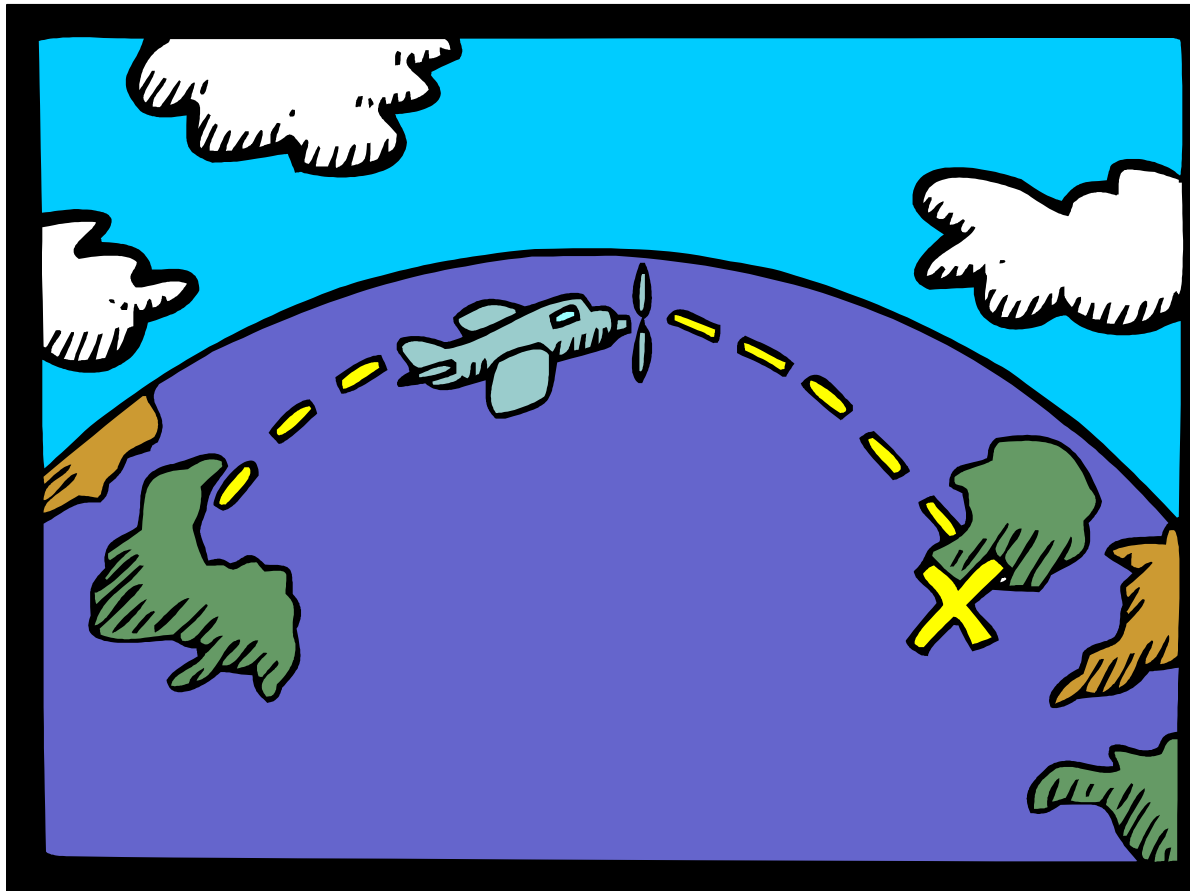


# **Journeys in Community-Engaged Scholarship**

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



Presentation prepared by Mitcham & Steelman, February 2006

# 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

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Presentation prepared by Mitcham & Steelman, February 2006

# 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

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Presentation prepared by Mitcham & Steelman, February 2006

# 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



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# 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

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# The Final Destination



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# 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](http://people.musc.edu/~mauldinm/community_connections/community2.html)

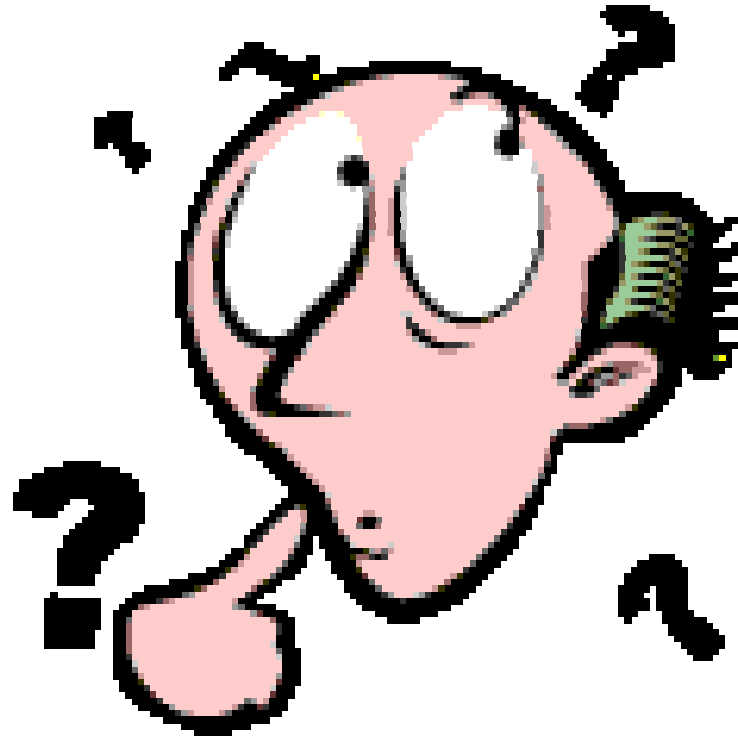
# Purpose

- 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



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- Support from Community-Campus Partnerships for Health

