



CAMPBELL UNIVERSITY COLLEGE OF PHARMACY & HEALTH SCIENCES

Doctor of Physical Therapy Program

DPT 724

COURSE TITLE: Service Learning 1

COURSE NUMBER: DPT 724

CREDIT & CLOCK HOURS: (1:1:0). This course will expect students to participate in a minimum of 15 hours of service related activities over the course of a 15-week semester.

REQUIRED or ELECTIVE: Required

PREREQUISITES (if any): N/A: Lockstep Program

COURSE DESCRIPTION:

This course starts a series of integrated service learning and early clinical experiences for students to practice using verbal and non-verbal communication skills within the internal and external community, communication between health professions, develop professional behavior, and survey the benefits of service related activities in rural communities. Inter-professional interaction and peer learning will be encouraged with any service activities geared to benefit community at large.

MEETING TIMES:

See schedule on page 3

COURSE COORDINATOR(S) & OFFICE HOURS:

Victoria Smith PT, DPT, PCS
CPHS- Doctor of Physical Therapy Program
Smith Hall, Suite 216 Desk A
Phone:
Email:

Office Hours:

Fridays 10:45 am-11:45 am; other hours available by appointment.

Office Hours: set up via email or phone. It is preferred that out of class questions of general interest be asked by email so that responses can be sent to all students.

JUSTIFICATION:

The APTA code of ethics principles 1, 2, & 8 supports the need for service learning and early clinical experience to develop core values related to respecting the dignity and rights of individuals, compassion, and efforts to meet health needs of communities. CAPTE requires that the DPT program address all educational needs listed in the normative model of PT education and minimal required skills of PT graduates. This course addresses needs in both documents related to the generic abilities, cultural sensitivity/diversity, professionalism, compassion, and health needs in communities. "This course

promotes the mission of Campbell University by equipping students with superior skills in professionalism, social awareness and cultural diversity, and service activities to benefit communities which will allow them to practice physical therapy with the highest integrity and service to their patients.”

COURSE GOALS and LEARNING OBJECTIVES:

OVERALL COURSE GOALS

At the completion of this course, students will be able to:

Overall: (all assessed via portfolio and reflective essay)

1. Develop a plan for continued growth in professional and service activities.
2. Complete culturally competent activities of altruism, compassion/caring, integrity, professional duty related to participation in professional organizations, social responsibility, and advocacy.

Affective:

1. Recognize areas within the community that would benefit from physical therapy and health/wellness services.
2. Take part in services that benefit the local community and professional development.
3. Contribute to needs of the community and profession.
4. Seek opportunities to benefit communities and profession throughout student and professional life.

Cognitive:

1. Identify areas within the community that could benefit from advocating of health/wellness.
2. Find opportunities for inter-professional collaboration in service to the community.
3. Characterize events that improved cultural sensitivity and professional development in the learner.

TEXTBOOKS:

Required:

None Required

OTHER MATERIALS:

Professional portfolio and reflective narrative instructions are available on Blackboard

GRADING and EXAMINATIONS:

There are no examinations in this course. The course grade will be determined by the number of hours completed in service learning and grading of the professional portfolio and reflective narrative.

Course Grade:

65% Grade-Service Hours (see below)

15% Grade-Professional Portfolio (3 short narratives; 5% each)

15% Grade-Reflective Narrative

5% Grade-Cultural Competence Self-Assessment

100%

Hours completed and grade assignment:

≥15 hours=100
13-14 hours=90
10-12 hours=70
< 9 hours=0

Calculation of the Letter Grade will use the following criteria:

90 to 100 percent = A
80 to 89.99 percent = B
70 to 79.99 percent = C
60 to 69.99 percent = D
Below 60 percent = F

Remediation will be required for any student (a) scoring below 70%, (b) incurring a safety violation, or (c) professional and/or behavioral misconduct on any assessment item. Students must contact the course director by email within 72 hours of releasing a grade containing any of a through c above. Failure to contact the course director will result in referral to the DPT Academic Performance & Standards Committee where penalties up to and including a lowering of academic status may be applied. Students will have one attempt to correct any professional/behavioral, safety, or technical proficiency deficiencies for practical/OSCE/laboratory assessment. Should the examination not be successfully remediated, action will be taken in accordance with the remediation section of the DPT Academic Bulletin.

CLASS ATTENDANCE POLICY

The student is obligated for all required work, written and oral, in each course for which registered, whether the student attends class or not.

No student will receive credit for any course in which he/she fails to attend at least **85%** of the classes held.

Students should understand that the 15% absences allowed are designed for, but not limited to, personal and family emergencies, inclement weather conditions, bona fide medical needs, and officially approved representation of the University, such as athletic teams, student congresses, and assessment testing. Students whose absences fall in these categories will be allowed to make up work; it is incumbent upon the student to notify the professor in advance when possible. Absences for reason other than those listed above will not be excused. Professors will keep absence records in all classes. Students who exceed the allowed number of absences will not receive credit for the course involved. Students who do not properly withdraw from a course will be given a grade of "F."

Tardiness policies will be determined by the course master for each class.

ACADEMIC DISHONESTY POLICY:

All students are expected to uphold the academic and professional integrity as well as the behavioral expectations of the University and the College of Pharmacy & Health Sciences. All students should familiarize themselves with the College of Pharmacy & Health Sciences Honor Code printed in the CPHS Academic Bulletin. A student may not use electronic devices in any manner which violates the Honor Code. This includes, but is not limited to, the use of cell phones, unapproved calculators, PDAs, iPods, cameras, etc. to provide answers or information to assist the student during tests, quizzes, assignments,

or projects in which the use of such electronic devices was prohibited. If the device is observed as being used in those situations it will be confiscated and the student will be charged with an Honor Code violation. Any student found in noncompliance of the Honor Code is subject to disciplinary action from the Student Conduct and Professionalism Committee.

PDA USE POLICY:

The use of any and all Personal Data Assistants (PDA's) or ANY other portable electronic device during examinations is prohibited. Students may use approved, non-programmable calculators if needed.

PROFESSIONAL BEHAVIOR:

Professional Behavior is required by all students enrolled in the course. Such behavior includes (but is not limited to): appropriate dress; arriving on time for class; respect for the lecturer; respect for fellow classmates; no whispering or talking in the audience; avoiding food or drink in the lecture hall. All students are subject to the academic integrity and behavioral expectations of the University and the College of Pharmacy & Health Sciences.

COMPETENCIES:

Individual lecture objectives and competencies will be provided prior to each lecture or lecture series.

SUPPLIES/LAB FEES:

[Insert as needed]

COURSE/FACULTY EVALUATION:

At the conclusion of this course, a web-based faculty course evaluation form is required to be completed

**MODIFICATIONS OR ACCOMMODATIONS:
STUDENTS WITH DISABILITIES**

Students with documented disabilities who desire modifications or accommodations must contact the Office of Disability Services located in the University's Student Services Building (between Carter Gym and the Wallace Student Center). No accommodations will be made without approval through this office. A medical, psychological or other diagnosis may rise to the level of a disability if it *substantially limits* one or more major life functions, one of which is learning. A disability may be temporary or ongoing. Please contact Disability Services for more information if you believe you may need services.

For disability services, contact:

Laura Rich, Director, Disability Services
Student Services Bldg.
910-814-4364, or richl@campbell.edu

Our student have access to the writing center on the main campus, so, you can add the statement below under the statement above in your syllabus.

CU Writing Center

The CU Writing Center provides support for students at any stage of the writing process. From brainstorming to final revisions, writing coaches can help strengthen your paper. The Writing Center is not a proofreading service, but instead focuses on sharpening your skills as a writer. To get the most from your session, bring your draft early, at least two days before your paper is due. Bring a printed draft and a copy of your assignment. Typical sessions last

no more than 20 minutes. The Writing Center is located on the third floor of Wiggins Library and is open Sunday-Thursday, 7-10 p.m.

Service Opportunities:

A list of service related activities is presented below. If you wish to perform something other than what is listed, please gain approval of the course instructor prior to participating.

The following activities are required this semester and in need of volunteers:

1. Community Health Risk Appraisals- In as Much Day-(5 hours) (5-8 needed)
2. Ideas for qualifying service related activities:
 - Health fairs (campus or community based)
 - Education event in primary schools
 - Community intervention (e.g. diabetes screening)
 - Attend inter-professional case conference
 - Attend local PT chapter and/or district meetings
 - Participate in vaccination or Saturday injury clinics
 - Volunteer in nursing homes (e.g. reader, musical talent show, conduct fitness class)
 - Participate in Founder’s Day University service activities
 - Participate in a durable medical goods round-up event
 - Assisting with a volunteer event for other Campbell University Health Science Programs

Tentative Schedule:

Assignment	Due Date
Portfolio 1: Community Participation	February 15 th
Portfolio 2: Needed Services	March 15 th
Portfolio 3: Opportunities for Service	April 12 th
Cultural Competence Self-Assessment	April 19 th
Reflective Narrative	April 26 th
Service Logs	April 26 ^h

Mandatory Meeting Times:

Date	Activity
Monday, January 14 th 12-1 pm	Lunch Review: Orientation and Syllabus
Friday, March 1st 10:30-11:30 am	Community Updates
Friday, April 26 th 10:30-11: 30 am	Discussion and Closure

Portfolios: Students are required to complete 3 short narratives of service learning centered around the following:

- Portfolio 1: Community Participation: volunteering in a community event or service
- Portfolio 2: Needs Service: volunteering in a manner that promotes physical therapy and/or addresses a physical therapy need or impairment
- Portfolio 3: Opportunities for Service: volunteering in a non-traditional manner (i.e. not commonly viewed as physical therapy related or PTs have a less visible presence)

Portfolio narratives should be no more than 500 words, double space and in 12-point font.

Students will also need to turn in a signature log (signed by a volunteer official) certifying your participation.

Cultural Competence Self-Assessment:

Developing and improving cultural competence can be seen as an important skill set that prepares individuals and organizations to meet the needs of culturally and linguistically diverse populations. Cultural competence is not something that develops at one time but should be seen as a continual process.

Students will complete their self-assessments by visiting this website

<https://nccc.georgetown.edu/assessments/>. You will need to supply your name and email. Choose the Cultural and Linguistic Competence Health Practitioner Assessment (CLCHPA). You only need to complete the Knowledge of Culturally and Linguistically Diverse Populations and Promoting the Health of Culturally and Linguistically Diverse Communities (Parts 1 and 3).

Please note several of the statements and questions are pertaining to your interaction with patients. You will not have had this experience yet. However, complete this assessment either halfway or near the end of this semester. By doing so, you will have a frame a reference via the individual and group interactions within the community. This self-assessment is meant to serve as a tool that makes you questions things such as, but not limited to, “Am I knowledgeable about the community I serve?” “Am I effectively communicating and addressing their needs?” “What can I do to enhance my service delivery?” Choose for the NCCC to email your results and resources.

By the required deadline, students are required to complete, download and submit their self-assessments.

Reflective Narrative:

The reflective narrative is a summation of the service learning throughout the semester. Students should analyze their service experience(s) through academic, personal and civic levels. Based on Ash and Clayton paper (2004), students’ academic analysis should be linked to course concepts (applicable to all courses taken this semester); personal analysis should reflect on the students’ perspective of feelings, assumptions, beliefs, strength and weaknesses, etc. Students will also need to analyze their experience(s) through civic engagement perspectives, including but not limited to, civic good, social

action, justice, diversity, equity and power. Again, these are just some ideas and/or topics that students can address in their narrative but are not all-inclusive.

Guided questions to aide in student responses can also be found here

https://www.misericordia.edu/uploaded/documents/offices/servicelearning/guided_reflection_questions.pdf

Reflections should be at least 1000-1500 words, double space and in 12-point font.

Portfolio Rubric

Criteria	Superior (4)	Sufficient (3)	Minimal (2)	Unacceptable (0 points)
Description of Learning Experience	Response demonstrates a thorough description of the learning experiences including the purpose, target population, the student’s role and the service outcome. Provided supplemental materials (pictures, digital media, etc.)	Response demonstrates a general description of the learning experiences including the purpose, target population, the student’s role and the service outcome. Does not provide signature documentation of activity	Response demonstrates a minimal description of the learning experiences including the purpose, target population, the student’s role and the service outcome. Does not provide signature documentation of activity	Response demonstrates a lack of description of the learning experiences including the purpose, target population, the student’s role and the service outcome. Fails to turn in short narrative.

Reflection Evaluation Rubric

Criteria	Superior (4)	Sufficient (3)	Minimal (2)	Unacceptable (0 points)
Description of Experience	Response demonstrates a thorough infusion of the learning experiences (including the purpose, target population, the student’s role and the	Response demonstrates a general incorporation of the learning experiences (including the purpose, target population, the student’s role and the service outcome).	Response minimally incorporates learning experiences (including the purpose, target population, the student’s role	Response demonstrates a lack of description of the learning experiences including the purpose, target population, the student’s role

	service outcome) into the paper.		and the service outcome).	and the service outcome.
Analysis of Academic, personal and civic learning	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. Viewpoints and interpretations are insightful and well supported.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Time Management		Response submitted on time.	Response submitted within 24 hours after the deadline.	Response submitted over 24 hr after posted deadline