

**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  
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**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 16, February 20, April 2).
- 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 Wednesday mornings 8.45-9.45 C1-009  
**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.

**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 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> semesters of the DPT curriculum)

### **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)

### **Blended Learning**

- *What is blended learning and why is it important?*

- A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today’s health professional.
- *What is expected of you?*
  - You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

**Course materials**

*Required readings:* Putting Families First Readings provided online on PFF Canvas site.  
Powerpoint modules and readings provided online each week.

**Grading:**

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

Assignments	% Grade
<b>PFF (minimum 80%)</b>	15%
<b>Class Assignments</b>	
1. In class assignments, participation	15%
2. Quizzes	10%
3. 3 <sup>rd</sup> 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%
<b>Community engagement</b>	
1. REACH & EAC requirements (5% each)	10%
2. REACH reflection	5%
<b>TOTAL</b>	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. **3<sup>rd</sup> year project review** – students will sign up to attend at least one session for the 3<sup>rd</sup> 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)**

Week & Dates	Time/Location	Topic	Assignments, class activities
<b>SCHEDULED INDIVIDUALLY</b>	<ol style="list-style-type: none"> <li>1. EAC Thursday evenings</li> <li>2. REACH activities scheduled by group</li> </ol>		
<b>Week 1</b>			

<b>1/10/24 WED</b>	Online asynchronous	Introduction Stages of change	Review syllabus <b>Review asynchronous content Health behavior models (part A), Stages of Change (part B)</b>
<b>1/10/24 WED</b>	Online synchronous Lab A 1.30-3.15 Lab B 3.45-5.30	Stages of change Health behavior models	<b>Review case study to discuss in class</b>
<b>Week 2</b>			
<b>1/16/24 TUES</b>	Online synchronous 10.40-12.30	<b>Putting Families First</b>	1. Putting Families First - Module 4 2. Complete PFF videos, readings and assignments. Schedule home visit 3
<b>1/17/24 WED</b>	Online asynchronous	Cognitive Behavioral techniques in PT practice	3. <b>Submit Quiz 1 (Stages of Change)</b> due Wed Jan 17 at 8.45am 4. <b>Review Cognitive Behavioral Techniques</b>
<b>1/17/24 WED</b>	Online synchronous Labs A 1.30-3.15 Labs B 3.45-5.30	Cognitive Behavioral techniques in PT practice	5. Research assigned health condition/ habits contributing to condition for prognosis, impact on healing, attitude, progression, and outcomes. 6. Choose 5 evidence-based points to be used to present benefits of changing the behavior for your assigned case.
<b>1/19/24</b>	Reach meeting 11-12	REACH meeting 1	Plan for semester, plan handover
<b>Week 3</b>			
<b>1/24/24 WED</b>	8.45-9.45 In person C1-009	Motivational Interviewing	1. <b>Review Motivational Interviewing</b> 2. <b>Submit Quiz 2 CBT by Wed Jan 24 8.45am</b>

			3. Prepare assigned case study
<b>1/24/24 WED</b>	Online synchronous Labs A 1.30-3.15 Labs B 3.45-5.30	Motivational interviewing for health goals and PT treatment	Apply motivational interviewing /CBT for different stages of change
<b>Week 4</b>			
<b>1/31/24 WED</b>	Online Asynchronous	Integration of health and wellness in PT practice and career opportunities	<ol style="list-style-type: none"> <li>1. <b>Review Role of the PT for health &amp; wellness</b></li> <li>2. <b>Submit Quiz 3 Motivational Interviewing by 8.45am am Wed Jan 31</b></li> <li>3. Review assigned cases</li> </ol>
<b>1/31/24 WED</b>	Labs A 1.30-3.15 Labs B 3.45-5.30 Online synchronous	Primary & secondary health promotion in PT practice	Practice discussions with patients for assigned cases
<b>Week 5</b>			
<b>2/7/24 WED</b>	8.45-9.45 In person C1-009	Jane Morgan-Daniels UF Health Sciences Librarian	<ol style="list-style-type: none"> <li>1. <b>Review Health literacy and patient resources</b></li> <li>2. <b>Submit Quiz 4 Health and Wellness roles by Wed Feb 7 8.45am</b></li> </ol>
<b>2/7/24 WED</b>	Lab B 1.30-3.15 Lab A 3.45-5.30	Health literacy and resource evaluation	<ol style="list-style-type: none"> <li>1. Evaluate health literacy and resources for assigned case</li> <li>2. Health Literacy Assignment</li> </ol>
<b>Week 6</b>			



<b>2/14/24 TUES</b>	8.45-9.45 In person C1-009	Obesity	<ol style="list-style-type: none"> <li><b>1. Review Week 6 Nutrition</b></li> <li>2. Submit Assignment Health literacy by Wed Feb 14 8.45am</li> </ol>
<b>2/14/24 WED</b>	Lab B 1.30-3.15 Labs A 3.45-5.30	Methods to support nutritional goals within PT scope of practice	<ol style="list-style-type: none"> <li>1. Case discussion in class</li> <li>2. Research background for nutrition case study</li> </ol>
<b>2/16/23</b>	11-12	Class of 2025 REACH presentations	
<b>Week 7</b>			
<b>2/20/24 TUES</b>	Online synchronous 10.40-12.30	<b>Putting Families First Small Group meeting</b>	<ol style="list-style-type: none"> <li>1. Review Putting Families First content available on PFF website</li> <li>2. Complete PFF assignments &amp; schedule home visit 4</li> </ol>
<b>2/21/24 WED</b>	8.45-9.45 Online Asynchronous	Working with translators	
<b>2/21/24 WED</b>	Online Synchronous Labs B 1.30-3.15 Labs A 3.45-5.30	Psychological co-morbidities & referrals – UF Psychology Springhill guest lecturers	<ol style="list-style-type: none"> <li><b>1. Review Psychological Co-morbidities</b></li> <li>2. Submit <b>Quiz 5 Nutrition</b> by Wed Feb 21 8.45am</li> </ol>
<b>Week 8</b>			
<b>2/28/24 WED</b>	No class		<b>Submit Quiz 6 Psychological co-morbidities Wed Feb 28 8.45am</b>
<b>Week 9</b>	<b>SPRING BREAK</b>		
<b>Week 10</b>			
<b>3/13/24 WED</b>	8.45-9.45 In person C1-009	Educational interventions	

<b>3/13/24 WED</b>	Online synchronous Labs A 1.30-2.45 Labs B 3.45-5.00	Alcohol and Drug misuse Guest lecturers Dr Ben Lewis	<ol style="list-style-type: none"> <li><b>1. Review Alcohol and drug misuse powerpoint</b></li> <li>2. Prepare questions for guest lecturers</li> </ol>
<b>3/15/24 FRID</b>	11-12	REACH meeting 3	
<b>Week 11</b>			
<b>3/20/24 WED</b>	8.45-9.45 In person C1-009	Ergonomics, prevention of repetitive strain injury	<ol style="list-style-type: none"> <li><b>1. Review Ergonomics, prevention of repetitive strain injury</b></li> <li><b>2. Submit Quiz 7 Alcohol and Drug misuse Wed March 20 8.45am</b></li> <li><b>3. Sign up for 3<sup>rd</sup> year presentations for 1 time slot by Fri March 22 11:59pm</b></li> </ol>
<b>3/20/24 WED</b>	Lab A 1.30-3.15 Lab B 3.45-5.30 In person CLC	Ergonomics Review planning documents and handouts	Develop planning documents and handouts for dental lab
<b>Week 12</b>			
<b>3/27/24 WED</b>	8.45-9.45 In person C1-009	Conflict management scenarios	
<b>3/27/24 WED</b>	Lab A 1.30-3.15 Lab B 3.45-5.30 In person CLC	Amazing Race	
<b>Week 13</b>			
<b>4/2/24 TUES</b>	10.40-12.30	<b>Putting Families First Small Group meeting</b>	<ol style="list-style-type: none"> <li>1. Review Putting Families First content available on PFF website</li> <li>2. Complete PFF assignments &amp; schedule home visit 4</li> </ol>

<b>4/3/24 WED</b>	8.15-8.45 Lab A 9.00-9.30 Lab B HPNP Room 1104/1109	Practice for dental labs	
<b>4/3/24 WED</b>	Labs B 1.30-3.15 Labs A 3.45-5.30	HPW3 Presentations	(Sign up for 1 slot)
<b>Week 14</b>			
<b>4/10/24 WED</b>	8:00-11:30am Labs TBS	Dental Lab IPE experience	<ol style="list-style-type: none"> <li>1. Dental Lab – scheduled times and locations in the Dental School labs</li> <li>2. Survey due <b>Wed April 17 8.45am</b></li> </ol>
<b>4/10/24 WED</b>	Online Lab B 1.30-3.15 TBS Lab A 3.45-5.30 TBS	Health and wellness Patient interviews	<ol style="list-style-type: none"> <li>1. Health and wellness Patient interviews Reflection due 4/17/2024</li> </ol>
<b>Week 15</b>			
<b>4/17/24 WED</b>		Pathophysiology TBC	<ol style="list-style-type: none"> <li>1. Review online content</li> <li>2. Prepare questions for interviews</li> </ol>
<b>4/17/24 WED</b>	Lab B 1.30-3.15 TBS Lab A 3.45-5.30 TBS	Health and wellness Patient interviews	<ol style="list-style-type: none"> <li>2. Health and wellness Patient interviews Reflection due 4/24/2024 Submit Reflection on Dental Lab Wed April 17 8.45</li> </ol>
<b>4/19/24</b>	11-12 Online synchronous	REACH meeting 4	
<b>Week 16</b>			
<b>4/24/24</b>	8-9.45	Final oral	EAC, REACH hours, reflections due Wed April 24 8.45

<b>4/24/24</b> <b>WED</b>	Labs B 1.30-3.15 Labs A 3.45-5.30	Final oral	
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### 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)

### Synchronous Learning Activities

Instructional activities have been designed to allow for as much active engagement as possible. 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 unmute 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.

### 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 or use asynchronous technologies such as EHRGo (an online case based electronic health record system) that facilitate reflection, application, and collaboration and.

### **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.

### **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.a.ufl.edu/students/>. Students will be notified when the evaluation period opens via email and the link is available in the Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl>

### **Academic Integrity:**

Per the University of Florida Department of Physical Therapy student handbook, students are required to abide by the UF Academic Honesty Guidelines. Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. The following pledge has been accepted by the University and is expected of all students:

“I understand that the University of Florida expects its students to be honest in all of their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the University.”

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. The following pledge is implied on all work submitted for credit by UF students and is required on case study assignments.

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

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor

Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code, the Graduate Student Handbook and these web sites for more details:

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

### **Policy related to class attendance**

Students are expected to attend all scheduled classes. 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@php.ufl.edu](mailto:kdunleavy@php.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 as 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 - 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 in allocated REACH group projects in the Spring semester but the actual number of sessions varies based on the group. Students are also

expected to attend a minimum of 2 sessions at the Equal Access Clinic, and are encouraged to volunteer more frequently. 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. .

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:

- Timely completion of group responsibilities and punctuality for community service projects is essential.
- Proactive problem solving and reflection are valuable to improve your own professional development.

- Real world scenarios often do not go according to plan and your responses to unexpected changes, situations which require adaptation, and conflict management are important learning experiences.

### **Accommodations for Students with Disabilities:**

Students requesting classroom accommodations must first register with the Dean of Students Office. <http://www.dso.ufl.edu> The Dean of Students Office will provide documentation to the student who must then provide the documentation to the course instructor when requesting accommodation. The College of Public Health and Health Professions is committed to providing reasonable accommodations to assist students in their coursework.

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

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

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

The University of Florida Student Health Care Center offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic has recently moved and is located at 2140 Stadium Rd, Gainesville, FL 32611. For more information, contact the clinic at (352) 392-1161 or check out the web site at: <https://shcc.ufl.edu/>.

### **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.

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the



quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. 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 opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

### **Putting Families First**

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

#### **Contacts:**

##### **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 Musolino 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 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

### Family Virtual Visits.

Students will meet with 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 virtual discussion, and sometimes only one or two members will be present. It is vital to consider that these people have many social and other roles to fulfill, and the PFF project will not always take priority. It is important that you treat these families and their lives with respect, include all who are present in the interviewing process, and be always flexible.

### 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.

### 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.