Service Learning Project: Brooks Wellness Programs

This project allows the student to have service-based volunteering experience with individuals with neurologic disabilities and experience integration of Evidence-Based Principles discussed in the course materials.

TOTAL POINTS = 100

Section 1: Response to Readings DUE January 26\textsuperscript{rd} (Monday) by 3 pm prior to your volunteer time at Brooks. Each student must read and answer the questions independently. (10 points)

Section 2: Service learning time Brooks YMCA. (60 points)

2.a. Signed off participation log. All days must be completed on the assigned days. The assigned group can turn in one completed participation log.

2.b. Completed participant questionnaires.

Section 3: Complete assignments DUE AFTER your service learning experience. (30 points)

3.a. Reflection assignment. Due March 27

3.b. Assignment for exercise alternatives. First draft Due March 27

3.c. Assignment for exercise progression. First draft Due April 4

Prior to participating in this project students must provide the necessary paperwork as required by Brooks and UNF for this off campus activity. In addition students must complete a pre- and post-survey.
Section 1

The purpose of this section is for students to be prepared before their service learning experience regarding the bases for the wellness programs. They will also be aware of the current evidence base on the importance of exercise and wellness in individuals with Stroke and Parkinson’s disease.

Please read the required articles and turn-in typed responses ‘PRIOR’ to your volunteer time at Brooks. No more than 2-3 pages.


1. Describe the need for the Stroke Wellness Program (SWP) as identified by the authors.
2. Explain the key factors involved in the development of the SWP.
3. Comment on how participants enter into the SWP and the organizational structure of the program from entry to receiving services.
4. Has the success of the SWP been measured?


1. Briefly comment on the rationale presented by the authors for inclusion of the 3 exercise approaches for persons with Parkinson’s disease.
2. Describe the 3 exercise groups involved in the study.


1. Briefly explain the rationale for Progressive Resistance Exercise (PRE) as proposed in the review article.
2. Are there studies/clinical trials that have shown beneficial effects of PRE in persons with Parkinson’s disease? Cite 3 such studies and benefits stated in the reference.
Section 2

The purpose of this section is for students to volunteer in the Parkinson’s wellness program and learn the application of evidence-based principles discussed in the course in a service-learning environment. Students will also conduct a preliminary ‘needs assessment’ to gauge the needs of the participants and whether these are met by the program. This preliminary data may be utilized by the program to tailor any program operations as required.

2.a. Participation log

<table>
<thead>
<tr>
<th>Name of the student</th>
<th>Name of the student</th>
<th>Name of the student</th>
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Dates and times of Volunteer Sessions:

- Volunteer Session 1, January 30 (9 – 12)
- Volunteer Session 2, February 6 (9 – 12)
- Volunteer Session 3, February 13 (9 – 12)
- Volunteer Session 4, February 27 (9 – 12)
- Volunteer Session 5, March 6 (9 – 12)

*These are times for the Parkinson’s Wellness programs at Brooks YMCA.

Student present at all the volunteer sessions

Student initials  ___________________

Staff initials  ___________________
2.b. Participant Questionnaire

- In their first meeting with the participants, each student will interact with every participant who is scheduled for the day in the program. If the participant is willing to complete a brief questionnaire (attached needs assessment), the student will provide the questionnaire to the participant and will be available to assist them in completing this questionnaire.
- In the subsequent sessions, students will similarly interact with other (and any) new program participants and provide the questionnaire to interested participants.
- In each session, students will stay with one participant (they will be encouraged to stay with the one who is most motivated in general) and observe what and how they are exercising.
NEEDS ASSESSMENT

PARKINSON’S WELLNESS PROGRAM

Participant Name: ___________________________
Date: ___________________________

1. When were you diagnosed with Parkinson’s?

2. How long have you participated in the program?

3. What is your goal in the program?

4. What do you like about the program the most?

5. Did you observe any improvements since you have been attending the program? If yes, what areas did you find most improvements in?

6. What exercises do you perform when you come to the program?

7. Do you do any exercises outside of the program?
8. Would you like to be periodically (e.g., every 3 months) receive phone calls from the program regarding your improvements/deterioration in physical fitness?

9. Would you like to be periodically (e.g., every 6 – 12 months) re-assessed using a physical therapy (or comparable) evaluation to document any changes in your physical fitness?

10. Have you had any falls (since Parkinson’s group) before you came to the program? Did your number of falls decrease after you joined the program?

Please note that your participation in this needs assessment is entirely voluntary. You are not obliged to answer any part of this questionnaire.

This needs assessment was created by Chitra L. K. Balasubramanian, PT, PhD (Assistant Professor, University of North Florida) in collaboration with Jenell Pluskota (Manager, Adaptive Sports & Recreation Program, Brooks Rehabilitation).
Section 3

The purpose of this section is for students to reflect on their service-learning experience and how it enhanced their learning of the course materials. Additionally, assignments have been created for students to directly assist in some of the current needs of the program.

3.a. Critical Reflection Assignment:

Answer the following reflection questions and turn-in typed responses ‘AFTER’ your service learning experience. The response should be no more than 3 typed pages. Due by April 15th – you can turn your reflection in earlier- this date is based on the last rotation for service learning.

Integrated CONNECTIONS

“Briefly describe the case(s) / interactions/ experiences that you participated in during your service-learning-project. How did this experience impact your learning of academic course material for this class? What, if any, complications or successes changed the way you engaged in the course material? Please relate specific course content discussed throughout the semester with your service learning experience.

Communication

How did your interactions/communication with your team, patients and staff change over the course of your service learning experience? What insight did you take away from this interaction?

Grading Rubric for Reflection Assignment:

Adapted from Integrated Learning Value Rubric and Value Intercultural Knowledge and Competence Rubric

<table>
<thead>
<tr>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections to Experience - Connects relevant experience and academic knowledge</td>
<td>Meaningful synthesis connections among experiences outside of the formal classroom to deepen understanding of field of study and to broaden own points of view.</td>
<td>Effectively selects and develops examples of service learning experiences to illuminate concepts of the field of study.</td>
<td>Compares service learning experiences and academic knowledge to infer similarities and/or differences and acknowledge perspectives other than their own.</td>
</tr>
</tbody>
</table>

Chitra K. Balasubramanian, PT, PhD Doctor of Physical Therapy Program, CAMS, BCH
Profile link # 2
| Verbal and Non Verbal Communication | Articulates a complex understanding of both verbal and nonverbal communication (e.g. demonstrates understanding of the degree to which people use physical contact while communicating or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences. | Recognizes differences in verbal and nonverbal communication and begins to negotiate an understanding based on those differences. | Identifies some differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on these differences but is still unable to negotiate a shared understanding. | Has a minimal level of understanding of differences in verbal and nonverbal communication; unable to negotiate a shared understanding. |

Chitra K. Balasubramanian, PT, PhD  
Doctor of Physical Therapy Program, CAMS, BCH  
Profile link # 2
3.b. Exercise Alternatives

Students will provide alternatives for equipments like NUSTEP, etc.

The final product will be a revised version based on the professors’ review and recommendation.

3.c. Exercise Progression

Students will generate some ideas to progress exercises for Parkinson’s patients and provide a written tips sheet in terms of participant education specific to the Parkinson’s population.

The final product will be a revised version based on the professors’ review and recommendation.