

Teleconference 11/18/03
Creating a Service Learning Course
Seton Hall University
Doctor of Physical Therapy Program

Concept Development

- Mission
 - o Institution
 - o School
 - o Program
- Service Learning
 - o why
 - o where
 - o who
 - o how
- Administrative support
- Faculty support

Mission Review

The Seton Hall University's, the School of Graduate Medical Education's and the Doctor of Physical Therapy Program's mission statements were evaluated for "fit" of a service learning component in the curriculum.

Mission at the University Level

"... students are prepared to be leaders in their professional and community lives in a global society"

Mission at the School of Graduate Medical Education Level

"... to develop in health science professionals, an awareness of their responsibility to contribute to an environment of care, sensitivity and respect for human dignity as they treat people whose lives have been disrupted by sickness, injury or death. ... Additionally, the School prepares professionals to assume leadership roles in the health care arena."

Mission at the Program Level

"... to prepare individual to become leaders in physical therapy who can act as administrators and policy makers in the health care arena, in addition to preparing individuals as clinicians, consultants, educators and researchers who can effect change in an evolving health care environment."

Service Learning

Why

Good mission fit.

Curriculum Evaluation

- a. The Evaluative Criteria for Accreditation
- b. Normative Model of Physical Therapist Professional Education
- c. Guide to Physical Therapist Practice

The Evaluative Criteria for Accreditation

- Model definition of physical therapy for state practice acts includes: . . . 3) preventing injury, impairments, functional limitations and disability including promoting and maintaining fitness, health and quality of life in all age populations, 4) . . . engaging in consultation, education and research
- Criteria addressed with service learning at Seton Hall
 - o 1.2.1 Program mission reflects and adds to the mission of the institution
 - o 2.1 Program admits and graduates students consistent with its mission and the needs of society
 - o 3.5 Clinical experiences selected by the program reflect a variety of practice settings and provide the student with professional role modeling and access to patients representative of those commonly seen in practice
 - o 3.8.3 learning experiences designed to achieve educational outcomes required for initial practice of physical therapy. Graduates of the program are prepared, in the following areas, to:
 - 3.8.3.2 Incorporate an understanding of the implications of individual and cultural differences when engaged in physical therapy practice, research, and education
 - 3.8.3.32 Implement an evaluation of individual or collective outcomes of patients or clients
 - 3.8.3.33 Identify and assess the health needs of individuals, groups, and communities, including screening, prevention, and wellness programs that are appropriate to physical therapy
 - 3.8.3.34 Promote optimal health by providing information on wellness, disease, impairment, functional limitations, disability, and health risks related to age, gender, culture, and lifestyle
 - 3.8.3.40 Interact with patients, clients, family members, other health care providers, and community-based organizations for the purpose of coordinating activities to facilitate efficient and effective patient or client care
 - 3.8.3.45 Participate in the implementation of an established marketing plan and related public relations activities as required by the practice setting
 - 3.8.3.46 Provide consultation to individuals, businesses, schools, government agencies, or other organizations

- 3.8.3.48 Display professional behaviors as evidenced by the use of time and effort to meet patient or client needs or by providing *pro bono* services
- 3.8.3.49 Demonstrate social responsibility, citizenship, and advocacy, including participation in community and human service organizations and activities

The Normative Model of Physical Therapist Education

- Practice Management Expectations
 - 15.1 Provide culturally competent physical therapy services for prevention, health promotion, fitness and wellness to individuals, groups, and communities
 - 15.2 Promote health and quality of life by providing information on health promotion, fitness, wellness, disease, impairment, functional limitations, disability and health risks related to age, gender, culture and lifestyle within the scope of physical therapist practice
 - 16.4 Manage the patient's/client's care provided by physical therapists or others
 - interacts with patient/clients, family members, other health care providers, and community-based organizations for the purpose of coordinating activities to provide efficient and effective care
 - 17.2 Supervise and manage personnel to whom tasks have been directed
 - 17.4 Participate in activities related to marketing and public relations

Guide to Physical Therapist Practice

- Scope of Practice
 - Provide service to patients/clients
 - Interact and practice in collaboration with a variety of professionals
 - Address risk
 - Provide prevention and promote health, wellness and fitness
 - Screen for life style factors
 - Broad based consumer education and advocacy programs to prevent problems
 - Ergonomic redesign
 - Exercise programs for those with chronic, life-long conditions
 - Consult, educate, engage in critical inquiry and administrate
 - Direct and supervise the physical therapy service including support personnel

Where does Service Learning fit?

- The Service Learning course is in the fall semester of the 3rd year of a 4 year program.
- Service learning is linked to additional courses in the Spring semester of the 3rd year.

Who is responsible for Service Learning?

- The DCE is the overall coordinator for service learning and the fall course.
- Individual faculty are linked with student groups to provide supervision, mentorship and advice.

How will Service Learning be developed, implemented and evaluated?

- Needs for service learning are generated from a variety of sources
 - o Faculty areas of interest or research
 - o Community inquiries
 - o Collaborative programs
- Implementation
 - o Participation in a given service learning project will be determined by discussion between the DCE and the student.
 - Student prior experience will be considered
- Evaluation
 - o Student and Program evaluation will be carried out on multiple levels including student self-assessment, faculty assessment, community partner assessment and client assessment

Administrative Support

Seton Hall University received a 2 million dollar grant from Lilly Endowment, Inc. Lilly is an Indianapolis based foundation supporting the causes of religion, education and community life. The grant allowed Seton Hall to establish the Center for Vocation and Servant Leadership with the initiative called IMPACTS (Inspiring, Motivating, Promoting a Call To Service). The physical therapy program is partnering with other departments within the University to involve pre-DPT students at the undergraduate level in service.

Faculty Support

The service learning component of the curriculum has been embraced by the full-time faculty within the department. Faculty are linking their mentorship to either research interests or areas of practice.