. D., & Wade, J. P. (2015). A definition of systems thinking: A systems approach. *Procedia Computer Science*, 44(44), 669–678.
- Astin, A. W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000). *How service-learning affects students*. Higher Education Research Institute, University of California, Los Angeles.
- Baird, N., & Benson, A. J. (2022). Getting Ahead While Getting Along: Followership as a Key Ingredient for Shared Leadership and Reducing Team Conflict. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.923150>
- Bayot M., Brannan G., Brannan J., et al. Human Subjects Research Design. [Updated 2023 Aug 14]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2024 Jan-. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK537270/>

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

80

Bell, S.M., & Carlson, R. (2009). Motivations of community organizations for service learning.

In R. Stoecker & E.A. Tryon (Eds.), *The unheard voices: Community organizations and service learning* (pp. 19–37). Temple University Press.

Bell, E., Meriläinen, S., Taylor, S., & Tienari, J. (2018). Time's up! Feminist theory and activism meets organization studies. *Human Relations*, 72(1), 4–22.

<https://doi.org/10.1177/0018726718790067>

Bringle, R. G., & Hatcher, J. A. (2002). "Campus-Community Partnerships: The Terms of Engagement." *Journal of Social Issues*, 58(3), 503-516.

Bringle, R., Clayton, P., & Price, M. (2009). Partnerships in Service Learning and Civic Engagement Partnerships in Service Learning and Civic Engagement. *Partnerships: A Journal of Service Learning & Civic Engagement*, 1(1).

<https://scholarworks.iupui.edu/server/api/core/bitstreams/27f0dc7e-cee1-4e27-817b-f0a0126c3628/content>

Brown, D. M. (2001). *Pulling It Together: A Method for Developing Service-Learning and Community Partnerships Based in Critical Pedagogy*. National Technical Reports Library.

<https://ntrl.ntis.gov/NTRL/dashboard/searchResults/titleDetail/PB2002100626.xhtml>

Bushouse, B. (2005). Community Nonprofit Organizations and Service-Learning: Resource Constraints to Building Partnerships with Universities. *Michigan Journal of Community Service Learning*, 12(1). <http://hdl.handle.net/2027/spo.3239521.0012.103>

Campact, C. (2022, February 22). *Community Partnerships Knowledge Hub | Campus Compact*. Compact.org. [https://compact.org/resources/community-partnerships-knowledge-hub?f%5B0%5D=practice\\_area%3A190&f%255B0%255D%3Dpractice\\_area=190](https://compact.org/resources/community-partnerships-knowledge-hub?f%5B0%5D=practice_area%3A190&f%255B0%255D%3Dpractice_area=190)



## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

81

- Cardona, M. (2016). Very process of living together educates: learning in, from and for cooperative life in rural Malta. *Era.ed.ac.uk*. <https://era.ed.ac.uk/handle/1842/22845>
- Carlquist, E., Nafstad, H. E., & Blakar, R. M. (2018). Understanding satisfaction: An analysis of the meaning potential of the word “Satisfaction” in everyday norwegian language. *Journal of Happiness Studies*, 19(4), 939-959. <https://doi.org/10.1007/s10902-017-9854-1>
- Carnegie Elective Community Engagement Classification*. (2023). [www.delhi.edu](http://www.delhi.edu). <https://www.delhi.edu/campus-life/volunteerism/oconnor-center/carnegie-classification/>
- Carnegie Foundation. (2022). *Carnegie Classifications*. Carnegie Foundation for the Advancement of Teaching. <https://www.carnegiefoundation.org/our-work/postsecondary-innovation/carnegie-classifications/>
- Chapter 1: Concepts of Community | Principles of Community Engagement | ATSDR*. (2018). [Cdc.gov. https://www.atsdr.cdc.gov/communityengagement/pce\\_concepts.html](https://www.atsdr.cdc.gov/communityengagement/pce_concepts.html)
- Chika-James, T. A., Salem, T., & Oyet, M. C. (2022). Our Gains, Pains and Hopes: Community Partners’ Perspectives of Service-Learning in an Undergraduate Business Education. *SAGE Open*, 12(1), 215824402110693. <https://doi.org/10.1177/21582440211069390>
- Chittum, J., Enke, K., & Finley, A. (2022). *The Effects of Community-Based and Civic Engagement in Higher Education WHAT WE KNOW AND QUESTIONS THAT REMAIN*. <https://files.eric.ed.gov/fulltext/ED625877.pdf>
- Chovanec, D., Kajner, T., Mian, A., & Underwood, M. (2012). Exploring Shifts in Conceptions of “Good” Citizenship: Community Service-Learning in Activist Placements. *Cultural and Pedagogical Inquiry*, 4(1). <https://doi.org/10.18733/c37g6b>
- Cobigo, V., Martin, L., & Mcheimech, R. (2016). Understanding Community. *Canadian Journal of Disability Studies*, 5(4), 181–203. <https://doi.org/10.15353/cjds.v5i4.318>

INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

82

*College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education & America's Promise.* (2015). Association of American Colleges and Universities.

Collins, J. (2019). *Lifelong learning as a transformative endeavour: how do part-time mature learners make sense of barriers and opportunities in higher education.*

<https://doi.org/10.17635/lancaster/thesis/696>

Colvin, J. W. (2020). Perceptions of Service-Learning: Experiences in the Community.

*International Journal of Research on Service-Learning and Community Engagement.*

<https://doi.org/10.37333/001c.18783>

Comeau, D. L., Palacios, N., Talley, C., Walker, E. R., Escoffery, C., Thompson, W. W., &

Lang, D. L. (2018). Community-Engaged Learning in Public Health: An Evaluation of Utilization and Value of Student Projects for Community Partners. *Pedagogy in Health Promotion*, 5(1), 3–13. <https://doi.org/10.1177/2373379918772314>

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Criz, N. L., & Giles, D. E. (2000). Where's the Community in Service-Learning Research?

*Michigan Journal of Community Service Learning.* <https://eric.ed.gov/?id=EJ620028>

CTSA Community Engagement Key Function Committee Task Force. (2011). *PRINCIPLES OF COMMUNITY ENGAGEMENT Community Engagement Key Function Committee Task Force on the Principles of Community Engagement.*

[https://www.atsdr.cdc.gov/communityengagement/pdf/PCE\\_Report\\_508\\_FINAL.pdf](https://www.atsdr.cdc.gov/communityengagement/pdf/PCE_Report_508_FINAL.pdf)

Dweck, C., Dixon M., and Gross J. , 'What Is Motivation, Where Does It Come from, and How Does It Work?', in Mimi Bong, Johnmarshall Reeve, and Sung-il Kim (eds), *Motivation*

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

83

- Science: Controversies and Insights (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), <https://doi.org/10.1093/oso/9780197662359.003.0001>, accessed 25 May 2024.
- DeZure, D. (2002). Assessing Service-Learning and Civic Engagement: Principles and Techniques (S. Gelmon, B. Holland, A. Driscoll, A. Spring, and S. Kerrigan). *Michigan Journal of Community Service Learning*, 8(2).  
<http://hdl.handle.net/2027/spo.3239521.0008.207>
- Dorado, S., & Giles, D. E. (2004). Service-Learning Partnerships: Paths of Engagement. *Michigan Journal of Community Service Learning*, 11(1), 25–37.  
<https://eric.ed.gov/?id=EJ905168>
- Dostilio, L., Brackmann, S., Edwards, K., Harrison, B., Kliewer, B., & Clayton, P. (2012). Reciprocity: Saying What We Mean and Meaning What We Say. *Michigan Journal of Community Service Learning*, 19(1). <http://hdl.handle.net/2027/spo.3239521.0019.102>
- Driscoll, J. (2006). Practising Clinical Supervision: A Reflective Approach for Healthcare Professionals. In *Google Books*. Elsevier Health Sciences.  
[https://www.google.com/books/edition/Practising\\_Clinical\\_Supervision/b931BQAAQB-AJ?hl=en](https://www.google.com/books/edition/Practising_Clinical_Supervision/b931BQAAQB-AJ?hl=en)
- Epstein, J. L. (2001). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. Westview Press.
- Eyler, J., & Giles, D. (1994). The Theoretical Roots of Service-Learning in John Dewey: Toward a Theory of Service Learning. *Michigan Journal of Community Service Learning*, 1(1).  
<http://hdl.handle.net/2027/spo.3239521.0001.109>

INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

84

Eyler, J., & Giles, D. (2001). Where's the Learning in Service-Learning? *The Journal of Higher Education*, 72(2), 256–258. <https://doi.org/10.1080/00221546.2001.11778884>

Eyler, J., Giles, D., Stenson, C., & Gray, C. (2001). At A Glance: What We Know about The Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993- 2000: Third Edition. *Higher Education*.  
[https://digitalcommons.unomaha.edu/slcehighered/139?utm\\_source=digitalcommons.unomaha.edu%2Fslcehighered%2F139&utm\\_medium=PDF&utm\\_campaign=PDFCoverPages](https://digitalcommons.unomaha.edu/slcehighered/139?utm_source=digitalcommons.unomaha.edu%2Fslcehighered%2F139&utm_medium=PDF&utm_campaign=PDFCoverPages)

Family and Community Centered Experience. (n.d.). [Www.geisinger.edu](http://www.geisinger.edu). Retrieved May 29, 2024, from <https://www.geisinger.edu/gchs/education/gcsom/academics/sshm/family-and-community-centered-experience>

Farber, K., & Bishop, P. (2018). Service Learning in the Middle Grades: Learning by Doing and Caring. *RMLE Online*, 41(2), 1–15. <https://doi.org/10.1080/19404476.2017.1415600>

Field, A. (2013). *Discovering statistics using IBM SPSS Statistics* (4th ed.). SAGE Publications.

Felski, R. (1989). Feminist Theory and Social Change. *Theory, Culture & Society*, 6(2), 219–240. <https://doi.org/10.1177/026327689006002003>

Felten, P., & Clayton, P. H. (2011). Service-learning. *New Directions for Teaching and Learning*, 2011(128), 75–84. <https://doi.org/10.1002/tl.470>

Fenwick, T. (2001). *Experiential Learning: A Theoretical Critique from Five Perspectives*. *Information Series No. 385*. Semantic Scholar.  
<https://api.semanticscholar.org/CorpusID:142601701>

Freire, P. (2000). *Pedagogy of hope : reliving Pedagogy of the oppressed*. Bloomsbury.

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

85

- Fricker, M. (2010). Review of Epistemic Injustice: Power and the Ethics of Knowing. *Hypatia*, 25(2), 459–464. <https://www.jstor.org/stable/40602716>
- Ganguly, S., Olsen, E., Manguso, E. et al. Community Partners' Perceptions of the Benefits and Burdens of Participating in a Community Engagement Course with Medical Students. *J GEN INTERN MED* (2024). <https://doi.org/10.1007/s11606-024-08806-7>
- Gaughan, M. (2002). Ethnography, Demography and Service-Learning: Situating Lynwood Park. *Critical Sociology*, 28(1-2), 217–233. <https://doi.org/10.1177/08969205020280011301>
- Geller, J. D., Zuckerman, N., & Seidel, A. (2014). Service-Learning as a Catalyst for Community Development. *Education and Urban Society*, 48(2), 151–175. <https://doi.org/10.1177/0013124513514773>
- Gelmon, S. B., Holland, B. A., Spring, A., Kerrigan, S., & Driscoll, A. (2018). *Assessing service-learning and civic engagement*. Campus Compact.
- Gelmon, S., Holland, B., Seifer, S., Shinnamon, A., & Connors, K. (1998). Community-University Partnerships for Mutual Learning. *Michigan Journal of Community Service Learning*, 5(1). <https://quod.lib.umich.edu/m/mjcs/3239521.0005.110?rgn=main>
- Ginsburg, D. B., Law, A. V., Mann, H. J., Palombi, L., Thomas, W., Hoai An Truong, Volino, L. R., & Ekoma, J. O. (2020). Report of the 2018-2019 Strategic Engagement Standing Committee. *The American Journal of Pharmaceutical Education*, 84(1), 7597–7597. <https://doi.org/10.5688/ajpe7597>
- Ginwright, S., & Cammarota, J. (2002). New Terrain in Youth Development: The Promise of a Social Justice Approach. *Social Justice*, 29(4), 82–95. <https://eric.ed.gov/?id=EJ667326>
- Goddard, J., Hazelkorn, E., & Vallance, P. (2016). *The Civic University*. Edward Elgar Publishing.

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

86

- Goodman, M. (2016, February 27). *Systems Thinking: What, Why, When, Where, and How?* The Systems Thinker. <https://thesystemsthinker.com/systems-thinking-what-why-when-where>
- Graham, L., Brown-Jeffy, S., Aronson, R., & Stephens, C. (2011). Critical race theory as theoretical framework and analysis tool for population health research. *Critical Public Health*, 21(1), 81–93. <https://doi.org/10.1080/09581596.2010.493173>
- Green, A. E. (2003). Difficult Stories: Service-Learning, Race, Class, and Whiteness. *College Composition and Communication*, 55(2), 276. <https://doi.org/10.2307/3594218>
- Hackett, R. (2022). *Model*. The Corella & Bertram F. Bonner Foundation. <https://www.bonner.org/bonner-program-model>
- Harkins, D. A. (2020). Building Relationships for Critical Service-Learning. *Michigan Journal of Community Service Learning*, 26(2). <https://doi.org/10.3998/mjcsloa.3239521.0026.202>
- Hartley, M., Saltmarsh, J., & Clayton, P. (2010). Is The Civic Engagement Movement Changing Higher Education? *British Journal of Educational Studies*, 58(4), 391–406. <https://doi.org/10.1080/00071005.2010.527660>
- Hatcher, J. (2010). Civic Engagement in Higher Education: Concepts and Practices (Barbara Jacoby and Associates). *Michigan Journal of Community Service Learning*, 16(2). <http://hdl.handle.net/2027/spo.3239521.0016.208>
- Healey, M., & Jenkins, A. (2017). Kolb's Experiential Learning Theory and Its Application in Geography in Higher Education. *Journal of Geography*, 99(5), 185–195. tandfonline. <https://doi.org/10.1080/00221340008978967>
- Jacob, M., & Lum, B. (2014). University-Community Engagement, Axes of Difference & Dismantling Race, Gender, and Class. *Www.academia.edu*.

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

87

[https://www.academia.edu/6646792/University\\_Community\\_Engagement\\_Axes\\_of\\_Difference\\_and\\_Dismantling\\_Race\\_Gender\\_and\\_Class](https://www.academia.edu/6646792/University_Community_Engagement_Axes_of_Difference_and_Dismantling_Race_Gender_and_Class)

Jacoby, B., & Internet Archive. (2003). Building partnerships for service-learning. In *Internet Archive*. San Francisco, CA : Jossey-Bass.

<https://archive.org/details/buildingpartners0000jaco>

John, S. (1996). Education for Critical Citizenship: John Dewey's Contribution to the Pedagogy of Community Service Learning. *Michigan Journal of Community Service Learning*, 3(1). <http://hdl.handle.net/2027/spo.3239521.0003.102>

Jones, I. (2016). Integrating Service Learning into Early Childhood Teacher Education: A Theoretical Perspective. *Springer EBooks*, 1–14. [https://doi.org/10.1007/978-3-319-42430-9\\_1](https://doi.org/10.1007/978-3-319-42430-9_1)

Jordaan, M. & Mennega, N. (2022), "Community partners' experiences of higher education service-learning in a community engagement module", *Journal of Applied Research in Higher Education*, Vol. 14 No. 1, pp. 394-408. <https://doi.org/10.1108/JARHE-09-2020-0327>

Kaminski, A., Falls, G., & Parikh, P. P. (2021). Clerkship Experiences During Medical School: Influence on Specialty Decision. *Medical Science Educator*. <https://doi.org/10.1007/s40670-021-01281-3>

Karasik, R.J. & Hafner, E. S. (2021) "Community Partners' Satisfaction with Community-Based Learning Collaborations," *Journal of Community Engagement and Scholarship*: Vol. 14 (1), Article 1. <https://digitalcommons.northgeorgia.edu/jces/vol14/iss1/1>

Kasinath , H. (2013). *IJEPR / International Journal of Education and Psychological Research*. [Ijepr.org](http://ijepr.org). <https://ijepr.org/paper.php?id=20>

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

88

Kravetz, K. (2017). *Teaching and learning about communities : principles and practices.*

Palgrave Macmillan.

Kecskes, K. (2015). Collectivizing our Impact: Engaging Departments and Academic Change.

*Partnerships: A Journal of Service-Learning and Civic Engagement*, 6(3), 54–72.

<https://libjournal.uncg.edu/prt/article/view/1232>

Keenan, K., & Meenar, M. (2023). Community stakeholders, communicative geography, and the urban policy process. *Urban Geography*, 1–22.

<https://doi.org/10.1080/02723638.2023.2241325>

Kilgo, C. A., Ezell Sheets, J. K., & Pascarella, E. T. (2014). The link between high-impact practices and student learning: some longitudinal evidence. *Higher Education*, 69(4), 509–525. <https://doi.org/10.1007/s10734-014-9788-z>

Kliewer, B., Sandmann, L., Kim, J., & Omerikwa, A. (2010). Toward Understanding Reciprocity in Community-University Partnerships: An Analysis of Theories of Power. *Adult Education Research Conference*. <https://newprairiepress.org/aerc/2010/papers/42>

*Kolb Experiential Learning Profile Certification Program*. (2021). Institute for Experiential Learning. <https://experientiallearninginstitute.org/programs/assessments/kolb-experiential-learning->

Kravetz, K. (2016). Perspectives on the Meaning of Community. *Palgrave Macmillan US eBooks*, 7–17. [https://doi.org/10.1057/978-1-137-56109-1\\_2](https://doi.org/10.1057/978-1-137-56109-1_2)



## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

89

Kuh, G. (2008). *High-Impact Educational Practices: What They Are, Who Has....* AAC&U.

<https://www.aacu.org/publication/high-impact-educational-practices-what-they-are-who-has-access-to-them-and-why-they-matter>

Kuh, G. (2013). *Ensuring Quality and Taking High-Impact Practices to Scale*. AAC&U.

<https://www.aacu.org/publication/ensuring-quality-and-taking-high-impact-practices-to-scale>

Kuh, G. D., Douglas, K. B., Lund, J. P., & Ramin-Gyurnek, J. (1994). Student learning outside the classroom: transcending artificial boundaries. In *The Open Library*. Graduate School of Education and Human Development, The George Washington University.

[https://openlibrary.org/books/OL1018600M/Student\\_learning\\_outside\\_the\\_classroom](https://openlibrary.org/books/OL1018600M/Student_learning_outside_the_classroom)

Lasker, G. A. (2019). Connecting Systems Thinking and Service Learning in the Chemistry Classroom. *Journal of Chemical Education*. <https://doi.org/10.1021/acs.jchemed.9b00344>

Lawlor, J. A., & Neal, Z. P. (2016). Networked Community Change: Understanding Community Systems Change through the Lens of Social Network Analysis. *American Journal of Community Psychology*, 57(3-4), 426–436. <https://doi.org/10.1002/ajcp.12052>

Lillo, S. R. (2019). In pursuit of community engagement: Unpacking the knowledge and skills associated with service-learning efforts. *Journal of Research in International Education*, 18(1), 3–22. <https://doi.org/10.1177/1475240919829997>

Martin, L., Smith, H., & Phillips, W. (2005). *Bridging Town Gown Through Innovative University Community Partnerships*. *Innovation Journal: the Public Sector* .

[https://www.researchgate.net/profile/Hayden-Smith-4/publication/237451618\\_Bridging\\_'Town\\_Gown'\\_Through\\_Innovative\\_University-](https://www.researchgate.net/profile/Hayden-Smith-4/publication/237451618_Bridging_'Town_Gown'_Through_Innovative_University-)

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

90

Community\_Partnerships/links/5638fe3d08ae4624b75ef8e3/Bridging-Town-Gown-Through-Innovative-University-Community-Partnerships

Mason, M. R., & Dunens, E. (2019). Service-Learning as a Practical Introduction to Undergraduate Public Health: Benefits for Student Outcomes and Accreditation. *Frontiers in Public Health*, 7. <https://doi.org/10.3389/fpubh.2019.00063>

Mason, M. R., & Dunens, E. (2019). Service-Learning as a Practical Introduction to Undergraduate Public Health: Benefits for Student Outcomes and Accreditation. *Frontiers in Public Health*, 7. <https://doi.org/10.3389/fpubh.2019.00063>

McBride, A. M., Brav, J., Menon, N., & Sherraden, M. (2006). Limitations of civic service: critical perspectives. *Community Development Journal*, 41(3), 307–320. <https://www.jstor.org/stable/44258979>

Mebert, L., Barnes, R., Dalley, J., Gawarecki, L., Ghazi-Nezami, F., Shafer, G., Slater, J., & Yezbick, E. (2020). Fostering student engagement through a real-world, collaborative project across disciplines and institutions. *Higher Education Pedagogies*, 5(1), 30–51. <https://doi.org/10.1080/23752696.2020.1750306>

Metallidou, P., & Platsidou, M. (2008). Kolb's Learning Style Inventory-1985: Validity issues and relations with metacognitive knowledge about problem-solving strategies. *Learning and Individual Differences*, 18(1), 114–119. <https://doi.org/10.1016/j.lindif.2007.11.001>

Miller, S. (2020). Agentive Personhood: Finding Yourself Through Serving Others. *Dissertations, Theses, and Capstone Projects*. [https://academicworks.cuny.edu/gc\\_etds/3577](https://academicworks.cuny.edu/gc_etds/3577)

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

91

- Mitchell, T. (2008). Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Models. *Michigan Journal of Community Service Learning, 14*(2).  
<http://hdl.handle.net/2027/spo.3239521.0014.205>
- Mitchell, T. D. (2007). Critical Service-Learning as Social Justice Education: A Case Study of the Citizen Scholars Program. *Equity & Excellence in Education, 40*(2), 101–112.  
<https://doi.org/10.1080/10665680701228797>
- Mitchell, T. D. (2013). Critical Service-Learning as a Philosophy for Deepening Community Engagement. *Deepening Community Engagement in Higher Education, 263–269*.  
[https://doi.org/10.1057/9781137315984\\_20](https://doi.org/10.1057/9781137315984_20)
- Mitschke, D. B., & Petrovich, J. C. (2011). Improving Social Work Students' Understanding of Health and Social Justice Knowledge through the Implementation of Service Learning at a Free Community Health Clinic. *Journal of Human Behavior in the Social Environment, 21*(1), 97–108. <https://doi.org/10.1080/10911359.2011.535733>
- Nancy, B., & Keith, B. (2006). Service-Learning in Nonprofit Organizations: Motivations, Expectations, and Outcomes. *Michigan Journal of Community Service Learning, 12*(2).  
<http://hdl.handle.net/2027/spo.3239521.0012.202>
- National Task Force on Civic Learning and Democratic Engagement. (2012). *A Crucible Moment: College Learning & Democracy's Future*. AAC&U.  
<https://www.aacu.org/publication/a-crucible-moment-college-learning-democracys-future>
- Nduna, N. J. (2007). The community voice on service-learning: A good practice guide for higher education. *Education as Change, 11*(3), 69–78.  
<https://doi.org/10.1080/16823200709487180>

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

92

Nelson, I. A., London, R. A., & Strobel, K. R. (2015). Reinventing the Role of the University Researcher. *Educational Researcher*, 44(1), 17–26.

<https://doi.org/10.3102/0013189x15570387>

O’Grady, C. R. (2000). Integrating Service Learning and Multicultural Education in Colleges and Universities. In *Routledge eBooks*. Informa. <https://doi.org/10.4324/9781410606051>

O’Mara-Eves, A., Brunton, G., McDaid, D., Oliver, S., Kavanagh, J., Jamal, F., Matosevic, T., Harden, A., & Thomas, J. (2013). Synthesis I: theoretical synthesis of models, mechanisms and contexts for community engagement. In *www.ncbi.nlm.nih.gov*. NIHR Journals Library. <https://www.ncbi.nlm.nih.gov/books/NBK262823/>

O’Neill, G., & Short, A. (2023). Relevant, practical and connected to the real world: what higher education students say engages them in the curriculum. *Irish Educational Studies*, 1–18. <https://doi.org/10.1080/03323315.2023.2221663>

Oldenburg, R. (2001). *Celebrating the third place : inspiring stories about the “great good places” at the heart of our communities*. Marlowe & Co.

Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (7th ed.). Open University Press.

Paulson , L., & Davis, C. (2024). *Vol. 28 No. 1 | Journal of Higher Education Outreach and Engagement*. Uga.edu. <https://openjournals.libs.uga.edu/jheoe/issue/view/313>

Peters, M. A., & Jandrić, P. (2017). Dewey’s Democracy and Education in the age of digital reason: the global, ecological and digital turns. *Open Review of Educational Research*, 4(1), 205–218. <https://doi.org/10.1080/23265507.2017.1395290>

INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

93

Petri, A. N. (2012). *Reciprocal Exchange: Understanding the Community Partner Perspective in Higher Education Service-Learning*. ERIC.

<https://eric.ed.gov/?q=reciprocity+and+theory&pg=7&id=ED546031>

Pienkowski, M. P. (2017). *A Dialogue of Learning: The Exploration of a Service-Learning Practicum and the Development of Democratic Educational Values*.

<https://doi.org/10.25772/zxqh-jy21>

Plummer, R., Witkowski, S., Smits, A., & Dale, G. (2021). The issue of performance in Higher education institution - Community partnerships: A Canadian perspective. *Journal of Higher Education Policy and Management*, 1–20.

<https://doi.org/10.1080/1360080x.2020.1858386>

Pompa, L. (2002). Service-Learning as Crucible: Reflections on Immersion, Context, Power, and Transformation. *Michigan Journal of Community Service Learning*, 9(1).

<http://hdl.handle.net/2027/spo.3239521.0009.107>

Portes, A. (1998). Social Capital: Its Origins and Applications in Modern Sociology. *Annual Review of Sociology*, 24(1), 1–24. <https://doi.org/10.1146/annurev.soc.24.1.1>

Putnam, R. D. (2000). *Bowling Alone: The Collapse and Revival of American Community*. Simon & Schuster.

Resch, K., & Schrittester, I. (2021). Using the Service-Learning approach to bridge the gap between theory and practice in teacher education. *International Journal of Inclusive Education*, 1–15. <https://doi.org/10.1080/13603116.2021.1882053>

Rowland, P., MacKinnon, K. R., & McNaughton, N. (2020). Patient involvement in medical education: To what problem is engagement the solution? *Medical Education*, 55(1), 37–44. <https://doi.org/10.1111/medu.14200>

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

94

- Salam, M., Awang Iskandar, D. N., Ibrahim, D. H. A., & Farooq, M. S. (2019). Service learning in higher education: a systematic literature review. *Asia Pacific Education Review, 20*(4), 573–593. <https://doi.org/10.1007/s12564-019-09580-6>
- Saltmarsh, J. (1997). Ethics, Reflection, Purpose, and Compassion: Community Service Learning. *New Directions for Student Services, 1997*(77), 81–93. <https://doi.org/10.1002/ss.7705>
- Saltmarsh, J., & Hartley, M. (2011). “To Serve a Larger Purpose”: Engagement for Democracy and the Transformation of Higher Education. In *JSTOR*. Temple University Press. <http://www.jstor.org/stable/j.ctt14bt6rz>
- Sanders Thompson, V. L., Ackermann, N., Bauer, K. L., Bowen, D. J., & Goodman, M. S. (2020). Strategies of community engagement in research: definitions and classifications. *Translational Behavioral Medicine, 11*(2). <https://doi.org/10.1093/tbm/ibaa042>
- Sanders, J. (2017). *Evaluation Handbook*. W.K. Kellogg Foundation. <https://www.wkkf.org/resource-directory/resources/1998/01/evaluation-handbook>
- Savini, C. (2019). From A Service-Learning to A Social-Change Model. *Repositories.lib.utexas.edu*. <https://doi.org/10.26153/tsw/6865>
- Scager, K., Boonstra, J., Peeters, T., Vulperhorst, J., & Wiegant, F. (2016). Collaborative Learning in Higher Education: Evoking Positive Interdependence. *CBE—Life Sciences Education, 15*(4), 1–9. <https://doi.org/10.1187/cbe.16-07-0219>
- Schiavo, R. (2021). What is true community engagement and why it matters (now more than ever). *Journal of Communication in Healthcare, 14*(2), 91–92. <https://doi.org/10.1080/17538068.2021.1935569>

## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

95

- Seethaler, I. (2014). Feminist Service Learning: Teaching about Oppression to Work toward Social Change. *Feminist Teacher*, 25(1), 39.  
<https://doi.org/10.5406/femteacher.25.1.0039>
- Seifer, S. D., Hermanns, K., & Lewis, J. (2023). *Creating Community-Responsive Physicians*. Taylor & Francis.
- Seider, S. C., Rabinowicz, S. A., & Gillmor, S. C. (2010). Changing American College Students' Conceptions of Poverty Through Community Service Learning. *Analyses of Social Issues and Public Policy*, 11(1), 105–126. <https://doi.org/10.1111/j.1530-2415.2010.01224.x>
- Sgoutas-Emch, S., & Guerrieri, K. (2020). Utilizing a Model of Social Change to Examine and Foster Equitable, Democratic, and Mutually Beneficial Networked Community Partnerships. *International Journal of Research on Service-Learning and Community Engagement*. <https://doi.org/10.37333/001c.18786>
- Shih, Y.-H. (2018). Some Critical Thinking on Paulo Freire's Critical Pedagogy and Its Educational Implications. *International Education Studies*, 11(9), 64–70.  
<https://doi.org/10.5539/ies.v11n9p64>
- Smith, K. L. (2015). *University-community partnerships: a stakeholder analysis*. Keep.lib.asu.edu. <https://keep.lib.asu.edu/items/153753>
- Snell, R. & Lau, K. (2022). Assessing Community Impact After Service-Learning: A Conceptual Framework. In: Ngai, G., Shek, D.T. (eds) *Service-Learning Capacity Enhancement in Hong Kong Higher Education. Quality of Life in Asia*, vol 14. Springer, Singapore.  
[https://doi.org/10.1007/978-981-19-2437-8\\_16](https://doi.org/10.1007/978-981-19-2437-8_16)
- Soria, K. M., & Mitchell, T. D. (2017). Community Service and Social Justice at Research Universities. *Springer EBooks*, 239–249. [https://doi.org/10.1007/978-3-319-62971-1\\_17](https://doi.org/10.1007/978-3-319-62971-1_17)

INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

96

- Soska, T. M., Sullivan-Cosetti, M., & Pasupuleti, S. (2010). Service Learning: Community Engagement and Partnership for Integrating Teaching, Research, and Service. *Journal of Community Practice, 18*(2-3), 139–147. <https://doi.org/10.1080/10705422.2010.490176>
- Standards, Publications, & Notification Forms | LCME.* (2023). Lcme.org.  
<https://lcme.org/publications/>
- Staley, K., Abbey-Vital, I. & Nolan, C. The impact of involvement on researchers: a learning experience. *Res Involv Engagem 3*, 20 (2017). <https://doi.org/10.1186/s40900-017-0071-1>
- Stanton, T. K., Giles, D. E., & Cruz, N. I. (1999). Service-Learning: A Movement's Pioneers Reflect on Its Origins, Practice, and Future. Jossey-Bass Higher and Adult Education Series. In *ERIC*. Jossey-Bass Inc. <https://eric.ed.gov/?id=ED431341>
- Stoecker, R., Tryon, E. A., & Hilgendorf, A. (2009). The Unheard Voices: Community Organizations and Service Learning. In *JSTOR*. Temple University Press.  
<https://www.jstor.org/stable/j.ctt1bw1j7m>
- Umpleby, S. (2011). Service-Learning as a Method of Instruction. *Journal of the Washington Academy of Sciences, 97*(4), 1–15. <http://www.jstor.org/stable/24536459>
- Verjee, B. (2012). Critical Race Feminism: A Transformative Vision for Service-Learning Engagement. *Journal of Community Engagement and Scholarship, 5*(1).  
<https://doi.org/10.54656/fbbt3737>
- Wallerstein, N. B., & Duran, B. (2006). Using Community-Based Participatory Research to Address Health Disparities. *Health Promotion Practice, 7*(3), 312–323.  
<https://doi.org/10.1177/1524839906289376>



## INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

97

Ward, K., & Wolf-Wendel, L. (2000). Community-Centered Service Learning. *American Behavioral Scientist*, 43(5), 767–780. <https://doi.org/10.1177/00027640021955586>

*What is Service Learning or Community Engagement?* (2011). Vanderbilt University.

<https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement>

Williams, T., & McKenna, E. (2002). Negotiating Subject Positions in a Service-Learning Context. *Palgrave Macmillan US EBooks*, 135–154.

[https://doi.org/10.1057/9780230107250\\_6](https://doi.org/10.1057/9780230107250_6)

Wikipedia contributors. (2024, April 30). *Northeastern Pennsylvania*. Wikipedia.

[https://en.wikipedia.org/wiki/Northeastern\\_Pennsylvania](https://en.wikipedia.org/wiki/Northeastern_Pennsylvania)

Wood, L. (2017). The Ethical Implications of Community-Based Research. *International Journal of Qualitative Methods*, 16(1), 160940691774827.

<https://doi.org/10.1177/1609406917748276>

World Health Organization Regional Office for Europe. (2002). Community participation in local health and sustainable development: approaches and techniques. In *iris.who.int*. World Health Organization. Regional Office for Europe.

<https://iris.who.int/handle/10665/107341?locale=en>

World Health Organization. *International Classification of Functioning, Disability and Health*. Geneva: World Health Organization, 2001.

You, Z., & Rud, A. G. (2010). A Model of Dewey's Moral Imagination for Service Learning: Theoretical Explorations and Implications for Practice in Higher Education. *Education and Culture*, 26(2). <https://docs.lib.purdue.edu/eandc/vol26/iss2/art5>

INFLUENCES ON PARTICIPANT SATISFACTION IN FCCE PROGRAM

98

Zaborskis, M. (2018, November 29). *Gender Studies: Foundations and Key Concepts*. JSTOR

Daily. <https://daily.jstor.org/reading-list-gender-studies/>

Zook, G. F. (1947). The President's Commission on Higher Education. *Bulletin of the American*

*Association of University Professors*, 33(1), 10. <https://doi.org/10.2307/40221180>

Zurcher, K. A., Jensen, J., & Mansfield, A. (2018). Using a Systems Approach to Achieve

Impact and Sustain Results. *Health Promotion Practice*, 19(1\_suppl), 15S23S.

<https://doi.org/10.1177/1524839918784299>