

MCP Hahnemann University
Department of Rehabilitation Sciences
Post-professional Program
PT: 790 Service Learning Seminar and Practicum
Spring 2001

Course Directors: Lisa Ann Chiarello, PT, PhD, PCS
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Course Instructors: Augusta M. Villanueva, PhD
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Office Hours: By appointment
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Credit Hours: 2

Course Hours: 14 seminar hours
40 practicum hours with community partner
Individual meetings with academic coordinator as needed

Class Times: Seminar: Selected Mondays, 1-3
Practicum: Arranged on an individual basis with community partner
beginning in March

Course Overview: This is an integrated course between the School of Public Health and the Department of Rehabilitation Sciences. The goal of the seminars in the School of Public Health is to introduce students to service learning and to develop skills in collaborative assessment and intervention related to community health care needs. Additional seminars and the service learning practicum will be conducted through the Department of Rehabilitation Sciences. These activities will focus on pediatric rehabilitation needs of the community.

Course Description: The Public Health seminars will introduce the students to the theory and foundation of service learning. Linkages will be established between theory and applied community service. The interdisciplinary nature of these seminars will allow for a professional exchange across disciplines. The seminars in the Department of Rehabilitation Sciences will guide the students through the experience of applying service learning theories to community settings for pediatric physical therapy. The service learning practicum is intended to instill in students an appreciation for the community's strengths, resources, perceived needs and expectations through service-oriented experiences. The students will have the opportunity to collaborate with local agencies to define needs and to participate in service delivery.

Objectives: The student will:

Knowledge:

- Develop an understanding of the theories and concepts related to service learning
- Describe the roles and responsibilities of community agencies that provide health services
- Identify the health and social needs of families with young children with or at risk for motor delay
- Identify community-based strategies to promote and improve health and functional abilities of families with young children with or at risk for motor delay

Skill:

- Provide an identified service to a community agency such as a needs assessment, program development, program implementation, program evaluation, or applied research.

Attitude:

- Develop an awareness of the importance and value of combining academic learning with identified issues related health and wellness in the community for families and children with special needs
- Develop an appreciation for the relationship between personal and professional growth in developing leadership skills

Teaching Methods: Seminar discussion format, self-directed problem-based learning, student seminar presentations, and supervised community participation

Required Readings: Minkler M. (Ed.) (1999). *Community Organizing and Community Building for Health*. Additional readings will be assigned throughout the seminar and practicum.

ADA Statement: Students with disabilities who believe that they may need academic adjustments in this class are encouraged to contact Diana Williams, center for Student Academic Resources, 1602 NCB (215) 762-7682 as soon as possible (preferable within the first two weeks of class) to ensure that documented accommodations are implemented in a timely fashion. All discussions will remain confidential.

Attendance Policy: Students are expected to attend all seminars and to complete their practicum hours based on the action plan established with their community partner. Students are responsible to inform seminar leaders and / or community partners in the event of an extenuating circumstances leading to an unavoidable absence. Students are responsible for all missed course content and assignments. Course directors reserve the right to determine student's status in the course if more than one seminar session is missed.

Course Schedule

Public Health Seminar Sessions (See Dr. Villanueva's Attached Syllabus)

Dates: January 29
February 12
February 19
February 26

Department of Rehabilitation Seminar Sessions During Practicum

March 12

- “So what is service learning in pediatric physical therapy?”
- Establishing relationships with community partner
- Developing action plans with community service agency: Must be submitted to academic supervisor by March 26.

April 9 (date subject to change based on status of practicums)

- Review/evaluate student experiences and progress towards identified goals
- Discuss mechanisms for program evaluation

May 7 (date subject to change based on status of practicums)

- Student presentations including evaluation of service learning experience (as applicable) and plans for dissemination

Clinical practicum

- In collaboration with a community agency student will participate in various service activities, such as:
 - Needs assessment
 - Program development
 - Program implementation
 - Program evaluation
 - Applied research
- Community agencies: KenCrest, Shriners, others to be established
- Regular communications among student, community partner supervisor, and academic supervisor
- Individual meetings with academic supervisor will be scheduled on a regular basis

Assignments and Grading Criteria

- Public Health Assignments 30%
- Journal and Reflection Paper 15%
- Students are required to keep a journal of their experiences during the seminars and practicum. Minimum content of the journal must include:
 - One entry per public health seminar applying the information within the context of pediatric physical therapy

- One entry per week during practicum (beginning March 12) documenting activities and experiences including your personal reflections
- One page summary reflection: Did this course provide you the knowledge, skills, and experience to meet your learning objectives? Did the practicum provide collaborative service to the community?
- Seminar Presentation 15%
- Product from service learning practicum 40%
 - Must include dissemination to community partner (i.e. inservice, document) {Product may also be disseminated to appropriate professionals or agencies }
 - As applicable include program evaluation

Final grade: S/U
January 10, 2001

