

UNIVERSITY OF FLORIDA
PHYSICAL THERAPY DEPARTMENT
Doctor of Physical Therapy (DPT)
PHT 6504: Health Promotion & Wellness III
Spring 2023

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

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. Students will complete small group projects to meet an identified community or clinical need. Doctor of Physical Therapy students will also participate in the final interprofessional education experience with professional students in other Colleges.

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: Scheduled small group sessions. Individual or group project meetings by appointment with faculty mentors, clinicians, stakeholders.

Objectives:

Participants will:

1. Analyze and adjust communication and teaching style for professional peer feedback
2. Conduct a needs assessment, select appropriate interventions to address identified community, facility and patient needs.
3. Create and develop a product, process, training initiative, resource, or activity designed to match need, audience, and objectives.
4. Pilot test the product and using feedback and information gathered adjust product.
5. Demonstrate appropriate professional consulting skills including: demonstrating professional communication, negotiation, proactive planning (timelines, roles, implementation), professional reasoning and problem solving, receptive listening skills and responsibility, adaptability, constructive responses to feedback, and creative problem solving.

6. Demonstrate reflective analysis of outcomes of project, process, and personal growth.
7. Evaluate process and performance and propose adjustments from pilot testing
8. Discuss professional responsibility and skills for change management
9. Demonstrate professional presentation skills
10. Demonstrate reflective learning

Course Requirements

- Class attendance and participation is required during scheduled virtual sessions.
- Small group sessions will be organized for feedback on projects

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

Assignments	% Grade
Final year interprofessional activity – Identification of opioid misuse	5%
Needs Assessment	15%
Project approval, contract, progress reports	10%
Reflection, analysis of final product match with needs & contract, use of needs assessment	15%
Project deliverables	15%
Presentation draft and adjustments based on feedback	10%
Presentation final	5%
Compare/contrast assignment	5%
Professional skills competency	10%
Reflection	10%
TOTAL	100%

Course Assignments

1. Interprofessional Education: The final year required interprofessional activity on the identification and referral for treatment of opioid misuse is completed through the Healthcare Sciences Interprofessional Office.

2. Needs Assessment:

Students will conduct small group projects which address a need identified by clinicians, faculty, and/or community stakeholders. The project should be feasible within the available timeframe and resources. The needs assessment document will outline the need identified, characteristics of the audience, environment, situation, and other relevant information required to plan the project. The document will include project goals and objectives, implementation plan and ***pilot testing*** methods. Topics can be related to health promotion, problem prevention or education

within the scope of Physical Therapy practice. The needs assessment document is submitted prior to starting the project and requires approval from mentors or faculty.

3. Project approval, contract, progress reports

Consistent with expectations for professional skills to deliver quality products as a consultant, students will need to establish mutual expectations with stakeholders and/or mentors. A contract with timelines, product deliverables, and expectations will serve as an agreement for the final product quality and if there are any changes the document will need to be adjusted. Failure to revisit expectations or outcomes from the original agreement will result in reduction of points. Points will also be deducted for late submissions.

4. Final product match with needs, use of needs assessment

Students will submit a checklist with analysis of how their final product matches the needs and characteristics described in their needs assessment. This grade will also reflect faculty evaluation of the match of final deliverables.

5. Deliverables

The grade for the final product will reflect overall quality, usefulness, and importance for the stakeholders. Please note that pilot testing is expected along with adjustments based on the pilot testing results and feedback from faculty mentors.

6. Presentation

Students will present their project to peers in a virtual format. An initial draft of the presentation will be submitted. The presentation grade will consider responses to feedback, overall quality of the presentation, and delivery. A critical component of the presentation is reflection on the outcomes, the process, and future directions.

7. Professional competency skills

Students will be graded on their level of professionalism including responsibility, responses to feedback, communication, planning, and leadership while participating in this course and their Capstone projects. The rubric is available on Canvas.

Students will need to demonstrate appropriate professional skills in a consultation role. Additional information is available on the CANVAS site.

8. Presentation attendance and compare/contrast assignment

Students will be expected to attend a required synchronous session to discuss project needs assessments and process. Content from these discussions and presentations of project process and outcomes will be compared for 2 peer group projects. Additional information for the assignment is available on canvas site.

9. Reflection

Students will submit a culminating reflection on their learning across the curriculum (including community engagement, coursework, clinical experiences) related to population health, health promotion, prevention, behavior change, and physical therapy roles in this area. Students will be asked to provide examples of application to clinical scenarios, future integration into practice, and professional goals. Students will be asked to integrate relevant experiences in their CV, portfolio, or job application preparation documents.

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

			Assignments
Week 1 March 13-17	March 14 11-1 Synchronous zoom (entire class)	Group project meetings Instructor meetings	<i>Please bring your needs assessment documents to share with your peers.</i>
Week 2 March 20-24	March 21 11-1 Synchronous zoom (entire class)	Project comparison and analysis Asynchronous assignments and group preparation Group project meetings Instructor meetings	<i>Analysis of match of products with needs assessment and Presentation draft due by Friday March 24</i>
Week 3 March 27-31		Asynchronous assignments and group preparation Group project meetings Instructor meetings	<i>Adjust PowerPoints using feedback</i>

Week 4 April 3-7	Tuesday April 4 1:30-4:45	Virtual presentations 1:30-2:30 2:45-3:45 4:00-4:45 (You will be assigned a time block to present in and then choose a 2nd time block to attend someone else's presentation)	<i>Submit final presentation PowerPoint by Monday April 3</i> <i>Attend at least one other session and complete compare/contrast assignment</i>
Week 5 April 10-14		Asynchronous assignments Group project meetings Instructor meetings	<i>Presentation compare/contrast assignment due Friday April 14</i> <i>Thank you notes sent to mentors</i>
Week 6 April 17-21		Group or individual meetings by request Reflection on community engagement, health promotion application across the curriculum and for future practice	<i>Reflection assignments due Friday April 21</i>

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/sccr/process/student-conduct-honor-code/>
<http://www.dso.ufl.edu/sccr/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 scheduled classes and presentations. In the event of illness or other unavoidable absences please advise the instructor and make arrangements to keep up to date on information provided in the scheduled sessions. If you are scheduled to present and there is an **unavoidable** absence due to illness or family emergencies you may record your component of the presentation, however, you will need to participate in the final creation of the presentation and document your contributions to receive a grade. You will also need to attend at least one additional presentation session.

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. *Late submission of assignments will only be allowed with exceptional documented circumstances. Late completion of projects will only be accepted with an extension agreed to by faculty and mentors with a written completion plan. After one adjustment in the contract for overall timelines, no further adjustments will be acceptable unless there is written documentation of illness, family, or other unavoidable 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 reflect the highest level of student professional development as a consultant, representing our profession and contributions to the communities we serve. As such, professional behaviors are ESSENTIAL for consulting skills required for needs assessment and project development. Responsibility, proactivity, responding to feedback, communication for planning and when miscommunications arise, problem solving and time management are critical. Clinical mentors will be asked to comment and grade professional behaviors at a level

expected for a professional colleague. 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. **The rubric for professional skill competency will be graded by faculty with feedback from stakeholders.**