UNIVERSITY OF FLORIDA
PHYSICAL THERAPY DEPARTMENT
Doctor of Physical Therapy (DPT)

PHT 6502: Health Promotion & Wellness I – Service Learning
Fall 2018
Tuesdays 4.05-4.55 HPNP G114 or Tuesdays 10.40-12.30 (Putting Families First)

Course instructor: Kim Dunleavy PT PhD, OCS, FNAP
Clinical Associate Professor
352 273 6114
dunleavy@phhp.ufl.edu
R 1138
Office hours by appointment

Course description/overview: The introductory course in the Health Promotion and Wellness series focuses on community engagement while applying concepts and skills learned in the Doctor of Physical Therapy curriculum. The course is centered around two types of service learning opportunities:

1. REACH (Physical Therapy community engagement): Students will participate in the Rehabilitation, Education, Activity, Community Health (REACH) service learning groups with their second year DPT peer mentors. These opportunities are used to introduce and apply communication, interaction and observation skills in real world settings and take place throughout the first and second years of the program. The activities are the first opportunity to participate as a student physical therapist in a professional role in the community while applying practical skills learnt in other classes and to learn from peers, faculty, clinicians and participants.

2. Putting Families First (interprofessional community engagement): Students will participate in the University of Florida Putting Families First Program for health professions, with pharmacy, dental, nursing, health administration, dietetics, medical and veterinary students. Students will learn to conceptualize family health beliefs and behavior within a biopsychosocial framework. Students will start to develop introductory assessment and interview skills related to family health care needs and health care access.

Physical therapy students will also participate in classroom activities and discussions to discuss their experiences in the interdisciplinary and service learning groups. Students will develop teamwork skills apply concepts and skills introduced in concurrent classes during these experiential service learning opportunities.

Course prerequisites:

Course participation is limited to University of Florida Doctor of Physical Therapy students.
Credit hours: 1

Class time: Tuesday 4.05 - 4.55 G114

PFF team meetings: Tuesday 10:40am -12:30pm (meets 3 times Sept 18, Oct 23, Nov 20) Location scheduled for each PFF team

Reach meetings:
G114 Community Health, 1104 Gaitor Challenge, 1109 Children on the GO

Objectives:

On completion of this class, participants will be able to:

REACH groups
1. Apply skills and knowledge introduced in concurrent physical therapy courses during service learning participation.
2. Demonstrate beginning level professional behaviors while participating in community activities, with colleagues, community partners and stakeholders.
3. Develop receptive communication and interaction skills while performing assessments, screenings, promoting movement and activity, and performing basic skills under supervision.
4. Develop introductory movement observation skills when participating in selected REACH group activities.
5. Reflect on experiences including lessons learnt and adjustment of performance using feedback.
6. Discuss and apply elements of the biopsychosocial model, patient-centered care and teamwork skills to the community activities.
7. Apply concepts to case study examples and interactions with families and community volunteers

Putting Families First
8. Describe the role of Physical Therapists within an interdisciplinary professional team.
9. Describe and distinguish the roles of other members of the professional team.
10. Demonstrate respect for overlapping roles and distinct competencies of different health professionals.
11. Demonstrate appropriate professional communication skills with community volunteers and students from different health care professions.
12. Develop introductory interview skills to collect a culturally sensitive health history suitable for age, lifestyle and goals.
13. Acquire and evaluate health behavior perceptions from community volunteers
14. Develop a risk assessment for selected family members.
15. Perform and interpret selected physical assessments including vital signs in community settings.
16. Analyze features of the community in which the volunteer family resides (environment, support structures, resources, and access to health care).
17. Synthesize assessment data related to the health of the volunteer family.
18. Set priorities for volunteer family’s health needs.

Course materials

Required textbooks: None

Required readings: Putting Families First Modules provided online through Canvas.
Course materials provided online through Canvas.

Grading:

- Students must achieve a minimum of 80% of the available points to pass the Putting Families First section of this course. Students who do not pass this module will be required to repeat the course the following year.
- Professional behavior is required for ALL activities. Please note that a lack of professional behavior during REACH activities, Putting Families First or other community events will result in a 2% deduction of the overall grade for each incident after the first warning. More than 1 incident requiring feedback will result in a required meeting with your advisor and/or referral to the Professionalism Committee.
- No late assignments will be accepted.
- Class attendance and participation is required.
- The course grade for HPW I is a letter grade based on assignments as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>REACH/Application of DPT course content to service learning activities</td>
<td>70%</td>
</tr>
<tr>
<td>REACH group activities (minimum 4 hours for assigned group participation)</td>
<td>10%</td>
</tr>
<tr>
<td>REACH meeting attendance (2% each)</td>
<td>6%</td>
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<tr>
<td>Presentation</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Equal Access attendance and observation</td>
<td>5%</td>
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<tr>
<td>Reflection</td>
<td>15%</td>
</tr>
<tr>
<td>Final Survey</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Putting Families First</strong></td>
<td><strong>30%</strong></td>
</tr>
<tr>
<td>(P/F minimum 80%) See Canvas site</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Course grade is based on the % of points using the following scale:

93-100 = A (4.00 grade point)  
90-92  = A- (3.67 grade point)  
87-89  = B+ (3.33 grade point)  
83-86  = B (3.00 grade point)  
80-82  = B- (2.67 grade point)  
70-79  = C (2.00 grade point)  
60-69  = D (1.00 grade point)  
Below 60 = E (0.00 grade point)

Teaching methods:

REACH activities

1) Service learning experiences in assigned REACH groups  
2) Group discussion, shared decision making and peer mentorship from second year students  
3) Practical training required for REACH activities  
4) Observation and early experiential learning in Equal Access Physical Therapy Clinic

Putting Families First

5) Online modules, quizzes  
6) Home visits with volunteer families in the community and group discussion with interprofessional groups  
7) Group meetings, discussion and activities with other professional students  
8) Family project

Class sessions

9) Online modules, quizzes – application of content introduced in other classes or in the REACH activities  
10) Group discussion and active learning assignments during class sessions

Content Outline and Assignments:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time/Location</th>
<th>Topic</th>
<th>Assignments to be completed for class or deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28/18</td>
<td>REACH</td>
<td>4.05-4.55 G101</td>
<td>Final date to request to switch REACH groups Friday</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Time</td>
<td>Location</td>
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<tr>
<td>9/4/18</td>
<td>Tuesday</td>
<td>4.05-4.55</td>
<td>G114 Community Health, 1104 Gaitor Challenge, 1109 Children on the GO</td>
</tr>
<tr>
<td>9/11/18</td>
<td>Tuesday</td>
<td>4.05-4.55</td>
<td>G101</td>
</tr>
<tr>
<td>9/18/18</td>
<td>Tuesday</td>
<td>10.40-12.30</td>
<td>Putting Families First groups scheduled in different locations</td>
</tr>
<tr>
<td>9/25/18</td>
<td>Tuesday</td>
<td>4.05-4.55</td>
<td>G101</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Location</td>
<td>Event Details</td>
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<tr>
<td><strong>10/2/18</strong></td>
<td>Tuesday</td>
<td>REACH 4.05-4.55 G114 Community Health, 1104 Gaitor Challenge 1109 Children on the GO</td>
<td>communication slides 1-9 prior to class Quiz 2 (PLEASE BRING A LAPTOP OR TABLET)</td>
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<tr>
<td><strong>10/9/18</strong></td>
<td>Tuesday</td>
<td>Class 4.05-4.55 G101</td>
<td>Team leadership, situation monitoring Review TeamSTEPPS 2.0 powerpoint slides 10-18 prior to class Quiz 3 - quiz in class (PLEASE BRING A LAPTOP OR TABLET)</td>
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<tr>
<td><strong>10/16/18</strong></td>
<td>Tuesday</td>
<td>PFF 10.40-12.30 Putting Families First (IFH) groups scheduled in different locations</td>
<td>Putting Families First 2nd Small Group meeting Review and complete Putting Families First requirements for session 2</td>
</tr>
<tr>
<td><strong>10/23/18</strong></td>
<td>Tuesday</td>
<td>Class 4.05-4.55 G101</td>
<td>Teamwork skills – mutual support Review TeamSTEPPS 2.0 powerpoint slides 19-27 Quiz 4 PLEASE BRING A LAPTOP OR TABLET In class assignment – conflict management scenarios</td>
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<tr>
<td><strong>10/30/18</strong></td>
<td></td>
<td>REACH 4.05-4.55 G114 Community Health, 1104 Gaitor Challenge 1109 Children on the GO</td>
<td>REACH meeting #3 Attendance required (participation grade)</td>
</tr>
<tr>
<td><strong>11/6/18</strong></td>
<td>Tuesday</td>
<td>REACH 4.05-4.55 G101</td>
<td>Presentations Children on the Go Community Health</td>
</tr>
<tr>
<td><strong>11/13/18</strong></td>
<td></td>
<td>No class</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>PFF</td>
<td>Putting Families First groups scheduled in different locations</td>
<td>Review and complete Putting Families First requirements for session 3</td>
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<tr>
<td>11/20/18</td>
<td>10.40-12.30 PFF</td>
<td>Putting Families First 3rd Small Group meeting</td>
<td>REACH Group hours, survey and reflections due by 12/4/18</td>
</tr>
</tbody>
</table>

**Assignments:**

1. REACH hours, meeting attendance, equal access attendance
2. Quizzes – online quizzes during class (see syllabus)
3. Reflection – Written reflection using the DEAL model. Instructions are provided on CANVAS.
4. Survey – completion of Qualtrix survey
5. Presentation:

Groups will present a 15 minute presentation about their REACH activities outlining the following:

1. Description of the factors impacting the activities using the ICF model: environmental components AND the personal characteristics of the participants
2. Use an example to illustrate how impairments impact function for the participants
3. Describe how teamwork concepts impact the delivery of community services within your REACH group. Use an example to discuss how the principles apply.
4. Use at least 3 peer-reviewed references to support suggestions for future directions or conclusions from your observations
5. Outline the major learning from your experience.

All team members need to contribute to the group project and outline the components that each member was responsible for.
Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

**Academic Integrity:**

Per the University of Florida Department of Physical Therapy student handbook, students are required to abide by the UF Academic Honesty Guidelines. Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. The following pledge has been accepted by the University and is expected of all students:

“I understand that the University of Florida expects its students to be honest in all of their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the University.”

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. The following pledge is implied on all work submitted for credit by UF students and is required on case study assignments.

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

Unless specifically indicated in the assignment as a group submission, all other assignments, quizzes and projects are to be completed independently. If there is any indication of collaborating with anyone else or using another student’s work, a violation of the UF Honor code requires referral to the UF DPT Professionalism committee. Violations of the honor code have long lasting and major consequences including referral to the Dean of Students Office.

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. Furthermore, students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or these web sites for more details: [https://sccr.dso.ufl.edu/students/student-conduct-code/](https://sccr.dso.ufl.edu/students/student-conduct-code/) [https://sccr.dso.ufl.edu/process/students-rights-responsibilities/](https://sccr.dso.ufl.edu/process/students-rights-responsibilities/) [http://www.graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf](http://www.graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf)

**Professional Behavior:**
Effective professional behavior is critical for a successful transition from the classroom to the clinical setting. The faculty recognizes the importance of these behaviors and has incorporated the development, as well as the evaluation, of these professional behaviors into each academic course. Professional Behavior is described in the Student Handbook that each student receives and acknowledges reading/understanding upon beginning the DPT program. Professional behavior is expected at all times; during scheduled class, curricular and clinical activities, extracurricular professional events, community and clinical activities, but also when representing the profession or the department outside normal curricular activities.

Students may be referred to the Professionalism Committee if they exhibit behavior not in accordance to these standards/expectations.

Professional behavior will be expected, monitored and evaluated during group activities, with volunteer families and community participants in the REACH activities and with other professional students. Appropriate affective behavior during class and lab sessions as well as with colleagues in the REACH groups and PFF interprofessional teams includes, but is not limited to: respect, consideration, communication. Written, verbal and non-verbal communication skills that demonstrate respect for others is essential when interacting with your colleagues, professors and department staff. Please refer to the generic abilities and professional development plan introduced in Professional Issues I for details. Students are expected to use feedback to improve affective skills.

Please note:

1. Cell phones are expected to be turned off during class and labs unless specifically required for class activities.
2. Timely completion of group responsibilities and punctuality for community service projects is essential.
3. Teamwork skills including communication and conflict management are topics covered as part of the Health Promotion series of classes and developing effective skills is part of your professional development. Please help your colleagues with timely and constructive feedback, identify areas that you need assistance with and ask for help if needed.
4. Proactive problem solving and reflection are valuable to improve your own professional development. Real world scenarios often do not go according to plan and your responses to unexpected changes, situations which require flexibility and conflict management are important learning experiences.

Policy related to class attendance

Students are expected to attend all scheduled classes. In the event of illness or other unavoidable absences please inform the instructor prior to the beginning of class at kdunleavy@phhp.ufl.edu

Policy related to quizzes and assignments
Quizzes will be available online. Students will need to bring a laptop or tablet to class to access quizzes on selected dates in class. No extensions will be allowed without documented health or emergency reasons. All Putting Families First assignments will be submitted through the Putting Families First Canvas site.

*Late submission of quizzes will only be allowed with exceptional documented circumstances.*

**Policy related to REACH group participation**

Students will be assigned to a REACH group at the beginning of the semester. If students wish to change groups they may do so if they find a student in another group who is prepared to switch based on mutual agreement and with instructor approval. This request needs to be submitted to Dr. Dunleavy in writing signed by both students no later than Friday August 31 at 8 am. Certain groups require attendance of training to participate. All students will be required to complete a minimum of 4 hours of documented participation (with community participants) in their assigned REACH group projects in the Fall semester and attend one EAC clinic.

**Accommodations for Students with Disabilities:**

Students requesting classroom accommodations must first register with the Dean of Students Office. [http://www.dso.ufl.edu](http://www.dso.ufl.edu) The Dean of Students Office will provide documentation to the student who must then provide the documentation to the course instructor when requesting accommodation. The College of Public Health and Health Professions is committed to providing reasonable accommodation to assist students in their coursework.

**Counseling and Student Health:**

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: [http://www.counseling.ufl.edu](http://www.counseling.ufl.edu/)

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: [www.health.ufl.edu/shcc](http://www.health.ufl.edu/shcc)

**Crisis intervention is available 24/7 from:**

**Alachua County Crisis Center:**
(352) 264-6789
BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. Please do not be afraid to ask for assistance.
PUTTING FAMILIES FIRST (Fall 2018, Spring 2019)

Contacts:

DJ Brunson  dbrunson@ufl.edu
352 273 5322

Physical Therapy Faculty:
Meryl Alappatu PT, PhD
Mark Bishop PT, PhD
Michael Borut PT, DPT
Andrew Duncan PT
Kim Dunleavy PT, PhD, OCS
Donovan Lott PT, PhD, CSCS
Gloria Miller PT, PhD, NCS
Gabrielle Perrone PT, DPT
Federico Pozzi PT, PhD
Judi Schack-Dugre PT, DPT, MBA
Sharleen Stubbington PT, DPT
William McGehee PT, MHS

LEARNING EXPERIENCES

Student Team Home Visits.

Students will be allocated to teams of 4 students from four different professions. At the first small group meeting, each team will be assigned a family in the community to visit two times in the first semester and two times in the second semester. Each of the team members must participate in each home visit. Individual teams will be responsible for finding a mutual time to make the required home visits. There are specific assignments for each home visit. One of the student members will take the role of leader for each home visit. The leader will be responsible for scheduling the visit with the family, for organizing the task order in the home visit. Team members will be jointly responsible for completion of home visit assignments.

Each home visit will be discussed in the small group meetings. The student leader for each home visit will lead the discussion, but all three members must participate in the debriefing.

Home Visits.

Students will visit community families who volunteered for this project. These families were carefully chosen by our faculty for participation in the project, and they are eager to assist you in developing your skills in interviewing and assessment. They will help you learn how the home, family and community environment affect health and quality of life of persons through
the lifespan. In some cases, student teams will find all family members or other significant support persons present during their home visit, and sometimes only one or two members will be present. It is vital to consider that these people have many social and other roles to fulfill, and the project will not always take priority. It is important that you treat these families and their lives with respect, include all who are present in the interviewing process, and be always flexible.

**Doing Home Visits: Safety and Etiquette Tips**

1. Always make an appointment to meet with the community volunteer family. Call them when you leave for their house so that they know to watch for you, restrain pets (if desired), and so forth.
2. Dress professionally; wear your name badge if you have one.
3. Arrange to have team members drive together to the home.
4. Have accurate driving directions to the street, building or apartment with you. Carry an appropriate map in your vehicle.
5. Park in a well-lighted and heavily traveled area if possible.
6. Keep the interior of your car free of personal belongings.
7. Above all else, use your good judgment. Don’t take any unnecessary risks.

*Notice: Community-based experiences by their nature involve students in a variety of settings, locations and communities, as well as with a variety of families. The community environment and family homes may have the potential for exposure to hazardous situations. If any student believes their community-based learning experience is unsafe, students should take steps to protect themselves and their assigned families, including leaving the setting and notifying the course instructor or any college administrator immediately so that appropriate arrangements can be made.

**Patient-Centered Practice**

*Confidentiality* derives directly from a healthy respect for people. Put yourself in another’s place and ask yourself how you would like information and circumstances to be handled. Ask your assigned family members how you should refer to them, e.g., as Mr. or Mrs. Smith, or by their first names.

Practice *nonjudgmental behavior.* It is likely that differences between you the family with regard to values, attitudes, politics and the like will surface. Avoid classifying things as “right” or “wrong”, or “good” or “bad.” Most families won’t mind your curiosity about what they believe in and what their values are, but they won’t like being judged.

Maintain a *professional relationship* with all members of the family. Remember, you are not expected to diagnose their health problems, you are not expected to make referrals, to render any treatment, or to serve as a health care liaison in any way for these families. You are there solely to learn from them.
The participating families do not expect you to have evaluation or interventions skills. Do not feel awkward to admit what you do not know about particular conditions or treatments. Let the families educate you about what their health care and illness experiences have been.

**Small Group Discussions.**

Discussion groups include approximately 12-15 students from five colleges and have two group faculty leaders. Discussion groups will meet three times in the first semester and three times in the second semester. Discussions involve content to orient students to multidisciplinary points of view on healthcare, family life-span topics, communication and interviewing skills, and simple physical assessment skills. Home visits will be debriefed during small discussion group meetings.