

Service Learning: What, Why, and How in Physical Therapy Education

PT 2002:

Annual Conference & Exposition
of the
American Physical Therapy Association

June 7, 2002

Speakers

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Partnerships for Health
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San Francisco, CA.
- **Janet Eyler, PhD**, Associate Professor Vanderbilt University,
Nashville, TN
- **David Village, PT, MSPT, GCS**, Associate Professor
Andrews University, Berrien Springs, MI

SESSION PANELISTS

- **Darlene Simuel, MSPT** – Andrews University May 2002 graduate
- **Nkechi Okafar, MSPT** – Andrews University May 2002 graduate
- **Ellen Miller, PT, PhD** – University of Indianapolis PT Faculty
- **Julie Feagans**—Director, Southport Adult Day Center and UINDY
Community Partner

Course Description

- Service learning is a teaching methodology that combines community service with explicit academic learning objectives, preparation, and reflection. An expected educational outcome of the accreditation evaluative criteria for physical therapy education is that graduates will demonstrate social responsibility, citizenship, and advocacy, including participation in community and human service organizations and activities. Physical therapy graduates are also expected to be able to provide consultation to individuals, businesses, schools, governmental agencies, and other organizations with an understanding of individual and cultural differences in all patient/client interactions. Community-based service-learning offers an excellent, albeit non-traditional, experiential context for these objectives. Prevention and wellness activities, including health promotion lend themselves well to opportunities within the community, also. The purpose of this workshop is to advance the participants' understanding of service-learning components, to facilitate ideas for implementation and assessment of service-learning that can enrich curricula and physical therapy educational outcomes.

Objectives

- **Objectives:** Upon completion of this course the participant will be able to:
 - Define service-learning and its theoretical basis as a teaching methodology.
 - Identify and be able to evaluate the benefits of service-learning for students, faculty, institutions, community partners, and the profession.
 - Describe how to integrate academic learning objectives and community service objectives into physical therapy educational programs, and assess their outcome.
 - Understand how to implement the reflective component of service-learning that will foster critical thinking and connection between theory and practice.

Session Overview

- 8:00-8:15** Welcome and Introduction
- 8:15-9:45** **WHAT & WHY:** Context and Framework for Service-Learning in PT Education
- 9:45-10:00** Break
- 10:00-11:00** **HOW:** Panel - Examples of Service-Learning Components (Faculty, Students, Community Partner) in PT Education
- 11:00-1:00** **Break:** Unopposed Exhibit Hall Break
- 1:00-2:00** **HOW:** Developing the Reflection Component for Service-Learning Experiences
- 2:00-2:30** **HOW:** Evaluating Service-Learning's Impact on Students and the Community
- 2:30-2:45** **ACTION PLANS:** Sharing of current and future application of Service Learning within PT by participants

Context and Framework: SL in PT Education

- Definitions and Theoretical Basis for Service-Learning (SL)
- How is Service-Learning Different from traditional Clinical Experiences
- Service-Learning in PT Education
- Survey Results
- Research Base for SL



Data Sources

- Health Professions Schools in Service to the Nation Program evaluation
- National study of the community involvement of academic health centers
- Review of the literature
- Service-learning institute evaluations
- Campus consultations



Trends Shaping Health Professions Education and Practice

- Expectations of accountability, involvement, relevance
- Continued pressure on costs
- Increasingly managed and integrated care
- New technologies
- Advances in prevention, diagnosis and treatment
- Changing role of health care and education consumer
- Demographic changes
- Disparities in health access and outcomes
- Broadened definition of health



Calls for Change in Health Professions Education 1990-1999

All advocate a greater emphasis on community-based learning

- Pew Health Professions Commission
- Council on Graduate Medical Education
- IOM Report: Dentistry at the Crossroads
- IOM Report: Future of Public Health
- Association of Academic Health Centers Report on Mission Management



Pew Practitioner Competencies for 21st Century

- Embrace personal ethic of social responsibility and service
- Rigorously practice preventive care
- Integrate population-based care and service into practice
- Improve access to care
- Provide culturally sensitive care
- Advocate for policy that promote health
- Work in interdisciplinary teams



National Initiatives That Promote Community-Based Education

- HRSA Area Health Education Centers
- HRSA Interdisciplinary Generalist Curriculum
- Kellogg Community Partnerships in HPE
- Kellogg Community-Based Public Health
- RWJ/Pew Health of the Public
- RWJ Partnerships in Training
- RWJ Generalist Physician Initiative
- CDC Bridges to Healthy Communities
- CNS/Pew Health Professions Schools in Service to the Nation



Community-Based Education: Student Outcomes

- **Student Satisfaction**
- **Attitudes**
- **Student Clinical Experiences**
- **Student Learning and Performance**
- **Student Career Decisions**
- **Relevancy of Training to Actual Practice**



Community-Based Education: Community Outcomes

- Recruitment and retention of clinicians and staff
- Expansion of services, patient base, capacity
- Enhanced image
- Access to health data



Service-Learning

- ◆ **Academically-based community service**
- ◆ **A structured learning experience that combines community service with preparation and reflection**
- ◆ **Service-learning students not only provide 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 professionals and citizens**

SL is a Type of Experiential Education

A. Furco 1996

Recipient	←	BENEFICIARY	→	Provider
Service	←	FOCUS	→	Learning

SERVICE-LEARNING

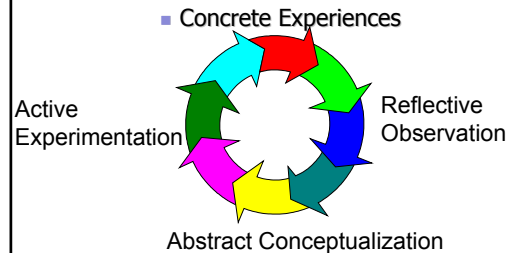
COMMUNITY-SERVICE VOLUNTEERISM	FIELD EDUCATION PRACTICUM INTERNSHIP CLERKSHIP
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Points of Departure: SL and Other Forms of Experiential Learning

- Balance between service and learning
- Emphasis on addressing community-identified concerns and broad determinants of health
- Integral involvement of community partners
- Emphasis on reciprocal learning
- Emphasis on reflective practice
- Emphasis on developing citizenship skills and achieving social change

Theoretical Underpinning of SL: Experiential learning theory D. Kolb, 1984.



Service-Learning Across the Disciplines

Titles of AAHE Series

- **Accounting—Learning by Doing**
- **Biology—Life, Learning & the Community**
- **Communication Studies—Voices of Strong Democracy**
- **Composition—Writing the Community**
- **Engineering—Projects that Matter**
- **History—Connecting Past and Present**
- **Medical Education—Creating Community Responsive Physicians**
- **Peace Studies—Teaching for Justice**
- **Philosophy—Beyond the Tower**
- **Sociology—Cultivating the Sociological Imagination**
- **Spanish—Construyendo Puentes (Building Bridges)**



Health Professions Schools in Service to the Nation Program

The Pew Charitable Trusts
Corporation for National Service
National Fund for Medical Education



Community Partners (examples)

- AIDS task force
- American Red Cross
- Boys and Girls Club
- Catholic Church
- Middle Schools
- Free Clinics
- Head Start
- Hospice
- Housing Authority
- Planned Parenthood
- Salvation Army
- Senior Center
- Sheltered Workshop
- Youth Center
- Wilderness on Wheels
- WIC Program



Project Focus (examples)

- School-based health education
- Health promotion and disease prevention
 - teenage pregnancy
 - domestic violence
 - oral health
- Worksite-based health education
- Companionship
- Case management
- Mentoring and tutoring
- Rural access to care



Findings: Students

- Transformational learning experiences
 - clarification of values, sense of self
- Taken more seriously when it's required
- Greater gains when non-clinical:
 - awareness of determinants of health
 - sensitivity to diversity
 - knowledge of health policy issues
 - leadership development



Findings: Faculty

- **Primary motivators: personal values, belief in improvement of overall learning**
- **Enhanced relationships - students, community**
- **Linkage of personal/professional lives**
- **↑ understanding of community issues**
- **New career and scholarship directions**
- **New directions and confidence in teaching**
- **Concerns re: time, control of curriculum**



Findings: Community Partners

- Service, economic and social benefits
- ↑ awareness of institutional assets/limitations
- High value placed on relationship with faculty
- Eager to be seen as teachers and experts
 - campus involvement limited
- Benefits of SL outweighed the burdens
- Concerns re: communication, logistics, needs-based and expert approaches



Findings: Community-Campus Partnerships

- Stronger relationships associated with:
 - joint planning
 - partners offered specific and active roles
 - genuine sense of reciprocity
 - student preparation and orientation
 - single point of contact
 - consistent, accessible communication



Findings: Institutional Capacity

- **Clear definition of service-learning**
- **Link to mission and strategic goals**
- **Supportive leadership at all levels**
- **Effective institutional structures and policy**
- **Investment in faculty development**
- **Integration of SL into existing courses**
- **Long-term community relationships**
- **Ongoing assessment and improvement**



Lessons Learned

- **Service learning is powerful pedagogy**
- **SL can contribute to competencies needed for health professions practice**
- **SL can benefit students, faculty, the community and community-university relationships**
- **Community can be effective educators**
- **Community assets are often overlooked**
- **SL requires schools to give up "control"**



Challenges

- **Clear vision, definitions, goals, resources, outcomes**
- **Resistance to change**
- **Rigid and over-loaded curriculum**
- **Disciplinary boundaries**
- **Lack of roles and rewards for innovation**
- **Accepting the implications of true partnerships**
- **History of town/gown relationships**
- **Culture of needs-based and expert approaches**



Recommendations

- **Review mission and strategic plan - how can service-learning further both?**
- **Review accreditation requirements - how can service-learning enable you to meet them?**
- **Review curriculum - where can SL enhance?**
- **Assess and build upon strengths and assets**
- **Create or enhance existing support structures**
- **Collaborate across disciplines and the campus**



Recommendations

- **Examine faculty roles and rewards policies - what constitutes scholarship?**
- **Invest in faculty development**
- **Engage your community partners in a dialogue**
- **Develop and promote principle-centered partnerships**
- **Promise less.....deliver more**
- **Become a member of CCPH**



Resources

available through Community-Campus
Partnerships for Health

- Training and technical assistance
 - National Conference: May 4-7, 2002 in Miami, April 2003 in San Diego
 - SL Institutes: January 2002 and June 2002
 - Mentor Network: on-site training and assistance
- Electronic and printed resources
 - Listserv and website
 - Reports on SL evaluation, outcomes, references



How to Reach CCPH

- Tel. 415/476-7081
- Fax 415/476-4113
- Fax-on-demand: 1/888-267-9183
- Email: ccph@itsa.ucsf.edu
- Web: <http://futurehealth.ucsf.edu/ccph.html>

- Sarena Seifer can be reached at 206/616-4305 or sarena@u.washington.edu

Setting Service-Learning within the Context of Physical Therapy Education

Pamela J. Reynolds, PT, EdD
Associate Professor
Gannon University

How Does Service Learning Benefit Physical Therapy Students' Professional Development

- Questions Defining Study:
 - What benefits and educational outcomes do student physical therapists realize through participation in the *Service Experience Project* course.
 - Which evaluative criteria for accreditation are represented among the student reflected benefits and educational outcomes?
 - How do experiential SL outcomes compare to traditional CE outcomes?

Service Experience Project

REQUIRED COURSE 2 credits

- Identify a community agency that provides services to an under-served, disadvantaged, or cross-cultural population.
- Proposal - considers agencies mission and is developed in collaboration with agency.
- Project completed in a 2-4 week full or part time period, dovetailed into Clinical Experience II or III.
- Reflective Written Report
- Oral Report: Sharing ... Beyond Physical Therapy

Inquiry Methodology & Goal

- Study data was systematically gathered and analyzed utilizing grounded theory inquiry methodology.

- Specific Goal: To develop a substantive-level theory explaining how students, service learning experiences connected to professional educational objectives.

Defining the Study

- This study is set in the context of one particular physical therapy program that is 24 months long leading to a MPT degree.
- Preparing individuals committed to community service beyond that of their daily professional role is a program goal as well as part of the College's mission.
- 85 out of 165 graduates between 1996 and 1999
- Study participants served 39 different organizations located in 11 different states, 3 international countries, and included 8 different Habitat for Humanity chapters.

Data Sources

- Students written proposal and reflection reports about service experience projects
- Participant observer data of investigator
- Verification responses of 2 independent researchers
- Memo & Diagrams generated through analysis
- Summative quantitative data from the PT CPI for the class of 2000 graduates

Analysis: Procedures & Progression

- All student written papers were reviewed and summarized into a standardized case format.
- QRS NUD*IST Vivo™ software, a computer aided qualitative data analysis program.
- Each benefit, outcome, insight, and comment reflected by students' reflected written reports was coded.

Analysis: Procedures & Progression

- Category formation for coded items was influenced by the evaluative criteria for accreditation for physical therapy educational programs especially because it related to the 2nd research question.
- Category verification by 2 independent researchers
- 14 Evaluative criteria were verified by independent researchers.

14 Evaluative Criteria were Verified

- Administration
- Communication
- Consultation
- Education
- Examination
- Individual and Cultural Differences
- Intervention
- Management in Various Care Delivery Systems
- Outcome Measurement and Evaluation
- Plan of Care
- Prevention and Wellness
- Professional Behavior
- Professional Development
- Social Responsibility

Discussion of Findings: Expected Evaluative Criteria Themes

- Demonstrated course objectives
- Occurred with moderate to high frequency
 - Professional/ Social Responsibility
 - Understanding Individual and Cultural Differences
 - Professional Behavior
 - Communication
 - Education
 - Professional Development

Discussion of Findings: Other Evaluative Criteria Themes

- Unplanned in course objectives
- Occurred with low to moderate frequency
 - Examination
 - Intervention
 - Outcome Measurement & Evaluation
 - Plan of Care
- These criteria are met well in traditional clinical educational experiences

Discussion of Findings: Other Evaluative Criteria Themes

- Unplanned in course objectives
- Occurred with moderate frequency
 - Consultation
 - Prevention & Wellness
 - Administration
 - Management in Various Care Delivery Systems
- These criteria are NOT met well in traditional clinical educational experiences.

CPI Frequency of "Not Observed"

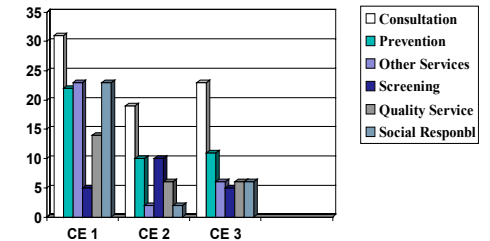


Diagram: Summary Model

- Summary Model
- Substantive Explanatory Theory: Service learning and experiential traditional clinical education complemented each other in meeting the expectations of physical therapy educational objectives and and clinical competencies.

Current Trends Shaping Health Professions Practice & Education that Could Benefit from Service Learning

- Changing settings for health care delivery and fewer traditional clinical sites
- Demographic changes with increasing diversity of the population relating to cultural issues and health beliefs
- Disparities in health access & outcomes

Current Trends Shaping Health Professions Practice & Education that Could Benefit from Service Learning

- Broadened definition of health
- Emphasis is shifting from acute/chronic care to health promotion
- Increased expectations for managed & integrative care

Summary: Implications for Physical Therapy Education

- Specifically structured service learning experiences can create opportunities for students to develop required competencies through alternative experiential learning mode in areas such as:
 - Prevention and Wellness
 - Consultation
 - Advocate for and knowledge of patient/client services other than PT
 - Administration and Management

Closing Thoughts In the words of Albert Schweitzer

"I cannot know what your destiny will be, but one thing I do know is that the truly happy among you will be those who have learned to serve."

Survey of Physical Therapy Entry Level Programs Utilizing Service-Learning

David Village

1. Introduction

2. Methodology

3. Results (Demographics)

- To **what extent** are PT educators involved with service-learning?
- How are PT educators using service-learning in their curriculum?
- Instructor reported goals and objectives for using service-learning
- Additional reported comments regarding service-learning

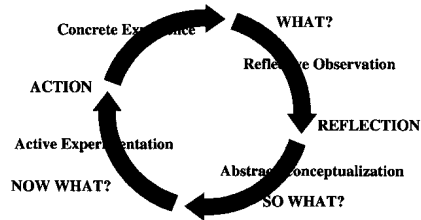
Service Learning Reflection

Janet Eyler
Vanderbilt University

Goals for Today

- Identify steps in Kolb reflection model
- Assess learning style using Kolb's model
- Apply model to service-learning experience
- Explore reflection map and identify appropriate activities

Kolb's Model of Learning



- The 'What? So what? Now what?' process can easily be adapted to a variety of reflection occasions and modalities. It is easy for managers or employees to use when they are tasked with leading reflective sessions and it also works well in informal one on one interactions. Because it is such an intuitive process, it can be easily remembered. It is a valuable perspective and tool for teamwork because it pushes members beyond immediate reactions to a situation, to thinking about what those experiences mean and what new questions they raise. It encourages explorations of multiple options, of further inquiry or integration of expertise of team members and encourages thoughtful planning and testing of alternative approaches.
- The reflective observation step encourages team members to stop and consider carefully precisely what the issue or problem is before immediately jumping to solutions. Carefully describe before evaluating.
- The abstract conceptualization step encourages further inquiry, model building, theory fitting, incorporating previous experience and drawing on expertise.
- The active experimentation step encourages thoughtful practice; application with a focus on gathering data for evaluating success.

Kolb's Learning Style Types

- CE-RO= Diverger
- RO-AC= Assimilator
- AC-AE= Converger
- AE-CE= Accommodator

o Reflection in Service-Learning which is distributed for cost of printing and mailing by the Learn and Serve America

Kolb Model as Scaffolding for Designing Reflection Activities

- Can begin cycle at any point
- Can use in class experience as well as field experience
- Students can apply to their own reflective activities

Your Reflection Map

	Before	During	After
Student Alone			
With Class			
With Community Partners			

From: Eyles, J. (2001). Creating your reflection map. In M. Canada (Ed.) *Service Learning: Practical advice and models*. San Francisco: Jossey-Bass New Directions for Higher Education Series #114, 35-43

References

- Reynolds PJ. How Service Learning Experiences Benefit Physical Therapy Students' Professional Development: A Grounded Theory Study [dissertation]. Pittsburgh, Pa: School of Education, Duquesne University, 2000.
- Village D, Village S. Service learning in geriatric physical therapy education. *Journal of Physical Therapy Education*. 2001;15:42-45.

o Reflection in Service-Learning which is distributed for cost of printing and mailing by the Learn and Serve America

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- Furco, A. (1996). Service-learning: a balanced approach to experiential education. *Expanding Boundaries: Serving and Learning*. Washington, DC: Corporation for National Service, 2-6.
- Kolb, D. A. (1984) *Experiential Learning*, Englewood Cliffs, NJ.: Prentice Hall.

References and Resources

- To access an annotated bibliography of service-learning research in higher education between about 1993-2000 go to <http://www.compact.org/resource/aag.pdf> (Janet S. Eyer, Dwight E. Giles Jr., Christine M. Stenson, and Charlene J. Gray).
- To access service-learning syllabi in Physical Therapy go to <http://futurehealth.ucsf.edu/ccph/servicelearning/res.html#PhysicalTherapy>
This is consistently being updated.

Resources

- To access CCPH's Service-Learning Bibliography go to http://futurehealth.ucsf.edu/pdf_files/slbiblio.pdf
- To access a listing of national resources related to service-learning go to http://futurehealth.ucsf.edu/pdf_files/slresources-aacp.pdf