University of Delaware
Department of Physical Therapy
Service Learning

Academic Study

Service Learning

Practical Experience

Civic Engagement
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 of 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.

Requirements:
A. Minimum of 30 hours Total

<table>
<thead>
<tr>
<th>To Promote the PT Profession</th>
<th>To Promote Primary and Secondary Prevention in Health and Wellness</th>
<th>To Provide Services to A Diverse Population</th>
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<tr>
<td>Minimum of 5 hours</td>
<td>Minimum of 5 hours</td>
<td>*Not required, but highly encouraged minimum of 5 hours</td>
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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 Director of Service Learning (Dr. Bell).
Please sign up on the excel sheet to any opportunities listed that you are interested in and contact the identified contact person on the sheet to set up. Please click Save after signing up.

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 e-mail 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 Director.

C. Service Learning/Volunteer Form
   Log every activity you participate in 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 to count
   • Please 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:
Submit Summary Table of your Hours in Sakai (see template example of summary table – link in slide presentation under Resources in Sakai for Intro To The Profession > Service Learning.

E. Due By April 30th of Year 2:
Submit Reflection Paper in Sakai in Intro To The Profession under the Service Learning Assignment (2-4 pages)
This paper should contain items such as:
   • course objectives that were met (taken from applicable courses)(ok to list at end),
   • what you have learned from your experiences,
   • how your didactic preparation intertwined with the activities,
   • how your opinions have changed over time and
   • what future impact these experiences might have on you.

In your discussion, address each of the major areas of service learning and how you met the objectives.

The goals and objectives of this experience are as follows:

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.