Course instructor(s): Kim Dunleavy PT PhD, OCS  
Clinical Associate Professor  
352 273 6114  
kdunleavy@phhp.ufl.edu  
R 1138

Office hours: Office hours by appointment

Course description/overview: This capstone course provides opportunities for students to apply health and wellness concepts applicable to physical therapy practice introduced in PHT 6502 & PHT 6503 Health Promotion and Wellness I & II. In addition, students build from introductory group service learning project experiences to build consulting, quality improvement, needs assessment, project planning and development and evaluation skills. Students complete small group projects to meet a gap, need or improvement need. Students develop peer mentorship, supervision and teaching skills for first year students related to communication and interaction strategies.

Course Prerequisites: PHT 6502 Health Promotion and Wellness I, PHT 6503 Health Promotion and Wellness II  
Course participation is limited to University of Florida Doctor of Physical Therapy students.

Credit hours: 1

Class time: Individual or group project meetings (online or in person), combined laboratory sessions with first year students.

Learning methods: Supervised small group or individual projects, active learning – peer teaching, reflections

Objectives:

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

1. Demonstrate supervision techniques
2. Analyze and adjust communication and teaching style according to individual student characteristics to develop an appropriate learning approach.
3. Demonstrate peer assessment and teaching skills.
4. Conduct a needs assessment, select appropriate interventions and pilot test interventions to address identified community, facility and patient needs.
5. Demonstrate appropriate professional consulting skills including: demonstrating appropriate professional communication, negotiation, planning (including timelines, roles and expectations), professional reasoning and problem solving, receptive listening skills and responsibility.
6. Identify a need, gap or opportunity for patient care or professional education
7. Conduct a needs assessment for an identified topic including characteristics and opinions of relevant stakeholders, organizational needs and factors, relevant background and evidence, consideration of factors impacting delivery
8. Select appropriate methods matched to the analysis of the needs assessment
9. Assess and evaluate a pilot project
10. Demonstrate leadership, project management, and group communication skills during community service learning projects.
11. Demonstrate reflective analysis and quality improvement skills related to the service learning projects.
12. Reflect on performance and learning from peer learning activities and project

Course Requirements

- Class attendance and participation is required during scheduled campus sessions. (see attendance policy)
- Project timelines vary based on the identified project and will be posted on Canvas with progressive deadlines for each phase of the project.

The course grade for HPW I is letter grade based on assignments as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>REACH group presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Peer teaching and assessment</td>
<td>20%</td>
</tr>
<tr>
<td>Reflection</td>
<td>10%</td>
</tr>
<tr>
<td>Project Topic</td>
<td>10%</td>
</tr>
<tr>
<td>Project Needs Assessment</td>
<td>20%</td>
</tr>
<tr>
<td>Project design, pilot testing, analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Exhibit Hall presentation</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>
1. **REACH Group Presentation**  
   Group presentation for quality improvement projects in the second years.

2. **Peer Assessment & reflection**  
   Students will provide clinical instruction, guidance and peer assessment for the first year students while on campus in the second half of the semester.

3. **Reflection**

4. **Capstone Project**  
   Students will conduct an individual or small group project which addresses a clinical need identified by clinicians or community stakeholders. The project should be feasible within the available timeframe and resources. The project is intended to allow students to develop skills in **needs assessment**, determine project goals and objectives, develop an **implementation plan** matching the needs assessment findings and conduct **pilot testing** of project. Appropriate permissions need to be obtained prior to starting on the project. These projects and/or products will be retained by the clinical site as well as presented to the class. Topics can be related to health promotion, problem prevention or education within the scope of Physical Therapy practice. Students will need to demonstrate appropriate professional skills in a consultation role. Additional information is available on the CANVAS site.

   Topics may include: (Examples are available on the Canvas site)  
   1. A health promotion or problem prevention need at your clinical site or in the community (with prior approval and an appropriate PT supervisor)  
   2. An identified educational need at your clinical site  
   3. A need related to REACH group projects.  
   4. Interprofessional needs such as a quality improvement project  
   5. Other projects will require identification of a willing clinical supervisor and permission from the instructor.
Course grades

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)

Schedule (small group activities subject to change)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Wednesday March 11 10-12</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction Needs assessment review Amazing race groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wednesday March 11 1104</td>
<td>Preparation for Dental labs, review of handouts Lab B 1.15-3.15 Lab A 3.30-5.30</td>
</tr>
<tr>
<td></td>
<td>By appointment</td>
<td>Group or individual project meetings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Wednesday March 17 (1109 TBA)</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small group sessions 10-12 Reflections on projects</td>
<td>Topics and groups for Amazing race due Wednesday March 21 Discussion board due Wed March 21</td>
</tr>
<tr>
<td></td>
<td>Wednesday March 17 (Dental School)</td>
<td>First year student supervision Lab A 1-3 Dental School lab Lab B 3-5 Dental School lab</td>
</tr>
<tr>
<td></td>
<td>By appointment</td>
<td>Group or individual project meetings</td>
</tr>
<tr>
<td>Week 3</td>
<td>Wednesday March 25 12-4 Communicore CG-28 Testing Center TBC</td>
<td>Therapy Ed NPTE Exam Preparation Course</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td></td>
<td>By appointment</td>
<td></td>
</tr>
</tbody>
</table>

**Week 4**

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Wednesday April 1 (CLC)</th>
<th>Lab B 1.30-3.30 CLC Patient communication, motivation and education cases</th>
<th>Lab A 4-6 Patient communication, motivation and education cases</th>
<th>Reflection on teaching and mentoring experiences due Wed April 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By appointment</td>
<td></td>
<td>Group or individual project meetings</td>
<td></td>
</tr>
</tbody>
</table>

**Week 5**

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Wednesday April 8 (CLC)</th>
<th>PT Amazing Race Lab B 1.30-3.30 Lab A 4-6</th>
<th>Final capstone report due Friday April 13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By appointment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Week 6**

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Wednesday April 15 (CLC)</th>
<th>Exhibit hall presentations 1.30-5 CLC</th>
<th>Final product – brochure, powerpoint, weblink submitted online. Thank you notes sent to mentors.</th>
</tr>
</thead>
</table>

**Week 7**

| Week 7 | Wednesday April 22       | Group and individual meetings for projects suitable for publication or presentation |                                         |

---

**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 assignments.

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

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. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code, the Graduate Student Handbook and these web sites for more details:

https://www.dso.ufl.edu/scrc/process/student-conduct-honor-code/
http://www.dso.ufl.edu/scrc/honorcodes/conductcode.php
http://www.dso.ufl.edu/studenthandbook/studentrights.php
http://gradschool.ufl.edu/students/introduction.html

**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 Please sign in for each class. Unexcused absences will result in a 1% overall grade deduction for each occurrence.

**Policy related to assignments**

Late submissions of assignments will result in a 2% reduction per day after the due date and after 2 days no extensions will be allowed. Discussion board deadlines will be posted.
Late submission of assignments will only be allowed with exceptional documented circumstances.

Accommodations for Students with Disabilities:

Students requesting classroom accommodations must first register with the Dean of Students Office. 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 accommodations 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/

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

Crisis intervention is available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

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.

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. Being punctual, completing assignments on time, and participation in discussions and practice opportunities are all examples of expected professional behavior. In addition, professional behavior will be expected, monitored and evaluated during group activities with other professional students. These behaviors include but are not limited to respect,
consideration, communication, and professionalism 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.

HPW III projects are developed while on clinical internships. As such, professional behaviors are expected to be at entry level and are essential to consulting skills required for needs assessment and project development. Clinical mentors will be asked to comment and grade professional behaviors at a level expected for a professional colleague. Students will also be participating in peer review for first year students and will be expected to demonstrate appropriate communication and feedback related to leadership and supervisory responsibilities.