

Durham Stroke Camp: A Service Learning Experience for Doctor of Physical Therapy Students

Kimberly Bader, SPT; Lindsay DiMarco, SPT, MPH; Tess McCloud, SPT; Kayla Chee, SPT; Jenny Trahan, SPT; Callie Beasley, SPT; Jody Feld, DPT, NCS; Bridget Ripa, DPT, NCS

Background

- Service learning provides an opportunity for students to:
 - Engage in activities that address community needs
 - Learn about the context in which the service is provided
 - Connect the services provided with didactic coursework
 - Understand their roles as professionals and citizens
- Studies show that individuals post stroke and after hospital discharge continue to benefit from interventions to improve physical function
- Barriers can prevent stroke survivors from seeking care, including financial limitations and insurance restrictions

Purpose

- To share the experiences and perceptions of Doctor of Physical Therapy students in planning and executing, faculty and clinicians in mentoring and participating in a pro-bono short-term intensive rehabilitation program targeting community-dwelling individuals post stroke who have limited access to therapy services.

Procedure

- 15 students participated, supervised by 2 faculty members, 2 faculty residents, and 10 volunteer licensed physical and occupational therapists
- Prior to the camp, students participated in 1 of 4 planning committees with faculty mentoring (Figure 1)
- 7 participants were recruited/paired with 2-3 students each
- Outcome measures administration on first and last days
- Daily treatment included: mat class, 4 intervention sessions, and a group activity or education session
- Intervention sessions included: balance, gait, upper extremity, and function

Figure 1: Committee Work

Recruitment

- Phone screen of potential participants
- Collected pertinent current and past medical history, functional status, and patient goals

Fundraising

- Managed finances
- Organized 2 fundraising initiatives to support the camp
- Coordinated ordering food and drinks

Logistics

- Created and led group activities and education session
- Helped select outcome measures
- Created daily schedules

Set Up/Clean Up

- Obtained and set out the necessary equipment and supplies each morning
- Posted daily schedules
- At the end of each day, cleaned up the facility

Program Daily Schedule

8:00 - 8:30	Welcome/ Motivation for the Day			
8:30 - 9:45	Mat Class			
	Station 1 (Gait)	Station 2 (Balance)	Station 3 (UE)	Station 4 (Function)
10:00 - 10:45	Group 1	Group 2 & 3	Group 4 & 5	Group 6
11:00 - 11:45	Group 6	Group 1	Group 2 & 3	Group 4 & 5
11:45 - 12:30	Lunch - Student, Faculty, Clinician Question and Answer Session			
12:30 - 1:15	Group 4 & 5	Group 6	Group 1	Group 2 & 3
1:30 - 2:15	Group 2 & 3	Group 4 & 5	Group 6	Group 1
2:20 - 3:15	Group Activity or Education Session			
3:15 - 3:45	End of Day Reflection			

Results

Student benefits with the development and application of:

- didactic knowledge
- clinical reasoning skills
- treatment planning and intervention
- communication with other healthcare providers
- verbal and non-verbal communication skills
- professionalism
- relationship building with participants, family members, caregivers, and interprofessional clinicians
- provide service to their local community

Participant benefits included:

- significant changes in outcomes pre to post treatment
- increased confidence in functional abilities
- education regarding post-stroke complications, wellness, physical activity, prevention, and community resources
- cultivation of a social support network during and post camp

Testimonials

“Recovering from a stroke is a marathon, not a sprint, but this week I feel like I was on a sprint.”
- Participant

“I think what’s unique is that we get work with the patient all day long and all week long,”
- Student

“An incredible experience for every individual (participants, students, faculty, and clinicians).”
- Clinician Volunteer

“Every class we teach should be this kind of experience.”
- Faculty Member

“This is probably the hardest I’ve worked on consecutive days.”
- Participant



“So great that the camp created a social support network for the participants and their family members/caregivers.”
- Student

Importance to Members

- The Durham Stroke Camp provided care to a population in need in the local community
- The Durham Stroke Camp served as a unique experiential educational opportunity for students
- A similar service-learning experience may be a valuable addition to a physical therapy curriculum
- Future camps could aim to reach more diverse populations in need of multi-disciplinary rehabilitation services

Acknowledgements / References

- Thank you to all of the students, faculty and volunteer clinicians for their time and dedication to the Durham Stroke Camp
- References available upon request

