

Successful Service Learning Mini Grant Programs Report Their Findings

Mini Grantee Report - Gannon University

*by Thomas Hudson MS, PT, PCS
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Therapy Program
Gannon University, Erie, Pennsylvania*

The impetus for this service learning project was a curricular review by our Master of Physical Therapy Program two years ago that demonstrated that our curriculum was deficient in addressing the wellness or health promotion of individuals with long-term disability. We modified our curriculum and integrated wellness into both our adult and pediatric courses via lectures and in-class activities such as clinical cases. However we did not have an experiential learning activity to make this concept come alive for the students. I made a contact with a school physical therapist for one of our larger area school districts and asked if, as a physical therapist, she was addressing

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Mini Grantee Report - The University of Akron

*by Peg DiMarco, MSN, RN, CPNP,
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The University of Akron, Akron, Ohio*

Pediatric Nurse Practitioner (PNP) students in their second and final year of study were required to plan, implement, and evaluate a health program for a specific population of children/families. The primary learning objective for the students was to demonstrate competence in the implementation and evaluation of a program using innovative nursing strategies to enhance physical and psychosocial lifespan development of children/adolescents and/or their families within an area of specialization. The primary service objective was to empower homeless mothers to provide a healthy environment for their children. ACCESS, a homeless shelter in Akron for women and

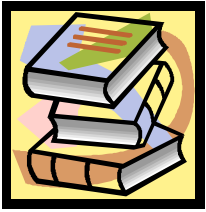
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Mini Grantee Report - The Ohio State University

*by Wendy J. Moore, RDH, EFDA, MSA
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The Section of Dental Hygiene at The Ohio State University College of Dentistry partnered with The Children's Dental Clinic of Coshocton Inc., in Coshocton County, Ohio to provide preventative dental services using service learning. Throughout dental hygiene students' senior years, they utilize the Coshocton County Dental Public Health Clinic to treat the unmet dental needs of the children in Coshocton County. The students place dental sealants on permanent molar teeth, which greatly decrease the risk of future dental caries. The students training in the Expanded Function Dental Auxiliary (EFDA) specialization work with the dental health care dentist on site to place preventive

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From the Director...

by Annette Canfield,
Program Director,
Health Professions Education

Service Learning Book and Conference Review

Deconstructing Service-Learning: Research exploring context, participation and impacts.

(2003) Edited by: Shelly H. Billing & Janet Eyler,
IAP Publishing, ISBN: 1-59311-070-7; Greenwich,
CT (available in paperback for \$31.95 from the
publisher through its website).

This 276-page volume captures the essence of
the **Second Annual International Service
Learning Research Conference**. Most of the
chapters consist of papers that were presented
and subsequently submitted during the
conference. It is a true representation of the
depth and breadth of that event.

The editors wisely categorized the volume to
represent the main components of service
learning: institution, community, students,
challenges of the research arena, international
perspectives, and the state of the field of service
learning research.

It should be noted that editor Janet Eyler was a
co-recipient of the prestigious 2003 Thomas
Ehrlich Faculty Award for Service Learning that
was presented at the November 2003 **Third
Annual International Service Learning
Research Conference**. Dr. Dwight Giles was the
other co-recipient.

This book was part of the registration materials
given out at that conference. While I have
digested several chapters, I have not yet
completed it. I highly recommend it, however,
for its presentation of the 'cutting edge' in the
field of service learning.

Overall, the **Third Annual International Service
Learning Research Conference** was quite good.
Salt Lake City was a lovely, safe, and clean city
to visit. The conference facilities were all under
one roof – a good thing in Utah in November.

The speakers were well informed, the variety of
sessions to choose from was outrageous, and
the plenary session speakers were renowned.
Included among the speakers was Dr. Ira
Harkavy, Director for the Center for Community
Partnerships, University of Pennsylvania, and
Peter Levine, Deputy Director for Information
and Research on Civic Learning and
Engagement, University of Maryland School of
Public Affairs.

Part of the energy came from the many graduate
students in attendance. There were several
special events just for that cadre, and they
brought such enthusiasm, and hopefulness to
the conference – it was great.

The 2004 conference will be in South Carolina at
Clemson University. Start planning your
research now so that it can be shared at this
event.

I hope to see many of you there!

In addition to the direct and in-kind support provided by our academic partners, the Center is funded by the Area Health Education Center (AHEC) Program, Montgomery County Children's Services Board, Montgomery County Department of Job and Family Services, Ohio Department of Job and Family Services, Planned Parenthood of the Greater Miami Valley, and the United States Department of Health and Human Services.

Charter Funding: The W.K. Kellogg Foundation, Community Mutual Insurance Company, Ohio Board of Regents Action Fund, Ohio Department of Health, and The Dayton Foundation

Mark Your Calendar



“Celebrating our Success, Planning for the Future” Network of Scholars Colloquium, May 14, 2004

Please plan to attend this special one-day event celebrating the programs supported by the Midwest Health Professions Service Learning Consortium (MHPSLC). The colloquium will be held in Dayton, Ohio on Friday, May 14, 2004 from 8:30 a.m. to 4:30 p.m. Although there will be no registration fee, registration is required. **The registration deadline is May 1, 2004.**

All service learning faculty – community and academic, as well as students – are welcome to attend. The day will feature a key note speaker, service learning workshops, and story telling sessions by mini grantees.

Attendees will be responsible for their own travel and lodging. A list of local hotels for consideration will be sent with registration confirmations if an over night stay is planned. To register, please go to <http://www.med.wright.edu/CHC/Education/Servicelearning.html> for a colloquium registration form.

We are currently seeking presenters for this event. To submit an abstract, please go to

<http://www.med.wright.edu/CHC/Education/Servicelearning.html> for an abstract submission form. **The deadline for abstract submission is March 14, 2004.**

“Stepping into Service-Learning Linking Teaching and Community” February 27, 2004

Duquesne University, Pittsburgh, Pennsylvania, is hosting a regional conference on service learning on Friday, February 27, 2004 from 8:00 a.m. to 3:30 p.m. The conference is co-sponsored by the Center for Healthy Communities and the MHPSLC.

Jaimie Birge, director of Pennsylvania Campus Compact, will be keynote speaker. Also featured are service learning workshops on goal development, scholarship, and community partnerships. Attendees will have an opportunity to network and participate in poster sessions.

For more information about this event, visit the web page for the Center for Teaching Excellence at Duquesne University:
<http://www.cte.duq.edu/events/servicelearning04.html>



Hemphill Cited as Ohio Outstanding Educator

Sheranita Hempill, professor of Dental Hygiene at Sinclair Community College, Dayton, Ohio, was among 54 Ohio educators recognized in *Ohio* magazine’s annual feature, “Excellence in Education,” published in its December 2003 issue. Sheranita was selected for her award-winning approaches to education. She received the 2003 National Institute for Staff and Organizational Development

Award for teaching excellence from the Allied Health Technologies Division, and also the 2003 Southwestern Ohio Consortium for Higher Education’s Innovations in Teaching Excellence award. Sheranita is a CCPH fellow and has served as a leader on the Indiana team of the Midwest Health Professions Service Learning Consortium.

fitness with any of her assigned students. Her response was that she had not addressed fitness as part of her physical therapy responsibilities but felt it was important to seek to assess and maximize fitness in children with disabilities. We decided to collaborate on a project with students with mental retardation in a Life Skills Support Program in the Millcreek Intermediate High School. I became aware of the Service Learning/Curricular Development Grant from another faculty member and applied.

The goals of our project were for the second year students to learn to effectively communicate with this specialized school population, individually assess their fitness levels, and then recommend adaptive physical education class and home-based activities to promote or remediate their fitness levels based on their individual findings.

The students planned the entire project including determining what aspects of fitness they would assess, what modifications would need to be made for the population, and researching and finding the normative data for children with mental retardation related to the assessments they would administer.

The fitness testing session went very well for both groups of students. The Life Skills Support class students had worked with their teacher the week before the assessment day on understanding what signing a consent form involved, what the fitness tests would entail, and what would be considered appropriate behavior on their part during the assessment process. The teacher felt it was important for these 14 to 16 year old students with mental retardation to start to take some responsibility for knowing their own health and wellness information. The fitness assessment offered them the avenue to practice relating basic information such as home address, phone number, age and/or birth date. They also had to relate what they believed to be their fitness concerns. The physical therapy students

learned how to effectively communicate with this population. They learned to reduce the speed of their speech, how to ask closed end questions, how to deal with high distractibility, and most importantly not to make assumptions based on labels such as mentally retarded. The physical therapy students also learned how to report their findings to both the physical education teacher and each child's parents using non-PT language.

It was a great project supported by the Millcreek School District and Gannon University that met the needs of both school programs. Plans are to continue providing these assessments yearly to different special education populations within the school district.

The University of Akron, continued from page 1

children, had a need for health professional speakers for their parent's support group meetings. Homeless women are required to attend parent support group meetings as part of their responsibility for staying at the shelter.

The PNP students had ten weeks of classes and follow-up assessments with homeless children and women. The classes began on January 29, 2003 and continued until October 29, 2003. Initially, the classes were to end in May when the students completed the semester; however, both the students and the shelter wanted to extend the classes throughout the summer/fall. There was a health fair in June at the shelter and two students did vision and hearing and developmental screening. The classes were scheduled at the shelter according to the needs and convenience of the shelter's schedule. Liz Bright, the child advocate, arranged the classes with faculty, Marguerite (Peg) DiMarco. After the education programs (immunizations, nutrition, development, dental care, and vision and hearing), PNP students also provided screenings in these areas for the homeless children. The grant money purchased supplies such as an audiometer, stadiometer, and ear

irrigation kit that will remain and be used in the sheltered-based clinic.

There were approximately five to seven mothers attending the classes with ten to twelve children. Not all children attended the classes when school was in session as they were held on Wednesday mornings. However, all children were followed-up the next evening in the sheltered-based clinic. Single women were permitted to attend since these topics applied to everyone and many single women at the shelter have children who are not in their custody.



The students' programs were well received by the residents and the homeless shelter staff. Students were well prepared, presented interactive classes and brought special treats for the residents. Faculty prepared students to be flexible in their teaching approaches because the schedules of the residents might interfere with classes. Homeless mother's first priorities were to obtain housing for their family, get benefits that they may have lost, obtain work, and get children enrolled in classes. Some mothers could not attend classes for these reasons or had to leave during classes if they had an appointment to see about housing. PNP students were well prepared to adjust to different schedules and be flexible. PNP students learned lessons about the obstacles the homeless face when trying to access healthcare. Liz Bright stated that by working in these

circumstances, "the students probably learned more from the classes than the resident." Many students were from different socioeconomic backgrounds than the homeless residents and they learned some personal lessons about being homeless and poor. As a result of this experience, PNP students as practitioners in primary care settings may have more empathy when clients are late or no-show for appointments.

The Ohio State University, continued from page 1

restorative resins and composite fillings. Oral health care instruction is also given to all of the children as well as to care givers. Approximately 100 children are being treated through this project, which correlates to the treatment and disease prevention of roughly 500-700 teeth.

The service learning grant from the Midwest Health Professions Service Learning Consortium has been instrumental in this program's success. The grant permitted the purchase of dental materials for the procedures along with dental curing lights and supplies needed by students to provide the service. The community partner has worked diligently in order to schedule access to as many children in the community as possible. This has allowed the dental hygiene students to become even more proficient in completing multiple procedures within the allotted working time. The students have gained dental experience and a deeper respect for community health needs while being exposed to the vast amount of unmet need of Ohio residents.

The College of Dentistry's goals are being met by this service learning grant by exposing students to community outreach. Advance dental learning will help graduating dental professionals recognize the numerous unmet dental needs of the residents in Ohio and the nation. This concept will lay the foundation for

Notes from the Field: Hualien, Taiwan

Dementia Day Care Unit at the Hualien Buddhist Tzu Chi Medical Center in Taiwan: A Mission Project, July 1 - August 1, 2003



By Fengyi Kuo, MA, OTR/L

Introduction

In the summer of 2003, I had an opportunity to spend one month at the Dementia Day Care Unit of Buddhist Tzu Chi Medical Center in Taiwan to develop and implement a psychosocial rehabilitation program using Functional Memory Module. My first day at the hospital was full of excitement and adjustment. At the beginning of July, Taiwan was still on the WHO warning list of SARS outbreak. Everyone who entered hospital was required to check their temperature twice a day and report any fever to the infectious control unit. Wearing a surgical mask was required in the hospital as well. After meeting with the department chairman, I started my first day meeting staff, residents and patients, and began reviewing patient medical records.

Why I am touched by the mission and philosophy of Tzu Chi

On April 14, 1966, Master Cheng Yen, a Buddhist nun, founded the Tzu Chi Merits Society in Hualien with thirty followers, mostly housewives, who put aside fifty cents (US\$0.013) a day of their grocery money to establish a charity fund. Their objective was to provide relief and assistance to the poor. During the first five years, they helped a total of thirty-one elderly and sickly poor people from fifteen families. As word got around, more people participated and the program gathered strength. It spread beyond Hualien to other parts of Taiwan, including nearby islands. Today, there are Tzu Chi branches and associations all over the world -- in Japan, Hong Kong, Malaysia, Singapore, Indonesia, the Philippines, Thailand, Vietnam, Australia, New Zealand, South Africa, England, Austria, Canada, the United States, Brazil, Argentina, Paraguay, Laos, Lesotho, and other countries.

The Buddhist Tzu Chi Medical Center is located in Hualien in eastern Taiwan. Hualien was an underdeveloped area where transportation was inconvenient and medical resources were inadequate. There were incidents where patients died on the way to a hospital. Therefore in 1979, Master Cheng Yen called for the construction of a hospital, and the medical center was finally funded and opened in 1986.



Fengyi Kuo, patients, volunteers and staff at the Dementia Day Care Unit at the Buddhist Hualien Tzu Chi Medical Center in Taiwan, July 31, 2003.

The Psychiatry Department at the medical center consists of four divisions which includes 30 beds for acute in-patient hospitalization, another 30 beds for sub-acute inpatient stay, a 35-bed day care unit for geriatrics with dementia disorders, and another 30-bed partial hospitalization program (PHP) for other mental disorders. The dementia day care unit was opened on July 19th of 1998 to provide respite care and a partial hospitalization program. Other services provided by the department include inpatient psychiatric services,

outpatient clinic, community outreach programs, and home care services.

Psychosocial Rehabilitation Program

My work involved assessing the current cognitive and functional status of the patients at the unit, identifying the needs of patients and caregivers, conducting a group activity using Functional Memory Module, coordinating a psychosocial rehabilitation program and identifying the potential outcomes of the services provided. Health care professionals at the unit received a copy of the program and activity documents. Staff at the department were invited to participate in the Functional Memory program during week one to week three. Starting from week three, the program was gradually carried over by the staff working at the unit and feedback was given by me at the end of each session. All sessions were documented in writing for future references and some sessions were recorded on film. The following components were incorporated into the program.

Structured daily routine is designed for each patient with an individualized treatment plan originally implemented before my visit to work on his/her activities of daily living, nutrition, motor control, and cognitive ability such as orientation to time, place and person. A communication diary is used for each patient to enhance communication between caregivers and health care professionals. Caregiver education is provided on a daily basis through the use of the diary. Quarterly caregivers support group meetings are coordinated by psychiatrists, social workers and case managers. I had an opportunity to run a stress management and relaxation techniques group on a weekly basis for staff. The group was incorporated into caregiver education. While entering and leaving the unit, each patient receives his/her time card to punch in and out. Activity Rooms are set up with enough lighting and calm background music during the activity sessions. An outdoor garden with sunlight, waterfall and plants is used for leisure and socialization.



Each patient receives a time card to punch in and out to orient them to time. Then they begin a structured day.

There are many occupational therapy activities during the day and the unit opens on weekends and holidays as well. The structured activities start at 8:30AM with a 10-step range of motion exercise program for big muscle groups. Between 8:45 to 9:30AM, functional movement activities take place in the activity rooms to work on muscle strength, endurance and motor control of upper body, trunk balance, hand eye coordination, and finger dexterity using puzzles, games, beans, etc. After a half hour snack break, the functional memory group starts at 10AM for an hour. Common household objects and materials are used in the group to work on patients' attention span, sensory processing, motor planning, multiple step commands and problem solving ability. Afternoon sessions are designed for social and recreational activities that start at 2PM after an hour of lunch break and another one and a half hour of naptime.

Some patients received individualized physical therapy treatment, which is done through referral to the outpatient rehabilitation unit at the hospital. There is a birthday party for patients at the last Wednesday afternoon of each month. Special events are coordinated by staff and volunteers and family members are invited.

lifelong community dental involvement. It is hoped that students will continue to provide community care to underserved populations after leaving the program.

With the help of this grant and funding from the College of Dentistry, we plan to continue our involvement with this community partner

routinely as long as possible. Community health involvement and proficient sealant placement are graduation requirements for completion of the Bachelors of Science in Dental Hygiene at The Ohio State University. This service learning involvement is yet one more way that we can successfully fulfill those requirements and take pride in reaching out to those in need in the state of Ohio

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The unit creates a safe and relaxing atmosphere for every member to feel as welcomed as at home. Patients are allowed to wander in the unit without restrictions even during the activity sessions, as long as there are no behavioral or emotional concerns. Volunteers are an essential conjunction of the program, as every two patients are companioned with a volunteer during the day.

Saying good-bye to the patients and staff was inspirational. The staff, volunteers and patients hosted a farewell party for me. I was touched to see staff carry the program over and to see patient strength and abilities being recognized and strengthened. The nurse chair reported that one patient took off his baseball hat and initiated conversations with staff for the first time. His caregiver called in one day saying that the patient was able to raise his face up and make eye contact during conversations.

What did I learn?

On my way back to the United States, I kept asking myself this question: "What did I learn?" I had planned to run the program with western knowledge in caring for someone with dementia. Upon arrival, I realized that more than a half of the patients couldn't even read a word on newspapers due to their lack of education. With a better understanding of this population, I recognized that building



independence for patients with dementia required an appreciation of cultural concepts. It takes the application of a holistic approach to strengthen the functional outcomes of a psychosocial program.

For more information about the Tzu-Chi Foundation, please go to the Web site <http://www.tzuchi.org/>

To give comments and feedback on this mission project, please contact Fengyi Kuo, Gannon University Occupational Therapy faculty, at kuo001@gannon.edu

