

To my colleagues:

This is a the working syllabus that I used for the service learning course that developed, then coach or coordinated for 5 years during my tenure at Chatham College in Pittsburgh, PA. Also about 50% of the reports that the students generated as a course requirement were utilized in my dissertation project. For more information, please feel free to contact me at:

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Syllabus for PTH 738: Service Experience Project

2 credits

Time: Class time for concept development as assigned. Two (2) to four (4) weeks, full time or part time during PTH 734: Clinical Experience II or PTH 736: Clinical Experience III.

Course Description: This service experience focuses on contributions individuals make beyond their professional role. It will enable students to begin to internalize their role as service-oriented citizen and health care professional. Service experiences will include but not be limited to working with disadvantaged, under served or cross-cultural populations. The project can take any form mutually agreed upon by faculty and student, providing it meets required proposal guidelines. Concept mastery reports, service experience project written proposal, report and oral presentation is required.

Objectives:

1. Student will “demonstrate social responsibility, citizenship, and advocacy, including participation in community and human services organizations and activities.”^{1 (p 31)}
2. Student will develop a perception and understanding of health and illness and the variety of meanings these terms carry for individuals and members of differing groups.
3. Student will be able to demonstrate cultural competence when gathering data for the patient/client history examination related to cultural beliefs and behaviors.
4. Student will understand and consider individual and cultural difference in development of prognosis and interventions.

Clinical Experience Credit Adjustments: If Service Experience Project is completed during for PTH 732/733: Clinical Experience II, the total credits will be reduced from 5 to 4; or if Service Experience Project is completed during PTH 735/736: Clinical Experience III the credits will be reduced to 3.

Teaching Methods and Learning Activities: Class time will be scheduled for development of concepts and service project proposal. Students will participate in collaborative learning groups to develop concept mastery reports.

If the service project requires the student to utilize specific physical therapy skills, then supervision by a licensed physical therapist is required. Students may be able to conduct their service project without supervision of a licensed physical therapist, if they have additional credentials (e.g. Athletic Training Certificate, Water Safety Instructor, etc.), and their service project activity is within the scope of practice of their additional credential(s). However, in all cases a supervisor must be identified.

Guidelines for Service Project: A service experience project is recognized as a contribution an individual makes beyond their normal daily vocational responsibilities. The target population of the service experiences project may include but not be limited to working with disadvantaged, under-served, or cross-cultural population. The student must be able to identify the donation that is being made whether it is

obvious or esoteric. Criteria for written proposal, written report, oral presentation and concept mastery reports follows.

Proposal: Due November 19, 1999

Extension of deadline will be granted upon request with evidence of progress on proposal.

May be completed as group with each group member submitting #4 individually.

The proposal must contain the following information:

1. Succinct description of service project in a 3 to 5 sentences.
2. Define the project objectives. How do they relate to mission of organization?
3. How does target population meet the service project criteria.
4. Describe why you chose this project and/or organization. How will this experience **enhance or** expand your individual/professional growth. Be very specific if you have worked with this organization in the past. ***NOTE: If a group completes project, each member of the group must individually submit their response to this item.**
5. Name of the agency and person who approved your project. Be sure to include address and telephone number.
6. Describe the type of supervision is will you required and who will supervise your project, or to whom will you be responsible while you complete your service project.
7. In a couple sentences, briefly describe how you plan to meet project objectives and how you will recognize the outcomes of your project. (What evidence will there be?)
8. Will you incur any financial expense? If so, please give an estimate.
9. What is the specific time frame in which your project will be completed? Clinical Experience III affiliations can not be assigned until this is identified.

PROPOSALS FOR GROUP PROJECT MAY BE SUBMITTED AS A GROUP*

Written report is due: Tentatively Due August 4, 2000

The final written report should **ENHANCE** the information provided in the proposal. This report must be typed and a copy of the proposal should be included in an appendix. In addition, the following information should also be individually included:

1. Were the objectives of the project met? or did they have to be altered? Explain the outcomes of your project.
2. What type of supervision did you receive? Was it adequate?
3. What type of feedback did you receive?
4. Did you have any particular challenges? How did you resolve it?
5. What was your actual fiscal burden and how was it handled?
6. How did this experience impact your growth personally? professionally?
7. Do you anticipate participating in community service as part of your professional growth and development plan after your graduate? If so, how has this experience affect that decision?

WRITTEN REPORTS MUST ALL BE INDIVIDUALLY COMPLETED

Oral Report will be given during the week of August 7th or 14th, 2000.

Individual presentations may be up to 15 minutes in length. Students participating in group projects will do a group presentation and the time will be adjusted as needed. All members of the group must participate in some way. Photographs and slides are encouraged for presentation. The Chatham and physical therapy area communities will be invited to the presentation. Attendance will be required of first year physical therapy students.

ORAL REPORTS FOR GROUP PROJECTS WILL BE DONE COLLABORATIVELY

Dates to Remember:

ITEM & CRITERIA	DUE DATE
<i>Concept Mastery Report</i> Criteria as defined for each report	Dependent on Class Identified topics.
<i>Proposal</i> Criteria: As described above	November 19, 1999
<i>Written Report</i> Criteria: As described above	Tentatively August 4, 2000
<i>Oral Report</i> Criteria: Completion of presentation	Tentatively scheduled Week of August 7 th or 14 th , 2000

Assessment: This course is evaluated using the **regular grading option**. The quality of your concept mastery, proposal, written and oral reports will be judged against the criteria in the following rubric.

GUIDE TO ACCEPTABLE MASTERY CONCEPT, PROPOSAL, WRITTEN AND ORAL REPORTS	
UNACCEPTABLE QUALITY ♦	Incomplete master concept, proposal, written or oral reports or that contains incomplete required elements or that lacks sufficient clarity to afford judgments of the completeness.
ACCEPTABLE QUALITY ♦	All elements of the master concept, proposal, written and oral reports are complete.
HIGH QUALITY ♦	All elements of the concept mastery, proposal, written and oral reports are complete & finished in a timely manner & specific examples of how objectives/reflections were met/gained through project & visual aids are used to enhance oral presentation.
HIGHEST QUALITY ♦	All elements of the concept mastery, proposal, written and oral reports are complete & finished in a timely manner & visual aids are used to enhanced oral presentation & specific examples of how service project objectives were met are explained in depth & reflections on personal/professional growth gained by service project experiences

include recognition of the context of the larger social issues.

Fall Class Schedule		
Date	Class Activity	Assignment
Thursday, October 7 th 10:30-12:00	1. Introduce course & explain requirements 2. Identify topics for future discussion 3. Discovering “Boundaries” 4. Summarize class activities: Culture and cultural competence	Contemplate and mentally answers the question on page two of the following reading assignment. For 11/8 – Read: Spector: p.3-18
Monday, November 8 th 8:30-9:50 AM	1. Discussion of progress and challenges in development of project proposal 2. Concept Mastery Report completed in class 3. Summarize class activities	For 11/15 – Read: Helman: p. 63-85
Monday, November 15 th 8:30-9:50 AM	1. Speaker: Denise Caldwell from the Pittsburgh Literacy Council. 2. Concept Mastery Report completed in class 3. Discussion of progress and challenges in development of project proposal 4. Summarize class activities	For 12/6 - Read: Huff & Kline: 23-39.
November 19, 1999	Service project proposal DUE	
December 1, 1999	Handouts for Class discussion on 12/6/99 are due to secretary.	
Monday, December 6 th 8:30-9:50 AM	1. Student lead discussions on selected topics 2. Discussion of progress and challenges in development of project proposal 3. Summarize class activities	

Possible Class Activity Discussion Topics:

- Discovery and presentation of traditions and health care beliefs of various American communities. Answering the questions (Spector, p. 190):
 1. What are the traditions / definitions of health in each of these communities?
 2. What are the traditional methods of maintaining health?
 3. What are the traditional ways of preventing illness or protecting health?
 4. What are the traditionally thought to be the causes of an illness or restoring health?
 5. Who are the traditional healers? What functions do they serve?
- Pain and Culture
- Issues and Barriers to Health Care
- Review of Case Studies, abstracting key concepts to be shared with class.
- Alternative Medical Practices

- Your suggestions

Course References

1. APTA. *The Guide to Physical Therapy Practice*. 1999
2. Commission on Accreditation in Physical Therapy Education. *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*. APTA, 1996.
3. Helman CG. *Culture, Health and Illness, 3rd edition*. Boston, MA: Butterworth Heinemann, 1994:
4. Huff RM & Kline MV. *Promoting Health in Multicultural Populations*. Sage Publications, 1999.
5. Leavitt RL. *Cross-Cultural Rehabilitation: An International Perspective*. W. B. Saunders, 1999.
6. Spector RE. *Cultural Diversity in Health and Illness*. Stamford, CN: Appleton & Lange, 1996.