

**UNIVERSITY OF FLORIDA  
PHYSICAL THERAPY DEPARTMENT  
Doctor of Physical Therapy (DPT)  
PHT 6502: Health Promotion & Wellness I – Teamwork and Community Engagement  
Fall 2023**

**Course instructors:** Kim Dunleavy PT PhD, OCS, FNAP  
Clinical Professor  
kdunleavy@phhp.ufl.edu

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

**Office hours by appointment**

**Course description/overview:**

This introductory course in the Health Promotion and Wellness series introduces the Physical Therapist's roles and responsibilities for addressing population health issues including health promotion and wellness. Teamwork concepts including interprofessional communication and roles/responsibilities are introduced while applying concepts and skills learned in the Doctor of Physical Therapy curriculum. Students also participate in community engagement activities allowing application of professional communication and other skills acquired in concurrent courses.

**Instructional Methods:**

Active learning - community engagement participation and observation, peer learning, virtual small group discussion and active learning activities, group presentations, blended learning (online modules, quizzes), reflection papers

**Course prerequisites:**

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

**Credit hours:** 1

**Class time:**

1. **Synchronous small group discussions** Fridays (8.15-9.15, 9.30-10.30) Labs will alternate for first and second sessions. Virtual -see canvas for zoom links
2. **Putting Families First team meetings:** Tuesday 10:40am -12:30pm (meets 3 times **Sept 19, Oct 17, Nov 17**) **synchronous online. Please note the DPT class schedule is adjusted to allow students to attend these seminars.**

3. **REACH meetings** Tuesdays 4:15-5:15 (see schedule) Virtual, 1104/1109 will be available for students who want to log in on campus. Please have earbuds or earphones to minimize interference.
4. **REACH activities** – scheduled by group, Gator Challenge Monday evenings, Community Health Friday afternoons 2-3.30, Children on the Go Saturday mornings.
5. **Equal Access Clinic hours Thursday 5.30-8 (scheduled)**

### **Objectives:**

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

#### **Community Engagement**

1. Apply evidence-based principles of movement, function, and exercise as a means of promoting physical activity, reducing sedentarism, and improving individual and population health
2. Engage clients and communities in the achievement of their goals for function, health, and wellness
3. Observe and participate in prevention/health promotion programs that reflect the needs, assets, and priorities of clients in the context of where they live, work, learn, and play
4. Demonstrate beginning level professional behaviors while participating in community activities, with colleagues, community partners and stakeholders.
5. Demonstrate appropriate oral, non-verbal and written professional communication and interaction skills during interactions with peers, faculty, and participants.
6. Recognize opportunities for and identify optimal communication for prevention and health promotion information respecting clients' values, priorities, and communication needs
7. Develop introductory history taking, motivational skills and health and wellness promotion.
8. Perform selected assessment, screening, movement and activity promotion under supervision.
9. Reflect on community engagement experiences including lessons learned and adjustment of performance using feedback.

#### **Putting Families First**

10. Discuss the importance of interprofessional teamwork to address patient and population health needs.
11. Establish and foster client-centered and inter-professional collaborations that empower individuals and populations
12. Discuss the importance of considering diverse background and individual characteristics and demonstrate person-centered practice across multiple groups.
13. Demonstrate patient-centered culturally sensitive interaction skills when working with a variety of patients.
14. Describe the role of Physical Therapists within an interdisciplinary professional team.
15. Describe and distinguish the roles of other members of the professional team.
16. Demonstrate respect for overlapping roles and distinct competencies of different health professionals.

17. Demonstrate appropriate professional communication skills with community volunteers and students from different health care professions.
18. Develop introductory interview skills to collect a culturally sensitive health history suitable for age, lifestyle, gender, cultural background and goals.
19. Acquire and evaluate health behavior perceptions from community volunteers.
20. Analyze features of the community in which the volunteer family resides (environment, support structures, resources, and access to health care) and discuss impact on healthcare.
21. In developing prevention and health promotion programs, attend to the needs of clients who experience health disparities (eg, racial/ethnic, socioeconomic, geographic, gender, disability) as a means of advancing health equity

### **Blended learning & small group discussion active learning activities**

22. Define and discuss population health issues impacting physical therapy practice and justify the physical therapist's role in prevention and health promotion
23. Recognize the multiple determinants of health (eg, genetics/genomics, healthcare access and quality, individual health behaviors, social and physical environments, policy) and how they interact to influence individual and population health
24. Discuss and apply the biopsychosocial, and international classification of function models, as well as principles of patient-centered care and teamwork skills to community activities and case examples.
25. Discuss the importance of attending to the needs of clients who experience health disparities including appropriate mechanisms to minimize discrimination in physical therapy settings and interactions (eg, racial/ethnic, socioeconomic, geographic, gender, disability) as a means of advancing health equity
26. Discuss the TeamSTEPPS framework and key principles and apply TeamSTEPPS tools and strategies to past experiences, interactions with families, community volunteers and peer community engagement teams.
27. Describe and demonstrate communication tools and strategies for effective teamwork.
28. Describe effective team structure, leadership skills and tools for leading teams as well as characteristics of effective team member.
29. Define and list characteristics of effective teamwork strategies including situation monitoring and mutual support strategies.
30. Discuss conflict management strategies and the importance of awareness of responses to conflict and stress
31. Apply situation monitoring; mutual support; and conflict resolution techniques to scenarios.
32. Demonstrate observable communication and professional behaviors associated with effective team performance.
33. Summarize barriers to teamwork; tools and strategies to overcome teamwork barriers; and potential outcomes.

### **Course components**

1. **Physical Therapy community engagement:** Students will participate in the Rehabilitation, Education, Activity, Community Health (REACH) community engagement groups with their second year DPT peer mentors. These opportunities are used to

practice communication, interaction and observation skills in real world settings. Students participate actively in a professional role in the community while applying practical skills learnt in other classes. Students participate in group discussion, shared decision making and peer mentorship with second year students and faculty during scheduled meetings and activities. Training is required for REACH activities and scheduled separately for individual groups. Students also observe and assist as appropriate for patient care management in the Equal Access Physical Therapy Clinic.

2. **Putting Families First (interprofessional community engagement):** Students participate in the **University of Florida Putting Families First Program** for health professions, with pharmacy, dental, nursing, health administration, dietetics, occupational therapy, medical, veterinary students. Students learn to conceptualize family health beliefs and behavior within a biopsychosocial framework. Students will develop introductory assessment and interview skills related to family health care needs and health care access. Blended learning online content modules and quizzes are completed prior to class, with directed group discussion and activities in monthly discussion groups with larger groups and interprofessional faculty mentors. Students work with an assigned volunteer family or individual in the community in small groups, with required assignments for each monthly activity.
3. **Blended learning:**  
Students will review voice-over powerpoints, videos, articles or online modules prior to class and complete quizzes related to the content.
4. **Classroom active learning activities:** Physical therapy students will participate in classroom activities and discussions to expand on blended learning material, discuss concepts and apply to their experiences in the community engagement and interprofessional groups.

### Course materials

*Required textbooks:* None

*Required readings:* Materials provided online through Canvas.

### Grading:

- Students must achieve a minimum of 80% of the available points to pass the Putting Families First section of this course. Students who do not pass this module will be required to repeat the course the following year.
- Professional behavior is required for ALL activities. Feedback will be provided to help students develop these behaviors, however major professionalism incidents during REACH activities, Putting Families First or other community events will result in a required meeting with your advisor and/or referral to the Professionalism Committee. (See Professionalism policy)

- No late assignments will be accepted unless an extension has been approved for an excused absence.
- Class attendance and participation is required. (see Attendance policy)
- The course grade for HPW I is a letter grade based on assignments as follows:

Assignments	%
REACH group participation (minimum 4 hours or 2 sessions for assigned group participation, 3 meetings plus training)	10%
REACH reflection	10%
Quizzes (x5)	25%
Small Group presentation	10%
Equal Access observation and reflection	5%
Class participation/professionalism	10%
Putting Families First	30%
<b>TOTAL</b>	<b>100%</b>

**1. REACH group activities**

Students are assigned to one of 3 groups in the first semester. Activities vary based on the group, with students assigned to participate in a minimum of two sessions (approximately four hours) with participants, as well as attending group meetings and training. Both the reflection paper and the group presentations are based on the application of concepts to the community engagement experiences.

**2. Reflections and survey**

Students will complete a reflection paper on their REACH and Equal Access experiences using a structured reflection format. Hours and application of skills in REACH activities experiences will be submitted using a survey.

**3. Quizzes**

Quizzes will be completed online through Canvas.

**4. Group Presentation:**

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

1. Description of the factors impacting the activities using the ICF model: environmental components AND the personal characteristics of the participants
2. Discuss the biopsychosocial model and application to the activities in your group
3. Use an example to illustrate how impairments impact function for participants
4. Describe and provide examples of how teamwork concepts impact the delivery of community services within your REACH group.
5. Discuss how the services meet the needs of the community

6. Discuss how these activities may impact patient care in the future and the importance relative to population health
7. Use at least 3 peer-reviewed references
8. Outline learning points from your experiences

#### **5. Equal Access Clinic attendance**

Students will be assigned to attend a minimum of one patient experience, but are encouraged to volunteer to attend as many evenings as feasible for the schedule. Students will submit a reflection on application of concepts to the patient management process.

#### **6. Class participation/professionalism**

Active learning methods will provide opportunities to apply concepts introduced in blended learning modules and community engagement experiences. Methods will include case examples, video simulations and commentaries, group discussion, artefact development, and guided questions. Participation grades will be assigned for interactions and class assignments will be submitted on Canvas.

Students will receive feedback on professional skills and will be asked to integrate community engagement activities and professional skills in their professional development plans. The community engagement opportunities provide real world scenarios to develop professional communication, presentation, and patient interaction skills. Lack of professionalism such as inappropriate communication, dress, body language, defensiveness related to feedback, missing class or REACH activities without notification, failure to turn on the camera or respond to questions in synchronous zoom sessions, will result in a point deduction for each occurrence. Professional skills are developed, and students will be expected to respond and work towards improving any identified areas related to communication, respect for faculty, peers and participants and responsibility.

#### **7. Putting Families First**

Putting Families First takes place over the Fall and Spring semester with all grading and assignments available through the Putting Families First Canvas site available through the HPW1 Canvas site on the front page.

#### **Grading scale**

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)

**Content Outline and Assignments:**

Week & Dates		Time	Topic	Assignments to be completed for class or deadlines
<b>Week 1</b>				
<b>8/25/23 Friday</b>	Synchronous zoom	8.15 – 9.15 Lab A 9.30-10.30 Lab B	Course introduction, Population Health, Health Promotion and Wellness and Social Responsibility for Physical Therapy Practice	<ol style="list-style-type: none"> <li>1. Prior to class review:                             <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• <b>Module 1 Introduction</b></li> </ul> </li> <li>2. Upload pictures to your profile</li> <li>3. <i>Requests to switch REACH groups due prior to class</i></li> </ol>
	Scheduled by group throughout semester	REACH activities <ul style="list-style-type: none"> <li>• EAC: Thursday evening</li> <li>• COG: Saturday mornings</li> <li>• CH: Friday afternoons</li> <li>• GC: Monday evenings</li> </ul>		
<b>Week 2</b>				
<b>Tuesday 8/29/23</b>	Synchronous zoom sessions with second years	4.15-5.15 REACH meeting 1 <ul style="list-style-type: none"> <li>• Community Health</li> <li>• Gator Challenge</li> <li>• Children on the GO</li> </ul> Training scheduled by group		
<b>Friday 9/1/23</b>	Synchronous zoom	8.15-9.15 Lab B 9.30-10.30 Lab A	ICF & Biopsychosocial model introduction to patient history and interview techniques for Putting Families First/ REACH activities	<ul style="list-style-type: none"> <li>• Prior to class review <b>Module 2</b></li> <li>• Complete Quiz 1 prior to class</li> </ul>
<b>Week 3</b>				

<b>Friday 9/8/23</b>	Synchronous zoom	8.15-9.15 Lab A 9.30-10.30 Lab B	Team structure, leadership, and performance for Physical Therapy practice	<ul style="list-style-type: none"> <li>• Prior to class review <b>Module 3</b></li> <li>• Team structure, leadership</li> <li>• Complete Quiz 2</li> </ul>
<b>Week 4</b>				
<b>Friday 9/15/23</b>	Synchronous zoom	8.15-9.15 Lab B 9.30-10.30 Lab A	Team communication for PT practice	<ul style="list-style-type: none"> <li>• Prior to class review <b>Module 4:</b></li> <li>• Team communication</li> <li>• Complete Quiz 3</li> </ul>
<b>Week 5</b>				
<b>Tuesday 9/19/23</b>	<b>Putting Families First</b>	<b>10.40-12.30</b> Synchronous sessions small interprofessional PFF groups See PUTTING FAMILIES FIRST Canvas site for assignments Zoom login information and groups will be emailed from the PFF office	<b>Putting Families First 1<sup>st</sup> meeting:</b> Interprofessional teamwork in healthcare	<ul style="list-style-type: none"> <li>• Prior to class review materials for Putting Families - Orientation</li> <li>• Complete PFF assignments</li> </ul>
<b>Friday 9/22/23</b>	No class			
<b>Week 6</b>				
<b>Tuesday 9/26/23</b>	Synchronous	4.15-5.15 REACH meeting 2 <ul style="list-style-type: none"> <li>• Community Health</li> <li>• Gator Challenge</li> <li>• Children on the GO</li> </ul>		
<b>Friday 9/29/23</b>	Synchronous	8.15-9.15 Lab A 9.30-10.30 Lab B	Mutual support and situation monitoring	<ul style="list-style-type: none"> <li>• Prior to class review <b>Module 5:</b></li> <li>• Mutual support, situation monitoring, conflict management</li> <li>• Complete Quiz 4</li> </ul>



<b>Week 7</b>				
<b>Friday 10/6/23</b>	Homecoming – no class			
<b>Week 8</b>				
<b>Friday 10/13/23</b>	Synchronous	8.15-9.15 Lab B 9.30-10.30 Lab A	Physical Therapist’s role in Population Health, Health promotion, prevention	<ul style="list-style-type: none"> <li>• Prior to class review <b>Module 6:</b> Population Health, Health Promotion, Prevention</li> <li>• Complete Quiz 5</li> </ul>
<b>Week 9</b>				
<b>Tuesday 10/17/23</b>	PFF	10.40-12.30 <b>Putting Families First</b> groups	<b>Putting Families First</b> 2 <sup>nd</sup> Small Group meeting	Review and complete Putting Families First requirements for session 2
<b>Friday 10/20/23</b>	No class			<ul style="list-style-type: none"> <li>• Prepare REACH presentations</li> </ul>
<b>Week 10</b>				
<b>Tuesday 10/24/23</b>	Synchronous	4.15-5.15 REACH meeting 3 <ul style="list-style-type: none"> <li>• Community Health</li> <li>• Gator Challenge</li> <li>• Children on the GO</li> </ul>		
<b>Friday 10/27/23</b>	Synchronous	8.15-9.15 Lab A 9.30-10.30 Lab B	REACH Presentations	<ul style="list-style-type: none"> <li>• REACH presentations (scheduled)</li> </ul>

<b>Week 11</b>				
<b>Friday 11/3/23</b>	Synchronous	8.15-9.15 Lab B 9.30-10.30 Lab A	REACH Presentations	REACH presentations (scheduled)
<b>Week 12</b>				
<b>Friday 11/10/23</b>	Veteran's Day- no class			
<b>Week 13</b>				
<b>Friday 11/17/23</b>	Synchronous	8.15-9.15 Lab A 9.30-10.30 Lab B	Person-centered care, support, and communication in healthcare environments	Review module and prepare assigned pre-work
<b>Week 14</b>				
<b>Tuesday 11/21/23</b>	PFF	10.40-12.30 <b>Putting Families First</b> groups	<b>Putting Families First</b> 3 <sup>rd</sup> Small Group meeting	Review and complete Putting Families First requirements for session 3
<b>Friday 11/24/23</b>	Thanksgiving- no class			
<b>Week 15</b>				
<b>Tuesday 11/28/23</b>	Synchronous	4.15-5.15 REACH meeting 4 <ul style="list-style-type: none"> <li>• Community Health</li> <li>• Gaitor Challenge</li> <li>• Children on the GO</li> </ul>	<b>Leadership position introductions &amp; nominations</b>	
<b>Friday 12/1/23</b>	Synchronous	8.15-9.15 Lab B 9.30-10.30 Lab A	Review of learning from REACH/EAC community engagement Preparation for Spring HPW2	REACH & EAC reflection and survey due Leadership Applications Due
<b>Week 16</b>				
<b>12/8/23</b>	No class			

## Policies

### **Inclusive Learning Environment**

We embrace The University of Florida's Non-Discrimination Policy. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinion or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act. We are committed to fostering an open and inclusive environment in our College, where every student, guest instructor and contributor feels valued. If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office on Multicultural & Diversity Affairs Website: <http://www.multicultural.ufl.edu/>"

### **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 accommodation to assist students in their coursework.

### **Counseling and Student Health:**

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

<http://www.counseling.ufl.edu/>

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.

### **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.

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

Unless specifically indicated in the assignment as a group submission, all other assignments, quizzes and projects are to be completed independently. Violations of the honor code have long lasting and major consequences including referral to the Dean of Students Office.

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. Furthermore, students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or these web sites for more details:

<https://sccr.dso.ufl.edu/students/student-conduct-code/>

<https://sccr.dso.ufl.edu/process/students-rights-responsibilities/>

<http://www.graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf>

#### **Professional Behavior:**

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

Since professionalism is a hallmark of patient and population care, and central to the mission of the College of Public Health and Health Professions, it will be assessed in this course as part of the participation grade. Student demeanor and observable behavior are central components to assessing one's professionalism and will therefore need to be observed and feedback will be provided to help students develop essential behaviors for a future healthcare professional. To facilitate a proper evaluation of professionalism in online sessions, Zoom synchronous sessions may be audio-visually recorded and students will be asked to keep their cameras on during class. Failure to turn on the camera could result in deductions for the participation professionalism grade.

Professional behavior will be expected, monitored and evaluated during group activities, with volunteer families and community participants in the REACH activities and with other professional students. Appropriate affective behavior during class and lab sessions as well as with colleagues in the REACH groups and PFF interprofessional teams includes, but is not limited to: respect, consideration,

communication, timeliness, responsibility, proactivity, and adaptability. Written, verbal and non-verbal communication skills that demonstrate respect for others is essential when interacting with your colleagues, professors, and department staff. This includes interactions in online settings (please see Participation grade). 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. Students may be referred to the Professionalism Committee if they exhibit behavior not in accordance with Department and Professional standards and expectations.

**Please note:**

1. Cell phones are expected to be turned off during class unless specifically required for class activities.
2. Online etiquette is expected including respect for peers, professors as well as appropriate professional communication and dress. This includes appropriate dress and body language. While technical issues sometimes occur, you will be asked to interact with others in small group sessions with your camera on.
3. Please set up your computer access in a space that allows for listening and contributing to discussions without disruptions, physical demonstration if needed, and few distractions.
4. Timely completion of group responsibilities and punctuality for community engagement activities is essential.
5. Teamwork skills including communication and conflict management are topics covered as part of the Health Promotion series of classes and developing effective skills is part of your professional development. Please help your colleagues with timely and constructive feedback, identify areas that you need assistance with and ask for help if needed.
6. Proactive problem solving and reflection are valuable to improve your own professional development. Real world scenarios often do not go according to plan and your responses to unexpected changes, situations which require flexibility and conflict management are important learning experiences.

**Policy related to class, REACH and PFF attendance and communication**

1. Students are expected to attend all scheduled classes and scheduled activities. In the event of illness or other unavoidable absences please inform the faculty mentor and the relevant REACH group peer organizer as far in advance as possible.
2. If you are ill or have an unavoidable emergency on the dates when Putting Families First is scheduled please email the Putting Families First office, your advisors and copy Dr Dunleavy.
3. PLEASE NOTE that professional email etiquette is expected – address faculty by Dear Dr xxx, rather than Hey, first names or last names. If you are REQUESTING an absence please use this language rather than: “I will not be coming to class”. Excused absences are provided for illness, or family emergencies. Any other absence will be considered based on the request, but only if there is a valid reason along with appropriate professional requests submitted in a timely manner.
4. Putting Families First activities are scheduled outside class hours. The scheduling is complex with multiple students from different programs and the families time constraints. Please do your best to schedule with enough time to be able to meet with your families. If you have any difficulties with scheduling around other classes please contact Dr Dunleavy to discuss any options.
5. If you have any questions or if anything arises related to your family sessions or PFF groups, please contact Dr Dunleavy and copy Dr Dunleavy on any communication with the PFF office. Please note that for effective responses when contacting the PFF office include all your group members on the email and place your GROUP Number in the email title.

6. Please contact your REACH group leaders and advisors for REACH group-related absences. Requests for exceptions for scheduling for REACH group activities should be directed to both the second year students responsible for scheduling AND the advisors.

### **Policy related to quizzes and assignments**

Quizzes will be available online. Please adhere to the Honor Code at all times and do not collaborate with others or use resources to assist with answering quizzes. Quiz times and performance will be monitored randomly. Please see the student handbook for consequences of not abiding by University and Department policies related to unauthorized use of materials, collaboration or plagiarism.

All Putting Families First assignments will be submitted through the Putting Families First Canvas site.

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

### **Policy related to REACH group participation**

Students will be assigned to a REACH group at the beginning of the semester. Some group training will take place at different times from the syllabus. All students will be required to complete a minimum of 4 hours of documented participation (with community participants) in their assigned REACH group projects in the Fall semester and attend a minimum of one EAC telehealth session on a Thursday night.

### **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, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.

### **Recording of lectures**

“Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit,

circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

### **PUTTING FAMILIES FIRST (Fall 2023, Spring 2024)**

#### **Contacts:**

Caronne Rush [crush@ufl.edu](mailto:crush@ufl.edu) 352 273 5320

Cindy Wielgos [wielgos@ufl.edu](mailto:wielgos@ufl.edu) 352 273 5323

#### **Physical Therapy Faculty:**

Shakeel Ahmed PT, PhD

Mark Bishop PT, PhD

Stacey Campbell PT, DPT

Kim Dunleavy PT, PhD, OCS

Michael Hodges PT, DPT, OCS

Donovan Lott PT, PhD, CSCS

Gloria Miller PT, PhD

Gina Musolini PT, EdD

Judi Schack-Dugre PT, DPT, MBA

Janeen Blythe PT, DPT, ATC, GCS

#### **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 meet with them twice in the first semester and twice in the second semester. Each of the team members must participate in each family visit. Individual teams will be responsible for finding a mutual time to make the required meetings. There are specific assignments for each meeting. One of the student members will take the role of leader for each home visit. The leader will be responsible for scheduling and organizing the tasks during the virtual session with the family. Team members will be jointly responsible for completion of assignments.

Each meeting will be discussed in the small group meetings. The student leader will lead the discussion, but all members must participate in the debriefing

##### Virtual family discussion meetings.

Students will meet with community families who volunteered for this project. The majority of these sessions will be conducted on zoom or potentially by phone. There may be a few families who prefer to meet in person. 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 the meeting, and sometimes only one or two members will be present. It is vital to consider that these people have many social and other roles to fulfill, and the project will not always take priority. It is important that you treat these families and their lives with respect, include all who are present in the interviewing process, and be always flexible.

#### Etiquette Tips and Patient-Centered Practice

1. Always make an appointment to meet with the community volunteer family well in advance, and send a reminder closer to the time.
2. Dress professionally and ensure that your background is professional. If in person wear your name badge. Online - change your zoom name to reflect your preferred name.
3. Be patient if the family has difficulty with technology and be prepared to problem solve options for virtual communication.
4. *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.
5. 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.
6. 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.
7. Adhere to HIPPA best practices, do not discuss personal medical information with identifying information in your reports to others. Respect your families wishes related to discussing any medical or personal factors.

**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 group faculty leaders from different Colleges. 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. Home visits will be debriefed during small discussion group meetings.