

Overview of Community Engaged Learning at Duquesne University Outside of FW / Doctoral Capstone

Semester	Class	Description / Amount of Time	Setting
Spring	OCCT 535 OPE	Students have the opportunity to administer 3 assessments in the community – including pediatric and adult populations. In total they spent 2.5 hours in the community/clinic administering OT assessments.	Day care Community
Summer	OCCT 518 HGO	5 one-hour visits at various community sites which involve observing, co-leading and leading group sessions. Intervention plans are approved by faculty and site mentors, and typically focus on community participation, self-knowledge and self-expression, communication skills, stress management and mindfulness, problem-solving, and self-advocacy. Structured reflections and faculty site visits help to grow student observational and performance skills. 5 Hours in community	Various diverse community sites such as Day programs: Blind and vision rehab, adult IDD and acquired cognitive/physical disabilities. Mental Health Clubhouse. LGBTQIA+ shelter. Inclusive Art program.
Fall	OCCT 519 NSM- 1	Students complete 14 hours of supervised direct intervention in private, community-based pediatric institution (The Watson Institute) . Students complete an evaluation, create treatment plans, implement their interventions, and complete the associated documentation, with clients in a local private school serving children with disabilities. They are directly supervised by OT Faculty. They have the opportunity to provide hands-on intervention to children including positioning and handling, sensory based interventions, cognition, feeding, oral motor skill development and more.	Approved private school for children with special needs ages 3 to 21
Fall	OCCT 560 CPH	Community Windshield Survey Activity (1.5 hours) with an emphasis on Pittsburgh’s social determinants of health and equitable access to healthcare and social services	Variety of communities in Pittsburgh
Spring	OCCT 550 EART	-Students complete observation and shadowing at the following clinics: -perform and accessibility evaluation at the Children’s Museum (4 hours) -explore specialty service provision at the Blind and Vision Rehabilitation Services facility (1.5 hours) -explore specialty service provision at the Center for Hearing and Deaf Services (1.5 hours) - learn about driving rehab and vehicle modifications from specialists at Keystone Coachworks (3 hours) These observations are directly supervised by occupational therapy faculty. In total they spend 10 hours at these four sites.	Adult physical disability, Community, Assistive Technology
Summer	OCCT 565 CPP	Students complete an additional 2 hours at their community engaged learning (CEL) sites; however, in this course, they interview and conduct meetings with site administrators and staff on their clients’ health and participation needs. Students take information from this brief needs assessment and develop a community-based program idea to meet the needs of the population at their FW II site. They also develop a mock grant proposal to potentially fund aspects of this program.	Community engaged learning sites from Fieldwork II
Total hours of community-engaged learning outside of fieldwork and doctoral capstone = 35 hours			