

PHT 6502
Health Promotion & Wellness I
Fall 2013

Course description: This course is designed to initiate an interdisciplinary learning practicum for health professions, pharmacy, dental, nursing and medical students. The central theme of the course is family health over the life cycle. Students will learn to conceptualize family health beliefs and behavior from a biopsychosocial framework, and to assess family health care needs and health care access through a multidisciplinary lens. Many of the objectives for this course will be met through experiential learning in the Interdisciplinary Family Health (IFH) program. Physical Therapy students will also meet as a class to discuss their experiences in the interdisciplinary groups and begin to develop plans for future health promotion opportunities.

Course prerequisites: Course participation is limited to entry-level DPT student in their first year of the UF program.

Credit hours: 1

Course instructor(s): Gwen Creel, MHS, PT

Class time: Tuesday 10:40am -12:30pm (meets 3 times Sept 17, Oct 15, Nov 19)

Tuesday 4:05-4:55 pm (DATES NOTED BELOW)

Objectives:

1. Demonstrate knowledge of and respect for overlapping roles and distinct competencies of different health professionals.
2. Communicate and collaborate professionally and therapeutically with community volunteer families and with students from different health care professions.
3. Develop skills in eliciting perceptions of health from community volunteer family members.
4. Demonstrate ability to collect a culturally sensitive and comprehensive health history including mood, medication and nutritional assessment.
5. Collect selected physical assessment data.
6. Evaluate health behavior and develop a wellness prescription and risk assessment for one of the family members in the volunteer family.
7. Apply concepts of family systems in the required interviewing, data collection and wellness prescriptions.
8. Develop a basic understanding of the features of the community in which the volunteer family resides as they relate to support structures, resources, and access to health care.
9. Present synthesized information related to the health of the volunteer family in small group settings.
10. Provide education to the volunteer family about health promotion, wellness and health maintenance.
11. Set priorities for your assigned volunteer family's health needs.

Teaching methods: This course includes small group discussions and home visits with volunteer families in the community. Students and faculty from the Colleges of Public Health and Health Professions, Pharmacy, Dentistry, Nursing and Medicine participate in this course. Students will work in interdisciplinary teams of three making home visits with volunteer families residing in the community.

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. Dates for Small Group Discussions are: Tuesday 10:40am -12:30pm

September 17

October 15

November 19

Large Group Sessions: Discussions and activities related to designing health promotion activities for community groups will be held in large group settings (physical therapy students only). Dates for those meetings are: Tuesday 4:05-4:55 pm

- August 27

- September 3

- September 10 (REACH 1st year and 2nd year)

- October 1 (REACH 1st year and 2nd year)

- October 8

- November 5 (REACH 1st year and 2nd year)

- November 12

Content Outline:

Date	Topic	Assignments
8/27/13	Course intro; Service Learning REACH groups http://pt.php.ufl.edu/outreach/4213-2 ; Interdisciplinary Family Health (IFH) http://medinfo.ufl.edu/other/ifh	1) Identify REACH group preference 2) Review IFH website
9/3/13	IFH details; Learning about the Health Needs of Alachua County	1) Watch IFH orientation video 2) Essay #1 Alachua County Health Issues
9/10/13	REACH meeting #1	1) Self-reflection on your understanding of REACH activities
9/17/13	IFH 1 st small group meeting	1) Complete first IFH home visit
10/1/13	REACH meeting # 2	1) Self-reflection on your individual ideas to accomplish the goals/mission of your group
10/8/13	Assessing Health Needs of Individuals, Groups, Communities	1) Essay #2 What's Available in Alachua County?
10/15/13	IFH 2 nd Small Group meeting	1) Complete second home visit 2) IFH Home visit report 3) IFH visit #1 vital signs
11/5/13	REACH meeting#3	1) Self-reflection on your individual strengths related to the mission/goals of your REACH group
11/12/13	Setting Priorities for Identified Health Needs	1) Self-reflection on the identified Health Needs of your IFH family and how these relate to overall community health needs
11/19/13	IFH 3rd Small Group meeting	1) IFH Home visit # 2 report 2) IFH visit #2 vital signs 3) Family Health Presentation Outline 4) Family Health Survey 5) Peer eval

Student Home Visit Teams. Students in each discussion group will be sub-divided into teams of 3 students (each team including students from three different colleges). 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 three 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 debriefed in the small group discussion. The student leader for each home visit will lead the discussion, but all three members must participate in the debriefing

Doing Home Visits. The primary feature of this project is the opportunity for students to 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.

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.

*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.

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.

Required textbooks: None

Required readings: see <http://medinfo.ufl.edu/other/ifh/>

Testing and grading : Students will be evaluated using a point scale that includes participation, including turning in required forms (such as the home visit reports and the peer evaluation forms) as well as discussions of the experiences; and attendance. Students must achieve a minimum of 80% of the available points to pass the IFH section of this course. Students who do not pass IFH will be required to repeat the course the following year. The course grade for HPW I is a letter grade based on assignments as follows:

4 Self Reflections 20 pts each	80
2 Essays 50 pts each	100
2 vital sign reports 10 pts each	<u>20</u>
	200

Course grade is based on the % of points achieved out of a possible 200 points using the following scale:

93-100 =	A
90-92 =	A-
87-89 =	B+
83-86 =	B
80-82 =	B-
70-79 =	C
60-69 =	D
Below 60 =	E

Academic Honesty: 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.”

Accommodations for Students with Disabilities: Students requesting classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide the documentation to the course instructor when requesting accommodation.

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

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Crisis intervention is available 24/7 from:

Alachua County Crisis Center:

(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Class Demeanor Expected by the Professor (late to class, cell phones, lap tops): Students are expected to come to class prepared to participate in discussions and lab activities. Students who arrive late to class should wait until a break to enter the classroom. Cell phones should not be used during class unless permission has been granted by an instructor. If a cell phone rings during lecture, the cell phone may be taken away until the end of class (at the instructor's discretion). Lap tops may be used during lecture to take notes, but any other activity will result in the lap top being taken away until the end of the class, and more than one violation will result in lap top use being prohibited during class.