**UNIVERSITY OF FLORIDA**

**PHYSICAL THERAPY DEPARTMENT**

**Doctor of Physical Therapy (DPT)**

**PHT 6503: Health Promotion & Wellness II**

**Spring 2021**

**Course instructor(s):** Kim Dunleavy PT PhD, OCS, FNAP

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**Course description/overview:** In this seminar, service learning and practical laboratory class, students will discuss and apply health behaviors and implications of wellness concepts for physical therapy practice and population health. Psychological frameworks influencing health behavior, motivation, and learning will be discussed. Concepts and skills for health promotion, disease and injury prevention and maximizing function relevant for physical therapist practice and contributions to the health professional team will be introduced and applied using patient scenarios. Students will have opportunities to demonstrate and reflect on communication and education skills used with patients and other professions after role play and active learning activities with peer feedback. Communication, patient education, motivation and teaching skills will be practiced and implemented in community engagement experiences. Students will continue to participate in the University of Florida interprofessional family health learning practicum (Putting Families First) and community engagement experiences.

**Course Prerequisites:** PHT 6502 Health Promotion and Wellness I, PHT 6024 Professional Issues I, PHT 6206C Basic Clinical Skills I

**Co-requisites:** PHT 6189C Examination and Evaluation, PHT 6207C Basic Clinical Skills II

Course participation is limited to University of Florida Doctor of Physical Therapy students.

**Credit hours:** 2

**Class time:**

1. **Putting Families First team meetings:** Tuesday 10:40am -12:30pm (meets 3 times January 19, February 16, April 6).
2. **REACH meetings and activities**: Friday afternoons. Meetings 12-1, Specific activities scheduled by each group on Thursday evenings, Friday afternoons or Saturday mornings.
3. **Lecture**: Asynchronous and selected Tuesday afternoons online. 3.15-4.15.

**Laboratory**: Wednesday afternoons. 1.15-2.45, 3.30-5.00 opposite Exam/Eval. Please note that times are subject to changes if needed. Online unless announced.

**Objectives:**

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

**Putting Families First**

1. Reflect on the role of Physical Therapists within an interdisciplinary professional team based on the family learning experience.
2. Reflect on overlapping, supportive and distinct roles of other members of the professional team.
3. Demonstrate respect for overlapping roles and distinct competencies of different health professionals in small group and individual interactions.
4. Demonstrate appropriate professional communication skills with community volunteers and students from different health care professions.
5. Demonstrate and adapt introductory interview skills to collect a culturally sensitive health history suitable for age, lifestyle and goals.
6. Acquire and evaluate health behavior perceptions from community volunteers.
7. Determine when additional community resources need to be identified and assist participants to access educational or social resources.
8. Identify circumstances when referral to other professionals is necessary.
9. Develop a risk assessment for selected family members.
10. Analyze features of the community in which the volunteer family resides (environment, support structures, resources, and access to health care).
11. Synthesize assessment data related to the health of the volunteer family.
12. Develop a wellness plan for one or more individuals in the volunteer family.
13. Identify strategies to facilitate learning or reinforcing health habits based on the client’s stage of behavioral change.
14. Set priorities for volunteer family’s health needs.
15. Determine mechanisms to assist with motivation and adherence with wellness plans
16. Analyze emotional and psychological responses to the impact of illness, loss of function or social support and discuss how these responses influence wellness.
17. Discuss methods to assist clients to adjust to biological, psychological or social changes from the perspective of the Putting Families First volunteer visits.
18. Discuss cultural elements which may impact your volunteer family’s wellness, including responses to illness, communication, health beliefs, and health systems access.
19. Discuss outcomes for the volunteer and the interprofessional group from the learning experience.
20. Discuss the importance of patient safety and how interprofessional patient centered teams may contribute to improving patient safety.

**Class and practical laboratory sessions**

1. Discuss and apply theoretical models of behavior change for selected cases as well as community participant examples.
2. Discuss impact of general health factors and behaviors for patient care and prognosis including physical activity, obesity, nutrition, smoking, alcohol and substance misuse, sleep habits and stress management.
3. Demonstrate appropriate communication, support for behavior change and educational delivery skills for promotion of health within the scope of Physical Therapy practice
4. Select, demonstrate and discuss appropriate motivational strategies for selected cases and examples.
5. Define, identify and discuss psychological responses and factors influencing motivation, adherence and overall treatment outcomes.
6. Discuss, choose and apply cognitive-behavioral strategies, and goal setting for selected cases.
7. Discuss scenarios and methods for referral to other professions for psychological support, nutrition, smoking, alcohol or drug cessation, weight loss, sleep and stress management.
8. Identify appropriate community resources for patients who need assistance with health and wellness plans to decrease impact of specific factors identified as health risk or long term recovery/adaptation after injury or disease.
9. Analyze individual characteristics (including generational, learning style, literacy, education and cultural characteristics) to develop an appropriate learning approach.
10. Choose appropriate strategies to teach psychomotor skills, deliver health behavior education with an affective component, and deliver cognitive content.
11. Develop and deliver educational content in individual or group settings.
12. Analyze and choose appropriate educational materials for patients and for professional education experiences
13. Demonstrate appropriate interprofessional team communication skills including hand-off and reporting.
14. Teach other professional students selected practical skills and content to prevent injury.
15. Collaborate and problem-solve modifications for patient care with other professional students.
16. Conduct health and wellness interviews and screenings
17. Develop adaptive learning and ability to collect and integrate information from a variety of resources for professional learning
18. Demonstrate a growth mindset when receiving feedback, reflecting on performance and approaching experiential learning opportunities

**REACH groups**

1. Apply skills and knowledge introduced in prerequisite and concurrent Physical Therapy courses during service learning participation and to combined course projects.
2. Demonstrate beginning level professional behaviors while participating in community activities, with colleagues, community partners and stakeholders.
3. Develop receptive communication, motivation and interaction skills while performing assessments, screenings, promoting movement and activity, and performing basic skills under supervision.
4. Apply concepts of patient-centered care during interactions with community participants and volunteers.
5. Develop movement observation, goal setting, and selected examination skills when participating in selected REACH group activities, EAC participation and during patient day experiences.
6. Reflect on experiences including lessons learnt and adjustment of performance using feedback.
7. Develop organizational and team leadership skills (ongoing objective for 3rd, 4th and 5th semesters of the DPT curriculum)

**Course materials**

*Required readings:*Putting Families First Readings provided online on PFF Canvas site.

PowerPoint modules and readings provided online each week.

**Grading**:

* Students must achieve a minimum of 80% of the available points to pass the PFF section of this course. Students who do not pass PFF will be required to repeat the course the following year.
* Professional behaviors are expected and will be a component of the participation grade.
* The course grade for HPW I is a letter grade based on assignments as follows:

|  |  |
| --- | --- |
| **Assignments** | **% Grade** |
| **PFF** (minimum 80%) | 15% |
| **Class Assignments** |  |
| 1. In class assignments, participation | 20% |
| 1. Quizzes | 10% |
| 1. 3rd year project review | 5% |
| 1. Wellness plan, coaching assignment | 10% |
| 1. Patient screening interview/ resource assignment | 10% |
| 1. Dentistry peer teaching assignment | 10% |
| **Community engagement** | |
| 1. REACH & EAC requirements (5% each) | 10% |
| 1. REACH reflection | 10% |
| **TOTAL** | 100% |

**Class Assignments**

1. **Cases & in class assignments** including role play, case-based activities, preparation for lab sessions, resource review, education, motivation and goal setting activities, interviews, discussion. Participation will be graded and includes professionalism.
2. **Quizzes** – related to readings and blended learning preparation. Due prior to class or in class and announced on the weekly canvas page.
3. **3rd year project review** – students will sign up to attend at least one session for the 3rd year project presentations. Students will submit a short summary of the presentation and learning points for each presentation. Wellness plan and coaching assignment – students will work with another peer to develop personal wellness goals for the semester. Peers will provide motivation, accountability and assistance for achieving the goals. Each student will serve as a coach for another student as well as work on their own goals. Students will submit a summary of the goals, resources accessed, reflection on challenges and achievements for their own goals as well as commentary on their role as a coach along with resources accessed and behavior change and communication strategies used in both roles. The final submission may be submitted in any format the student chooses e.g a website using sutori, blog, voiceover powerpoint, video collection or other format. The summary should not be longer than 5-7 minutes but should include links to relevant resources.
4. **Patient screening interview, plan, wellness resources, application of behavior change and education assignment. Group assignment.**
5. Students will interview a patient in a group. General health and wellness history will be collected using the APTA annual wellness screening form and WHODAS instruments.
6. Students will work with the patient to identify at least one area that may impact their health.
7. Students will identify personal and environmental factors and stage of change as well as appropriate techniques for stage of change
8. Students will identify recommendations for general health and wellness, including activity recommendations, and discuss motivational strategies and other mechanisms to support healthy habits to submit to the instructors for review.
9. As part of the final summary outline patient’s personal characteristics that impact delivery and choice of educational methods and communication (age, gender identity, race, education, literacy, language, health literacy, computer literacy, cultural beliefs, personal preferences).
10. Students will locate appropriate educational resources and community resources to address an identified need for health promotion, or problem prevention. The educational materials may be found from any source but should be reviewed for appropriate evidence and literacy/educational level. Submit brochures separately or include links in the word document.
11. A short description of how the attributes of the materials match the patient’s personal characteristics (including social determinants of health) will be submitted.
12. Justify the suitability of the resource for your patient in the word document (at least 1/2 page, may be bullet or table format). This should include a literacy evaluation of the content, and any other elements impacting the patient’s ability to use the information.

**Community Engagement**

REACH hours, reflections - Please see REACH group assignments in Canvas.

**Interprofessional education activities**

*Dental peer learning lab*

1. Prior to the dental student lab, students will prepare presentations and demonstrations on body mechanics, ergonomics and methods to decrease and distribute stress for the dental students.
2. Physical Therapy students will teach the dental students concepts, positioning and exercise to use to prevent repetitive strain while learning their professional skills.
3. Dental students will teach PT students oral hygiene and the importance for health promotion. On completion of the lab students will review the experience and submit a reflection (learning points related to education for other professionals, personal communication and delivery of the educational experience).

**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 (Subject to change)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week & Dates** | **Time** | **Topic** | **Assignments to be completed for class or deadlines** |
| **SCHEDULED INDIVIDUALLY:** | 1. **EAC Thursday evenings 4-8** 2. **REACH activities Friday afternoons HPW3 presentations (Sign up for one session)** | | |
| **Week 1**  Preparation |  |  | 1. Prior to class review:  * Syllabus * **Module 1 Health behavior models, Stages of Change**  1. Review assigned case scenario and be prepared to discuss in lab on Wednesday |
| **1/13/21**  **WED**  Synchronous zoom Seminar | Labs A, B, C 1.15-2.45  Labs D, E, F 3.30-5.00 | Stages of change  Health behavior models | Present assigned case in class |
| **1/15/21**  **FRID**  REACH | 12.00 – 1.00 | Planning for semester |  |
| **Week 2**  Preparation |  |  | Prior to Tuesday class:   1. Putting Families First Module 4 2. Complete PFF videos, readings and assignments. Schedule home visit 3 |
| **1/19/21**  **TUES**  Synchronous zoom | 10.40-12.30 | **Putting Families First** |  |
| **1/20/21**  **WED**  Synchronous zoom Seminar | Labs A, B, C 1.15-2.45  Labs D, E, F 3.30-5.00 | Stages of Change | * Discuss stages of change for assigned cases |
| **Week 3**  Preparation |  |  | Prior to class:  1.Review **Module 2: Cognitive Behavioral Techniques**  2. Research assigned health condition/ habits contributing to condition for prognosis, impact on healing, attitude, progression and outcomes.  3. Choose 5 evidence-based points to be used when discussing the benefits of changing the behavior for the patient’s health. |
| **1/27/21**  **WED**  Synchronous zoom Seminar | Labs A, B, C 1.15-2.45  Labs D, E, F 3.30-5.00 | Cognitive Behavioral Techniques for health goals and PT treatment | * Present evidence-based points for assigned cases * Discuss goal setting as a technique * Discuss behavioral techniques using personal factors * Discuss impact of different personal factors, history and diagnosis on use of CBT techniques * Apply CBT for cases & coaching support for partner |
| **Week 4**  Preparation |  |  | Prior to Class:   1. Review **Module 3: Motivational Interviewing** 2. Complete **Quiz 1** |
| **2/3/21**  **WED**  Synchronous zoom Seminar | Labs A, B, C 1.15-2.45  Labs D, E, F 3.30-5.00 | Motivational interviewing for health goals and PT treatment | * Discuss motivational interviewing as a technique * Apply motivational interviewing /CBT for different stages of change * Apply motivational interviewing to cases * Apply MI for coaching support for partner |
| **Week 5**  Preparation |  | Primary Health promotion: Activity promotion, sleep, smoking  Secondary promotion: Skin care, osteoporosis | Prior to class:   1. Review assigned topic areas and resources posted on canvas 2. Review **Module 4: Health literacy and review of patient resources** |
| **2/10/21**  **WED**  Synchronous zoom Seminar | Labs A, B, C 1.15-2.45  Labs D, E, F 3.30-5.00 | * Discuss options for integration of primary and secondary prevention in PT practice * Practice discussions with patients for primary and secondary prevention * Access and evaluate resources for assigned topics * **Quiz 2 in class** |
| **2/12/21**  **FRID**  REACH | 12.00-1.00 | REACH meeting #2: Second year presentations |  |
| **Week 6**  Preparation |  |  | Prior to class review:   1. Review Putting Families First content available on PFF website 2. Complete PFF assignments & schedule home visit 4 3. Review **Module 5: Role of the PT for health & wellness** 4. Review wellness assessment instruments |
| **2/16/21**  **TUES**  Synchronous zoom | 10.40-12.30 | **Putting Families Small Group meeting** |  |
| **2/17/21**  **WED**  Synchronous zoom Seminar | Labs A, B, C 1.15-2.45  Labs D, E, F 3.30-5.00 | Wellness assessment & screening | * Practice subjective history review for wellness and prevention |
| **Week 7**  Preparation |  | Obesity & Nutrition | Prior to class:   1. **Review Module 6 Educational strategies** 2. Review and prepare content for educational activity for assigned topic    * Anorexia  * Hypertension * OA, weight loss * Diabetes * Malnutrition, vitamin deficiency * Burns |
| **2/23/21**  **TUES**  Synchronous zoom | 3.15-4.15 Dean Michael Perri College of Public Health and Health Professions | Obesity | Complete **Quiz 3** at end of class |
| **2/24/21 WED**  Synchronous zoom Seminar | Labs A, B, C 1.15-2.45  Labs D, E, F 3.30-5.00 | Educational strategies: matching objectives, content, assessment | * Design educational strategies for assigned content areas * Provide education for assigned topic |
| **Week 8**  Preparation |  |  | Prior to class:   1. Review **Module 7 Cross-cultural communication & Working with Interpreters** 2. **Quiz 4** prior to class |
| **3/3/21 WED**  Synchronous zoom Seminar | Labs A, B, C 1.15-2.45  Labs D, E, F 3.30-5.00 | Cross cultural communication, working with interpreters | * Working with interpreters * Cross-cultural communication and competency |
| **Week 9**  Preparation |  |  | Prior to Tuesday class:   * Review **Module 8 Alcohol and drug misuse powerpoint** * Prepare questions for guest lecturers * **Quiz 5 prior to class** |
| **3/9/21 TUES**  Synchronous zoom | 3.15-4.15 Full class | Alcohol and Drug misuse  Guest lecturers Drs Ben Lewis & Jeff Boissoneault |  |
| **3/10/21 WED**  Synchronous zoom Seminar | Labs A, B, C 1.15-2.45  Labs D, E, F 3.30-5.00 | Psychological co-morbidities & referrals  Guest lecturers | * Apply concepts to cases * Practice discussions about psychological needs * Interpret screening instruments * Discuss referral mechanisms for psychological management |
| **Week 10**  Preparation |  |  | Prior to class:   1. Review **Module 9 Ergonomics and prevention of repetitive strain injury** 2. **Complete Quiz 6 prior to class** |
| **3/17/21 WED**  Synchronous zoom Seminar | Labs A, B, C 1.15-2.45  Labs D, E, F 3.30-5.00 | Ergonomics, prevention of repetitive strain injury education | * Worksite modification * Impairment prevention * Functional movement reeducation and adjustment * Prepare presentation activities for dental student activity |
| **3/19/21**  **FRID**  REACH | Friday 12-1 meeting | |  |
| **Week 11**  Preparation |  | | Prior to class:   1. Review **Module 10 Designing education for patients, professionals and prevention** |
| **3/24/21**  **WED**  Synchronous zoom Seminar | Labs A, B, C 1.15-2.45  Labs D, E, F 3.30-5.00 | Interprofessional case-based activities - nutrition | * Methods to support nutritional goals within PT scope of practice * Referrals to Nutritionists * Understanding scope of practice and interprofessional communication * Case discussion in class |
| **Week 12**  Preparation |  | Dental lab: Ergonomics for patient transfers and dental provider repetitive strain injury | Prior to class:   * Prepare presentations and handouts on transfers (body mechanics), prevention of musculoskeletal repetitive strain injury for Dental students |
| **3/31/21**  **WED**  Synchronous lab session | Labs A, B, C 1.30-3.00  Labs D, E, F ***10-11.30*** |  | Interprofessional professional student peer- education:   * PT students – Body mechanics and ergonomics for patient transfers & prevention of repetitive strain injury for dental students * Dental students – Oral health prevention |
| **Week 13**  Preparation |  | | Prior to class:   1. Prepare PFF presentation, complete surveys & reflecton 2. Review **Module 11 Screening & Prevention programs** 3. **Quiz 7** |
| **4/6/2021**  **TUES**  Synchronous zoom | Putting Families First Final session 10.40-12.30 |  |  |
| **4/7/2021 WED**  Synchronous zoom Seminar | Labs A, B, C 1.15-2.45  Labs D, E, F 3.30-5.00 | Screening & Prevention programs (TBS Patient sessions) | Submit Screening assignment after completion  Students not scheduled complete elective module |
| **Week 14**  Preparation |  |  | REACH & EAC reflection and survey due 4/19/21  Wellness & Coaching assignment due 4/19/21 (or TBA) |
| **4/14/2021**  **WED**  Synchronous zoom Seminar | Labs A, B, C 1.15-2.45  Labs D, E, F 3.30-5.00 | Screening & Prevention programs (TBS Patient sessions) | Submit screening assignment after completion  Students not scheduled complete elective module |
| **4/16/21**  **FRID**  REACH | REACH meeting Friday 12-1 | |  |
| **Week 15 4/21/2021**  **WED**  Synchronous zoom Seminar | Labs A, B, C 1.15-2.45  Labs D, E, F 3.30-5.00 | Wrap-up or Patient sessions TBS | Submit Screening assignment after completion |

**Instructional Methods**

This class is a blended learning class with a combination of:

1. asynchronous lecture modules, readings and preparation before class and seminar sessions,
2. synchronous lectures, question/answer and active learning activities with guest lecturers
3. synchronous seminars with break out activities, discussion, case study role playing, interview activities and small group work
4. group assignments
5. interprofessional active learning assignments (peer teaching, guest instructors and Putting Families First)
6. community engagement activities (REACH)
7. patient experiences (Putting Families First, screening)

**Group assignments**

**Hyflex Delivery**

When using technology during class, please be respectful and limit distracting activities. Social media, streaming entertainment, chats that are not part of class activities, as well as homework for other classes, should not be your focus during the synchronous sessions.

Class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. If you have technical issues with bandwidth or similar circumstances make it difficult, please let one of the instructors know if you are unable to use your camera. The course goals and objectives address communication and therefore it is important to participate fully in virtual and in-person communication. Seminar sessions will involve developing communication skills (verbal and non-verbal) and observation skills. Please keep your camera on to enable optimal learning for all students. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared.

**Synchronous Learning Activities**

Instructional activities have been designed to allow for as much active engagement as possible. Professional behaviors are extremely important for all sessions and particularly when working with other professional students and volunteers to collect health history and screenings.

**Asynchronous Learning Activities:**

Pre-work and priming assignments will be provided in Canvas for all students to complete prior to the synchronous sessions including quizzes on the preparation material. In addition, as a part of the learning activities, you may be asked to interact with your peers using asynchronous technologies such as sutori, or other apps and technologies that facilitate reflection, collaboration and student-to-student interactions dispersed over a period of time. This will include participating in a health wellness plan and supporting and motivating another student with their goals.

**Canvas Course Site:**

Quizzes will be posted in Canvas to be completed prior to class seminars or lectures OR at the end of class. Please check the canvas site in the Assignments tab for descriptions, access to the quiz and due dates. Please do not collaborate with peers for any assignment or quiz except if the assignment is specified as a group assignment.

**COVID-19 Related Policies**

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions. You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are essential to protect peers, faculty, staff and patients as well as yourself and your friends and family. Even as vaccines become available, these policies are to be adhered to at ALL times.

**Failure to do so will result in a report to the Office of Student Conduct and Conflict Resolution and to the UF Department of Physical Therapy Professional Development Committee. As future health professional students the highest degree of professional responsibility is an expectation. Any behaviors that place at others at risk (including lack of responsibility outside of the classroom in social settings) are not only examples of unacceptable professional choices but may impact ability to complete coursework and required components necessary to complete the professional program.**

Each course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations. Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Follow your instructor’s guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom. Spring Semester 2021 HyFlex Information

If you are experiencing COVID-19 symptoms (https://www.cdc.gov/coronavirus/2019-ncov/symptomstesting/symptoms.html), please use the UF Health screening system (https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposureand-symptoms-who-do-i-call-if/) and follow the instructions on whether you are able to attend class.If you are experiencing any symptoms, have had a COVID-19 exposure and are awaiting testing, please do not attend class. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

**Online Faculty Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens via email and the link is available in the Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl>

**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.”

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/sccr/process/student-conduct-honor-code/](http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php)

[http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php](http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php" \t "_blank)

<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. No more than one unexcused absence will be allowed. After one unexcused absence students will receive a zero for class participation. In the event of illness or other unavoidable absences please inform the instructor prior to the beginning of class at [kdunleavy@phhp.ufl.edu](mailto:kdunleavy@phhp.ufl.edu). Absences due to health issues, especially any potential symptoms of COVID-19, and with appropriate instructor notification, for family members who require assistance for health issues, as well as for personal bereavement or other exceptional circumstances will be permitted as excused absences long as the instructor is notified prior to class or as soon as possible if there is an emergency.

Recordings are not intended to be a replacement or substitute for attending synchronous sessions but are intended to provide information those who miss class due to illness or life events that are unfortunately common during the pandemic. Recordings will be made available in Canvas as soon as links are available, in the zoom conferences section. If you miss a class watch the recordings and it is your responsibility to make up any content missed. Make-up assignments for assignments completed in class are at the discretion of the instructor. There are some activities that will be extremely difficult to reschedule and alternate assignments will be needed in place of in person activities if there is an excused absence and at the discretion of the instructor.

**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. If a student misses an assignment completed during class due to an excused absence, students are expected to contact the instructor to organize alternate submission requirements. For unexcused absences students will receive a zero for the assignment. All PFF assignments will be submitted through the PFF website. *Late submission of assignments will only be allowed with exceptional documented circumstances.* Please see class attendance for assignment make up activities completed in class.

**Policy related to REACH group participation**

All students will have opportunities to participate in the administrative and leadership roles and responsibilities their assigned REACH group. All students will be required to complete a minimum of 4 hours of documented participation (with community participants) in allocated REACH group projects in the Spring semester and attend a minimum of 1 session at the Equal Access Clinic. Students will be expected to apply content introduced in other courses in the REACH group experiences and apply learning in HPW2 activities and discussions. Professional behaviors extend to participating in your group with peer leaders and demonstrating professional behaviors in meetings, punctuality and responses to emails.

**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. Students are expected to use feedback to develop these skills and grades for participation include demonstrating professional behavior.

Being punctual to class, completing assignments on time, being in the correct lab uniform, 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 volunteer families and community participants in the REACH activities and with other professional students. Additionally, students are expected to demonstrate appropriate affective behavior during class and lab sessions. 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.

Professional behavior is critical for participation in community experiential training. Students will be expected to demonstrate beginning level competency using the Professionalism Development Tool by the end of the spring semester. Feedback will be obtained from peers, instructors, community participants and community partners. Students are expected to be familiar with guidelines outlined in the Clinical Education Handbook and the Student Handbook. Dress code will be determined by the individual REACH groups. Any inappropriate behavior will result in a professional behavior warning, students will need to meet with their REACH advisor to develop a plan to address identified deficits by the end of the semester or an appropriate timeframe. Interprofessional interactions are expected to be professional and will be rated by other professional students. Lack of professionalism during the peer learning activities may result in grade reductions or zero grades for the assignment as noted in the assignment descriptions.Students may be referred to the Professional Behavior Committee if there is no attempt to address the behaviors, or for consistent or critical professionalism infractions.

Please see the section on COVID-19 related professional behaviors and responsibility. Students are expected to adhere to COVID-19 guidelines: <https://policy.ufl.edu/policy/student-behavioral-expectations-in-response-to-covid-19/>

Please note:

* Cell phones and laptops are expected to be turned off during class and labs unless specifically required for class activities.
* Timely completion of group responsibilities and punctuality for community service projects is essential.
* 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 adaptation, and conflict management are important learning experiences.

**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](http://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**](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.

**Putting Families First**

**Please review the syllabus and content available on the Canvas website.**

**Contacts:**

**Physical Therapy Faculty:**

Kim Dunleavy PT, PhD, OCS, FNAP

Gloria Miller PT, PhD, NCS

Mark Bishop PT, PhD, FAPTA

Judi Schack-Dugre PT, DPT, MBA

Donovan Lott PT, PhD, CSCS

Shakeel Ahmed PT, PhD

Andrew Duncan PT, DPT, MBA, CSCS

**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 session. Individual teams will be responsible for finding a mutual time to make the required session. There are specific assignments for each home visit. One of the student members will take the role of leader for 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 visit will be discussed in the small group meetings. The student leader for each 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 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 PFF 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.

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. Visits will be debriefed during small discussion group meetings.