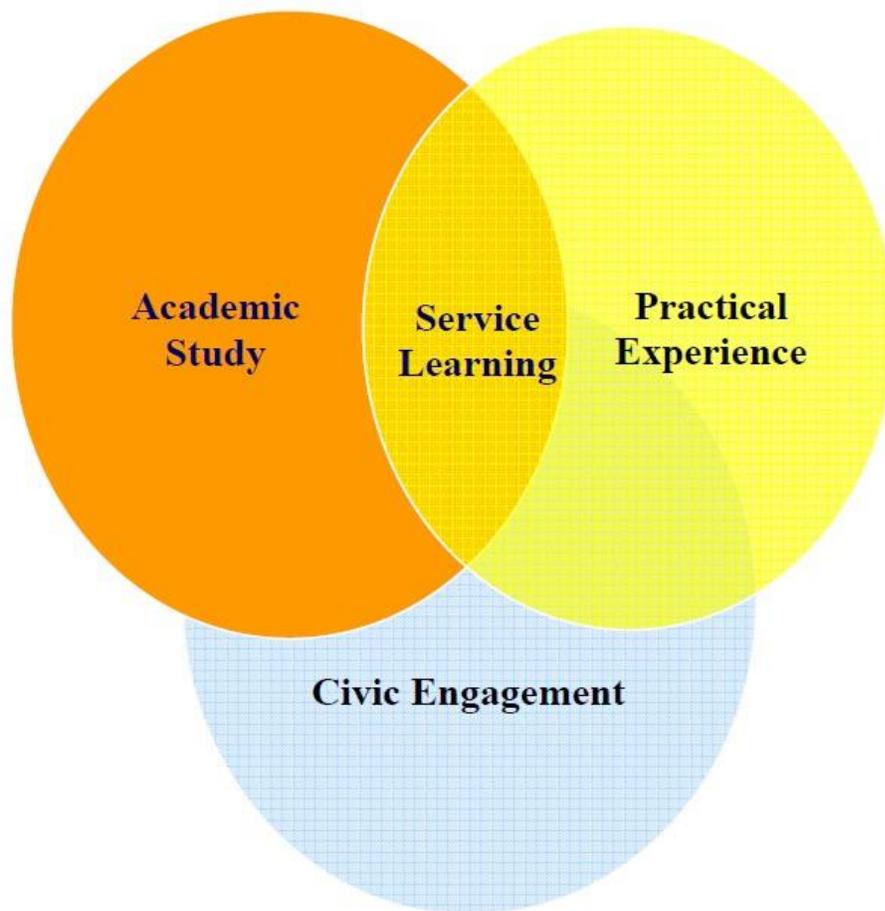


University of Delaware
Department of Physical Therapy
Service Learning



Definition / Purpose of Service Learning (SL)

Service Learning: In service learning, one experiences a broad spectrum of experiences ranging from volunteerism to reflective social change. Your individual experience(s) will fall at different points along this spectrum. Service learning differs from traditional clinical education in the health professions in that:

- Service learning strives to achieve a balance between service and didactic course learning objectives.
- Service learning partners must negotiate the differences in their needs and expectations.
- Service learning places an emphasis on addressing community concerns and broad determinants of health.
- Service learning involves a partnership between communities and health professions schools.
- Service learning emphasizes reciprocal learning where traditional definitions of “faculty,” “teacher” and “learner” are intentionally blurred. We all learn from each other.
- Service learning emphasizes reflective practice facilitating the connection between practice and theory while fostering critical thinking.
- Service learning allows students to place their roles as health professionals and citizens in a larger societal context where the provision of health services is not often the most important factor.

Volunteerism: This category reflects performing community service but does not necessarily involve your didactic training with the service in which you are participating. Examples of volunteerism include performing registration duties at an event that is dedicated to a charity, performing duties in a homeless shelter that do not include any aspect of physical therapy, volunteering at a community event (i.e., distributing information not related to physical therapy), organizing a food or toy drive. *Volunteerism is not a requirement but can be utilized for up to 5 hours of the SL requirement.*

Goals / objectives of SL experience for UDPT students

Goal 1 - *To encourage a reflective and interactive experience regarding diversity and/or multiculturalism (not required; but highly encouraged to have a minimum of 5 hours)*

1a. The student will provide physical therapy related services to those having a variety of pathological conditions that may affect diverse psychological, socio/economic, race, ethnic, age, religious and cultural populations.

1b. Students will interact with clients in a culturally competent way that reflects a respect for the diversity of health beliefs and individual differences.

Goal 2 - *To promote the Physical Therapy profession (a minimum of five hours are required for this category)*

2a. The student will educate patient populations as to the various aspects of the physical therapy profession.

2b. Students will provide education on the physical therapy profession to the community in general.

Goal 3 - To promote primary and secondary prevention in health and wellness (a minimum of 5 hours are required in this category).

3a. The student will educate individuals, families, caretakers, etc. on strategies for primary and secondary prevention, utilize ancillary medical personnel and other services/resources that may be available to assist the individual.

Requirements for Service Learning for UDPT students

A. Minimum of 30 hours of total service learning across curriculum

To Promote the PT Profession	To Promote Primary and Secondary Prevention in Health and Wellness	To Provide Services to A Diverse Population
Minimum of 5 hours	Minimum of 5 hours	*Not required, but highly encouraged minimum of 5 hours

B. Service Learning/Volunteer Opportunities

Monitor/Identify service learning opportunities of interest via the spreadsheet on the PT-server (Shared Folder > Student-Service-Learning) and emails sent to your class by the faculty liaison (Dr. Sprague / Dr. Foeller).

Sign up on the excel sheet for any opportunities listed that you are interested in and contact the identified contact person on the sheet to set up. **Please click ‘save’ after editing the document.**

Some experiences may require a longer time commitment than others. The list will be updated as soon as new opportunities become available or if existing ones are no longer applicable. An email will alert you to any changes or additions. Students and faculty are welcome to initiate new service/volunteer experiences but all new opportunities must be approved by the service learning faculty liaison.

C. Service Learning/Volunteer Form

- Log **every activity** in which you participate on the “UDPT Service Learning/Volunteer Request Form” (in Google Forms). Please do not utilize names of participants on this form, be generic in listing the opportunity.
 - Link: <https://goo.gl/forms/FJqOx9LEBUaH4O33>
- EVERY activity, regardless of how many hours, must be logged into this form in order to receive credit.
 - N.B.: Keep track of what you submit because you will need to turn in a summary with your reflection paper.

D. Due by April 30th of Year 2:

1. Submit Summary Table of your service learning hours in Sakai (see template example of Summary Table – link in slide presentation under Resources in Sakai for PT as a Profession >

Service Learning).

2. Submit Reflection Paper in Sakai in PT as a Profession, under the Service Learning Assignment. This paper will be no longer than 4 pages in length.
 - a. This paper must contain the following items:
 - i. Course objectives met during delivery of service learning (taken from applicable courses). It is fine to simply list these at the end of your Reflection Paper.
 - ii. What you have learned from your experiences,
 - iii. How your didactic preparation intertwined with the activities,
 - iv. How your opinions have changed over time, and
 - v. What future impact these experiences might have on you, if any.
 - b. In your discussion, address each of the major areas of service learning and how those activities met the course/curricular objectives.

Restrictions / Clarifications

1. Students are prohibited from transporting clients in their personal vehicles.
2. Students are prohibited from becoming employees of the clients, as classified through U.S. Tax Law. Students may accept nominal gifts of appreciation for their contributions, but this certainly is not an expectation for the work performed under service learning.