Community Partnerships in Action: Development of Mentored Service Learning Opportunities

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Learning Objectives

• By the end of the presentation, participants will be able to:
  - Apply foundational components to develop service learning opportunities rooted in community partnerships.
  - Develop clinical reasoning and clinical practice skills among occupational therapy students through service learning opportunities.
  - Determine methods to incorporate service learning opportunities throughout occupational therapy curricula in order to prepare students for clinical practice.

Reflection on Mentorship

Think
• Think of a past mentor who has made a significant impact on your life

Pair
• Tell someone next to you about your mentorship experience

Share
• Discuss mentorship with the large group
Rationale

- Reinforce Classroom Learning
  - 2nd Year Students
  - Physical Disabilities
  - Problem Based Learning

- Experiential Learning
  - Application of classroom knowledge
  - Reflection
  - Reinforced through Level I FW

- Clinical Reasoning
  - Application of psychomotor skills carried out in a safe environment
  - Provided the ‘just right’ challenge

- Theory
  - Occupational Therapy Theory
  - Experiential Learning
  - Service Learning

Service Learning

- Structured learning
  - Embed learning in experience
  - Unmet community needs
  - Reinforces didactic learning
  - Clear learning objectives

Incorporating Service Learning into OT Education

- Cultivate experiential learning
- Mutual sharing of knowledge
- Reinforce occupation as a central element of practice
- Build a sense of community

Atler & Gavin, 2010; Barnes & Caprino, 2016; Seif, et al., 2014
Fostering Community Partnerships

- Collaboration with local therapy providers
- Word of mouth
- Community Partnerships

Interactive relationships

- Community member
- Faculty
- Student

Student-Faculty Interaction & Mentorship

MENTORING

- Goals
- Coaching
- Guidance
- Training
- Motivation
- Knowledge
- Support
- Success
The Logistics

Faculty Workload  Scheduling  Policies and Procedures

Documentation  Session Planning  Communication/ Collaboration

Expectations & Roles

Student Expectations:
- Review recent client notes
- Submit Session Plan
- Gather and return supplies
- Seek clarification on approach prior to session
- Incorporate occupation based interventions that did not mirror previous student's intervention
- Document session

Faculty Expectations:
- Participate in mentoring students throughout the semester
- Meet 1:1 to review student plans when requested
- Model novice and advanced skills in some instances
- Provide feedback on student performance
- Facilitate student-client communication

Community Member Role:
- Volunteer based process
- Communicate schedule preferences
- Offer Personal Narrative
- Transportation

Process

Frequency of visits & schedule  New Clients  Assessment & Intervention  Occupational Profile/ COPM  Goals
One Minute Reflection

- Who would you like to establish community partnerships with?
- What strategy(ies) you could implement (as faculty, student, mentor)?
- When would this type of learning fit best in your curriculum?
- Where would the learning take place?
- How would the experiential learning and/or service learning translate from didactic classroom learning to clinical practice?

References