Journeys in Community-Engaged Scholarship

Maralynne D. Mitcham, PhD, OTR/L, FAOTA
Professor, Medical University of South Carolina
Good company on a journey makes the way seem shorter.

Izzak Walton
Debora Brown, MPT

- 17 years experience as a clinician
- Joined faculty in 2001 as ACCE
- Rank: Assistant professor
- Hired to help teach orthopedic courses
- Workload distribution
  - Teaching 60%
  - Research/Scholarship 20%
  - Service/Practice 20%
Deb’s journey

• Year 1
  – Identified course in which she could develop a community-based learning experience
  – Selected a first year orthopedic course
  – Partnered with RCC, a private rehab company
  – Multidisciplinary high school athletic screenings
  – Single engagement project
    • Wednesday evening
  – Student assignment
    • Musculoskeletal assessment
Deb’s journey

• Year 2
  – Coauthored first ever poster abstract with a senior colleague
  – Submitted poster abstract to a regional PT meeting
  – Peer review abstract accepted
  – Poster presented at Carolina Consortium of Clinical Educators
  – Reported on effectiveness of community-campus interaction and value of service learning to meet reciprocal needs
Deb’s journey

- Year 3
  - Coauthored with a senior colleague
  - Submitted poster abstract to international meeting
  - Peer reviewed abstract accepted
  - Poster presented at the joint conference of The Network: Towards Unity for Health and Community-Campus Partnerships for Health
  - Focused on effectiveness of student learning and community benefit
Deb’s journey

• Next steps
  – Currently writing for publication as primary author with a senior colleague
  – Submit to *Journal of PT Education*
  – Focus on students developing skills in screening, wellness, and health promotion for item 24 of the Clinical Performance Instrument while concurrently meeting community needs

brownded@musc.edu
Patty Coker, MHS, OTR/L

- Special educator for 7 years in her first life
- 7 years experience as a clinician
- Hired as an adjunct faculty member in 2000
- Increased to part time status in 2001
- Converted to full time status in 2005
- Rank: Instructor
- Hired to teach pediatric courses
- Current workload distribution
  - Teaching 60%
  - Research/Scholarship 20%
  - Practice/Service 20%
Patty’s journey

• Joined grant in Year 2
  – Took an existing project, modified it, and offered elective course
  – Camp Hand to Hands
    • Constraint induced movement therapy for children with hemiplegia
    • Partnered with volunteer community therapists
  – Short term engagement project
    • One week summer camp
  – Student assignments
    • Plan daily camp themes and therapeutic activities
    • Evaluate pre-post performance of campers
    • Keep daily journal of progress
  – Invited speaker at SCOTA conference
Patty’s journey

• Year 3
  – Submitted first ever abstract to a national meeting, sole author
  – Peer reviewed abstract accepted
  – Presented 90 minute short course at AOTA conference in Long Beach, CA
  – Presentation focused on
    • Modified use of constraint induced movement therapy for children with hemiplegia
    • Program implementation (train-the-trainer)
    • Pre-post outcomes
Patty’s journey

• Next steps
  – Enrolled in distance-based doctoral program
  – Submitted poster abstract to national conference with co-authors (community member and student)
  – Peer review abstract accepted
  – Will present at AOTA conference in Charlotte, NC April 2006
  – Submitted letter of intent to United Cerebral Palsy Foundation to fund research on testing efficacy of her one-week camp format for CIMT
  – Invited speaker at MUSC Pediatric Neuroscience Symposium, March 2006

cokerpc@musc.edu
Lisa Saladin, PT, PhD

- 22 years experience as a clinician
- Joined faculty in 1990 as instructor
- Promoted to assistant professor in 1992
- Promoted to associate professor in 1996
- Served as program director 1993-1998
- Hired to teach pediatric and neuromuscular courses
- Completed distance-based doctoral degree in 2004
- Current workload distribution
  - Teaching 60%
  - Research/Scholarship 30%
  - Service/Practice 10%
The Integration of Scholarship and Service Learning: A Scholarly Journey

Lisa K. Saladin, PT, PhD
Service Learning Component

- Partnered with mid-Atlantic chapter of National Multiple Sclerosis Society
- Long-term engagement project
- Seminar series on exercise and Multiple Sclerosis
- Student assignments
- Elective course
  - Presentations to 4 local MS support groups
  - Developed and presented adapted yoga, Pilates, and aquatic therapy programs to MS support groups
- Third-year neuromuscular course
  - Pro bono clinic
    - Two-hour evaluation
    - Two-hour consultation
The Beginning of the Journey
Faculty Commitments to Grant

• Year 1
  – Develop a plan of scholarship related to your project
    • Presentations
    • Publications
    • Future grants
The Creation of a Scholarly Trail

• Year 1 grant colloquium
  – Pre-colloquium preparation
    • Identify scholarship opportunities associated with our individual projects
  – Colloquium
    • Attend keynote presentation and faculty mentor sessions
    • Present conceptual framework to colloquium consultant
    • Participate in group brainstorming
      – Obstacles and opportunities
Harnessing Current Service Activities

• *Pro bono* clinic for patients with Multiple Sclerosis providing
  – Education regarding the benefits to exercise
  – Adaptive yoga, Pilates, and aquatic exercise classes
• Community partnership with local MS support group
**Initial Scholarship Proposal**

- MS participants could be given a pre-test and post-test on general knowledge related to exercise and MS to determine change in knowledge post workshop.

- MS participants could be given a survey to determine attitudes about exercise, current levels of exercise and factors that influence exercise pre-workshop and followed up with a survey 1 month and 6 months later to determine impact of workshop on exercise participation and attitude.
Revised Scholarship Proposal: The Trail Becomes Clear

Research Questions

• How much physical activity/exercise do individuals with MS engage in per week?

• Do the attitudes/beliefs of individuals with MS towards exercise influence their participation in physical activity/exercise?
Year 2 Research Strategies

- Examined current literature for surveys
  - Attitudes/beliefs towards exercise in MS
  - Activity profiles
- Developed 2 surveys using modified delphi technique
- Pre-tested surveys
- Pilot test of surveys (n=15)
Year 3 Research Strategies

- Revised surveys to add obstacles to exercise.
- Obtained funding for survey: Discovered that grant could cover the cost of mailing surveys to a random sample of the MS population in the Mid-Atlantic Region.
- Finalize logistics of survey: Partnered with Mid-Atlantic Chapter of the National MS Society to discuss logistics of survey distribution.
- Obtained IRB approval
- Distributed 1000 surveys to a random set of individuals with MS who belong to the NMSS.
- Presented survey results in June 2005 at national physical therapy conference.
Next Steps

- Manuscript in preparation, sole author
- Future grant proposal to the National MS Association regarding optimal methods of promoting health and fitness in individuals with MS
- Community service programming: Improving the health and wellness of individuals with MS through increased physical activity/exercise

saladinl@musc.edu
The Final Destination
Commonalities in the journeys

- Responded actively to increased pressures for scholarly productivity
- Found a home in the grant
- Social learning and peer mentoring
- Guidance from more senior colleagues
Commonalities in the journeys

• Passionate about what they do
• Committed to improving practice for the client groups they serve
• Committed to involving students
• Willing to take risks
  – Submit for peer review
  – Accept rejection
  – Resubmit
• Committed to adding science to service
Competing continuation grant

http://people.musc.edu/~mauldinm/community_connections/community2.html
Purpose

• Expand the scope of Community Connections
• Add a new component that connects science to service
• Develop a mechanism for collaborating with a variety of academic and community constituents
• Establish a “center for community engagement” to coordinate, develop, disseminate model allied health programs that provide prevention and health promotion services in MUAs and HPSAs
Focus

• **Learning** that promotes social responsibility and influences future practice patterns for graduate occupational therapy, physical therapy, and speech-language pathology students

• **Service** that builds on mutual interest and fosters dynamic, reciprocal partnerships between academic and community organizations

• **Research** that embraces the development of community-based participatory approaches and measures the efficacy and effectiveness of graduate student learning and service delivery outcomes
Further questions
Acknowledgements

- Funding from HRSA’s Allied Health Project Grants Program

- Support from the College of Health Professions, Medical University of South Carolina

- Support from Community-Campus Partnerships for Health