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

PHT 6503: Health Promotion & Wellness II
Spring 2023

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

Janeen Blythe DPT, PT, ATC
janeenmccormick@ufl.edu

Office hours: Tuesdays 1-2, 3-4

Course description/overview: In this hybrid lecture, 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 17, February 21, April 4).

2. **REACH meetings and activities**: Meetings See schedule, Specific activities scheduled by each group on Tuesday evenings (Gaitor Challenge), Thursday evenings (EAC), Friday afternoons (Community Health) or Saturday mornings (Children on the Go).

3. **Lecture**: Asynchronous and online Tuesday afternoons 2.00-3.30

   **Laboratory**: Wednesday afternoons. 1.30-3.15, 3:45-5:30 opposite Exam/Eval. Labs starting first with HPW2 will change each month (see schedule). Please note that times are subject to changes if needed. Synchronous in person (CLC or HPNP) or online, per schedule or as announced. Dental lab experiences will be held Wednesday morning (switched with Neuroscience on the schedule).

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
21. Discuss and apply theoretical models of behavior change for selected cases as well as community participant examples.
22. 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.
23. Demonstrate appropriate communication, support for behavior change and educational delivery skills for promotion of health within the scope of Physical Therapy practice.
24. Select, demonstrate and discuss appropriate motivational strategies for selected cases and examples.
25. Define, identify and discuss psychological responses and factors influencing motivation, adherence and overall treatment outcomes.
26. Discuss, choose and apply cognitive-behavioral strategies, and goal setting for selected cases.
27. Discuss scenarios and methods for referral to other professions for psychological support, nutrition, smoking, alcohol or drug cessation, weight loss, sleep and stress management.
28. 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.
29. Analyze individual characteristics (including generational, learning style, literacy, education and cultural characteristics) to develop an appropriate learning approach. Use knowledge of individual characteristics for appropriate communication strategies and educational interventions.
30. Demonstrate and integrate cultural competency and person-centered care during interactions with peers, faculty, community participants and during case-based simulations.
31. Choose appropriate strategies to teach psychomotor skills, deliver health behavior education with an affective component, and deliver cognitive content.
32. Develop and deliver educational content in individual or group settings.
33. Analyze and choose appropriate educational materials for patients and for professional education experiences.
34. Demonstrate appropriate interprofessional team communication skills including hand-off and reporting.
35. Teach other professional students selected practical skills and content to prevent injury.
36. Collaborate and problem-solve modifications for patient care with other professional students.
37. Demonstrate interprofessional collaboration during interprofessional education activities and community interactions
38. Conduct health and wellness interviews and screenings
39. Develop adaptive learning practices and ability to collect and integrate information from a variety of resources for professional learning
40. Demonstrate a growth mindset when receiving feedback, reflecting on performance and approaching experiential learning opportunities
41. Demonstrate professional behaviors during class, interactions with faculty and peers, and written communication (including emails).

REACH groups
42. Apply skills and knowledge introduced in prerequisite and concurrent Physical Therapy courses during service learning participation and to combined course projects.
43. Demonstrate beginning level professional behaviors while participating in community activities, with colleagues, community partners and stakeholders.
44. Develop receptive communication, motivation and interaction skills while performing assessments, screenings, promoting movement and activity, and performing basic skills under supervision.
45. Apply concepts of patient-centered care during interactions with community participants and volunteers.
46. Develop movement observation, goal setting, and selected examination skills when participating in selected REACH group activities, EAC participation and during patient day experiences.
47. Reflect on experiences including lessons learnt and adjustment of performance using feedback.
48. 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:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PFF (minimum 80%)</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Class Assignments</strong></td>
<td></td>
</tr>
<tr>
<td>1. In class assignments, participation</td>
<td>15%</td>
</tr>
</tbody>
</table>
2. Quizzes 10%
3. 3rd year project review 5%
4. Patient interview and reflection 10%
5. Dentistry peer teaching assignment 10%
6. Amazing race 5%
7. Final oral exam 10%

Community engagement
1. REACH & EAC requirements (5% each) 10%
2. REACH reflection 5%

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 as 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.
4. Patient interview and reflection – reflection paper due after small group interview with patients.
5. Dentistry peer learning lab – develop handout, plan and deliver peer learning activities for transfer techniques and body mechanics assisting patients on and off the dental chair.
6. Amazing race – group activity demonstrating skills learnt in role playing scenarios
7. Final oral – demonstrate motivational skills, cognitive-behavioral techniques and education for patient scenarios.

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

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)**

<table>
<thead>
<tr>
<th>Week &amp; Dates</th>
<th>Time/Location</th>
<th>Topic</th>
<th>Assignments, class activities</th>
</tr>
</thead>
</table>
| **SCHEDULED INDIVIDUALLY** |                     |                                                                      | 1. EAC Thursday evenings  
2. REACH activities scheduled by group                                |
| **Week 1**           |                     |                                                                      |                                                                                                 |
| 1/10/23              | 2-3 Online synchronous | Introduction Stages of change                                      | Review syllabus                                                                                   |
|                      | 3-3.30 Online synchronous | REACH meeting 1                                              | Plan for semester                                                                               |
| **1/11/23 WED**      | Online synchronous Lab A 1.30-3.15 Lab B 3.45-5.30 | Stages of change Health behavior models | 1. Review Week 1 Health behavior models (part A), Stages of Change (part B)  
2. Quiz 1 due Friday Jan 13 at 5pm  
3. Review assigned case and be prepared to discuss in class |
| **Week 2**           |                     |                                                                      |                                                                                                 |
| 1/17/23 TUES         | Online synchronous 10.40-12.30 | Putting Families First | 1. Putting Families First - Module 4  
2. Complete PFF videos, readings and assignments. Schedule home visit 3 |
| 1/18/23 WED          | Labs A 1.30-3.15 Labs B 3.45-5.30 Online synchronous | Cognitive Behavioral techniques in PT practice | 1. Review Week 2: Cognitive Behavioral Techniques  
2. Complete Quiz 2 by Friday Jan 20 5pm  
3. Research assigned health condition/ habits contributing to condition for prognosis, impact on healing, |
attitude, progression and outcomes.
4. Choose 5 evidence-based points to be used to present benefits of changing the behavior for your assigned case.

### Week 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/24/23</td>
<td>Online synchronous 2-3.30 Behavior Change CBT/MI</td>
<td>1. Review Week 3: Motivational Interviewing</td>
</tr>
<tr>
<td>1/25/23</td>
<td>Online synchronous Labs A 1.30-3.15 Labs B 3.45-5.30 Motivational interviewing for health goals and PT treatment</td>
<td>2. Complete Quiz 3 by Friday Jan 27 5pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Prepare assigned case study</td>
</tr>
</tbody>
</table>

### Week 4

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/31/2023</td>
<td>Online asynchronous 2-3 Integration of health and wellness in PT practice and career opportunities</td>
<td>1. Review Week 4: Role of the PT for health &amp; wellness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Review PT health promotion and prevention opportunities and complete Quiz 4-Assignment by Friday, Feb 3 at 5pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Review assigned topic areas for case and resources posted on canvas</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Location</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>2/1/23</td>
<td>Labs B 1.30-3.15 Labs A 3.45-5.30 Online synchronous</td>
<td>Primary &amp; secondary health promotion in PT practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2/7/23   | Online asynchronous | Jane Morgan-Daniels UF Health Sciences Librarian | 1. **Review Week 5: Health literacy and review of patient resources**  
2. No quiz this week (2 next week)  
3. Review assigned topic areas and resources posted on canvas |
|          |          |          | 2-3 REACH presentations                                                    |
| 2/8/23   | Lab B 1.30-3.15 Lab A 3.45-5.30 | | 1. Evaluate health literacy resources for assigned case  
2. Health Literacy  
3. Assignment – Role of PT for health and wellness and evaluation of resources due  
4. Cultural competency  
5. Working with translators |
|          |          |          | Week 6                                                                    |
| 2/14/23  | 2-3.00   | Obesity lecture Dean Perri | 1. **Review Week 6 Nutrition**  
2. Complete Quiz 5 at end of class (due by 5pm) |
<p>|          | 3.15-4.00 | REACH leader handover meeting (Meeting 2) | |
| 2/15/23  | Labs B 1.30-3.15 Labs A 3.45-5.30 | Nutrition | 1. Case discussion in class |</p>
<table>
<thead>
<tr>
<th>Week 7</th>
<th>2/21/23 TUES</th>
<th>Online synchronous 10.40-12.30</th>
<th><strong>Putting Families First Small Group meeting</strong></th>
</tr>
</thead>
</table>
| 2/22/23 WED Synchronous | Online Synchronous Labs B 1.30-3.15 Labs A 3.45-5.30 | Psychological co-morbidities & referrals – UF Psychology Springhill guest lecturers | 1. **Review Week 7 Psychological Co-morbidities**  
2. Practice discussions with patients related to psychological needs  
3. Interpret screening instruments  
4. Discuss referral mechanisms for psychological management  
5. Apply concepts to cases  
6. No quiz this week |

<table>
<thead>
<tr>
<th>Week 8</th>
<th>2/28/23 TUES</th>
<th>2-3.30</th>
<th>TBC</th>
</tr>
</thead>
</table>
| 3/1/23 WED | Labs A, B, C 1.30-3.15 Labs D, E, F 3.45-5.30 | Alcohol and Drug misuse Guest lecturers Dr Ben Lewis | 1. **Review Week 8 Alcohol and drug misuse powerpoint**  
2. Prepare questions for guest lecturers Complete Quiz 7 by Wed March 1, 1pm |

| Week 9 | Spring Break no classes – enjoy! |
### Week 10

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/14/23</td>
<td>2.00-3.00</td>
<td>Online Educational interventions Analysis - audience and content implications Objectives Choice of delivery methods Educational assessment</td>
<td>1. Review Week 10 Educational Interventions</td>
</tr>
<tr>
<td>TUES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.15-3.30</td>
<td></td>
<td>REACH meeting 3</td>
<td></td>
</tr>
<tr>
<td>3/15/23</td>
<td>Lab A 1.30-3.15 Lab B 3.45-5.30 In person CLC</td>
<td>Education in PT practice</td>
<td>Develop planning documents and handouts for dental lab</td>
</tr>
<tr>
<td>WED</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Week 11

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/22/23</td>
<td>Labs A 1.30-3.15 Labs B 3.45-5.30</td>
<td>Prevention of repetitive strain injury Functional movement reeducation and adjustment Health screening</td>
<td></td>
</tr>
<tr>
<td>WED</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Week 12

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/28/23</td>
<td>2.00-4.00</td>
<td>HPNP Conflict management scenarios</td>
</tr>
<tr>
<td>TUES</td>
<td></td>
<td>Review of handouts</td>
</tr>
<tr>
<td>3/29/23</td>
<td>Labs A 1.30-3.15</td>
<td>Labs B 3.45-5.30 Amazing Race</td>
</tr>
<tr>
<td>WED</td>
<td></td>
<td>Synchronous lab session</td>
</tr>
</tbody>
</table>

## Week 13

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/4/23</td>
<td>10.40-12.30</td>
<td>Putting Families First Small Group meeting</td>
</tr>
<tr>
<td>TUES</td>
<td></td>
<td>1. Review Putting Families First content available on PFF website</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Complete PFF assignments &amp; schedule home visit 4</td>
</tr>
<tr>
<td>4/4/23</td>
<td>Online synchronous</td>
<td>HPW3 Presentations</td>
</tr>
<tr>
<td>TUES</td>
<td>1:30-2:30 2:45-3:45 4:00-4:45</td>
<td>(attend one time slot TBS)</td>
</tr>
<tr>
<td>4/5/23</td>
<td>Labs A 1.30-3.15</td>
<td>Labs B 3.45-5.30 Practice demonstrations and teaching Dental lab Practice Health screening</td>
</tr>
<tr>
<td>WED</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Week 14

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/11/234</td>
<td>No class – Neuroscience scheduled 2-4</td>
<td></td>
</tr>
<tr>
<td>TUES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/12/23</td>
<td>8:00-11:30am</td>
<td>Dental Lab IPE experience</td>
</tr>
<tr>
<td>WED</td>
<td>Labs TBS</td>
<td>1. Dental Lab – scheduled times and locations in the Dental School labs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Survey due Friday April 14</td>
</tr>
</tbody>
</table>

## Week 15

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
</table>
### 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, both in-person and online through zoom
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, interprofessional online activities, 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 that 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 on 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/symptomtesting/symptoms.html), please use the UF Health screening system (https://coronavirus.uflhealth.org/screen-test-protect/covid-19-exposure-and-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/sscr/process/student-conduct-honor-code/
http://www.dso.ufl.edu/sscr/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. 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. 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 for those who miss class due to illness or life events. Recordings will be made available on 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 instructors. 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 instructors.

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. 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 of 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 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](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 website 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
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
Janeen Blythe PT, DPT, ATC
Gabrielle Perrone PT, DPT

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 IFH 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 admitting 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.