



Service Orientated Learning Experience (SOLE):
Integrating Servant Leadership into a PT Program

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Service-Learning

❖ Definition

1. "educational methodology which combines community service with explicit academic learning objectives, preparation for community work, and deliberate reflection" (Gelmon, Holland, Driscoll, Spring, & Kerrigan, 2001)
2. Partnership with community (Sullivan, 1999)
3. Diverse Formats (Campus Compact, 2002)

Service Learning in Physical Therapy Education

- APTA Normative Model 2004
 - Professional Practice Expectations
 - Patient/Client management Expectations
 - Practice Management Expectations
- APTA Core Values
 - Altruism
 - Compassion and caring
 - Social Responsibility

Academic Learning

Mission and Vision of University

- America's Leadership University
 - Servant Leadership
 - Competence in Profession
 - Benedictine Values

PT Program Outcomes

- Prepare entry level physical therapists to practice in a variety of settings with a special emphasis in autonomous and collaborative practice,
- Contribute to the physical therapist profession in the education of its recipients, practitioners, students and educators and through scholarly activity, practice, and community service.
- Represent the core values of physical therapy and the Benedictine values of the University of Mary by becoming servant leaders in the profession and in life.

Academic Learning/Preparation

- Placement in curriculum
 - Spring semester pre-course seminar with OT
 - 3rd year Leadership Seminar
 - 10 day – 2 week international experience
 - Local experience (homeless shelter, pro bono clinic, Tribal college)

Course Objectives

Professional Growth

1. Incorporate an understanding of religious and cultural differences in order to provide appropriate PT services.
 - Analyze the history of recent social justice challenges and efforts in Guatemala.
 - Analyze how the needs of Guatemala's poor are addressed by health, social welfare, and educational services.
 - Compare and contrast the patterns of social and economic conflicts as they apply to the culture and diversity of our own country.
2. Provide PT interventions appropriate to the situation
3. Interact with patients, families, healthcare workers, the community, and the GOD'S CHILD Project for the purpose of coordinating activities to facilitate efficient and effective patient care.

Personal Growth

4. Clarify personal values, recognizing and respecting multiple perspectives, cultural diversity, and the complexity of human relations.

Servant Leadership

5. Internalize the value of service and its impact on your professional and personal life.
6. Internalize your effect on Guatemalan families by acting as a servant leader while participating in service learning.

Reflection

- Preparatory class
 - Pre-trip structured reflection
 - Book discussion
- SOLE
 - Journals/feedback
 - Group and individual discussion
- Post-trip
 - Presentation
 - Post-trip structured reflection
 - Portfolio

Community Partnership

- GOD's CHILD Project (www.gcpserviceteams.org)
 - Bismarck, ND
 - Antigua, Guatemala
- "...assist God's poorest children in their educational, social, physical, and spiritual growth..." (GCP mission statement)
- Broader partnership (University, PT community, state)

Format

- Service Oriented Leadership Experience (SOLE) (Alexander, Atkinson, & Burton, 1999)
- Healthcare
- Building Homes
- Cultural Experiences

Outcomes

Quantitative Study

- SOLE (n= 12) and non-SOLE (n=13)
- Pre-post Civic Attitudes and Skills Questionnaire (CASQ) (Moely, Mercer, Ilustre, Miron, & McFarland, 2002)
 - civic action
 - interpersonal and problem solving skills
 - political awareness
 - leadership skills
 - social justice attitudes
 - diversity attitudes

Summary of Results

- SOLE
 - p<.05 ↓ interper prblm solv skills
 - p<.05 ↑ social justice skills
- Non-SOLE
 - p<.05 ↓ interper prblm solv skills
 - p<.05 ↑ social justice skills
 - p<.05 ↑ leadership skills

Discussion

- Ceiling effect
- Social Justice Attitudes improvement
- Leadership skills improvement (CRHC)
- Interpersonal and problem solving skills decrease (Markus G, Howard J, King D, 1993; Miller J., 1997)

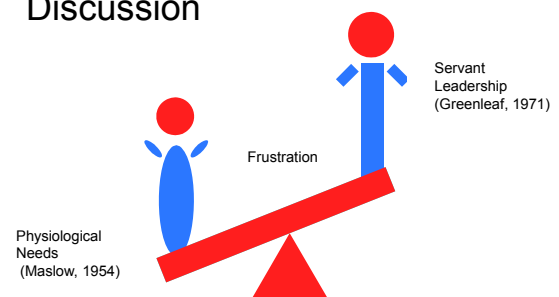
Qualitative Study

- SOLE students (n=12)
- Post-experience focus group
- Journal analysis
- Personal observations

5 Major Themes

- 1) Students' need to have their basic physiological needs met
- 2) Students' perception of the characteristics of the people of Guat.
- 3) Students' sense of frustration
- 4) Students' ability to make a difference
- 5) Personal growth

Discussion



Lessons Learned

- Preparation is key
- Realistic Goals
- Reflection pre-, post-, and during vital
- Frequent feedback
- “Non-PT” skills are important aspect

“...Knowing that she probably had not had a bath in days or weeks did not cross my mind. I just knew that I had to pick this little child of God up into my arms to show her that we came bringing all the love we had for them. This was when I knew that I had changed personally and would never be the same again.”

Portfolio entry, AH 2004

“As a professional, this experience has taught me to be more compassionate, empathetic, and creative. It also has reassured me that the greatest joy and lifestyle is a life led serving others.” Portfolio entry, JR 2004