PHT 6503
Health Promotion & Wellness II
Spring 2014

Course description: This course is the follow-up to the interdisciplinary learning practicum for health professions, pharmacy, nursing, dental and medical students which was initiated in the prior semester. The central theme of this half of the course is developing wellness plans for individuals or families in the community. Students will learn to assess family health care needs, seek out community resources, and educate community members on specific issues related to their own health and well-being. There is continued emphasis on communication skills and collaboration via the interdisciplinary team established in the previous semester. Students will also begin to apply knowledge regarding groups and communities by planning and participating in community health promotion and wellness activities.

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

Credit hours: 2

Course instructor(s): TBA

Class time: Monday 8:30 – 9:20 a.m.

Objectives:
1. Describe theoretical models of behavioral change.
2. Utilize a model of behavioral change to identify your client’s readiness for implementing new health behaviors.
3. Identify strategies to facilitate learning new health habits/behaviors for your client’s stage of behavioral change.
4. Initiate a wellness prescription for your identified client, or develop an outline discussing other aspects of health and health behavior in your client (such as, what your client does to maintain health).
5. Describe and demonstrate understanding of issues of motivation and adherence in promoting the client’s good health and well-being.
6. Identify and implement methods to monitor and motivate your client to adhere to the prescribed wellness plan.
7. Recognize and explain the importance of well functioning teams in the provision of safe and effective healthcare.
8. Evaluate the methods utilized to educate your client and the client’s learning outcomes.
9. Describe psychological/emotional responses to illness/disability and how these might impact your client’s ability to embrace wellness behaviors.
10. Explain the intent and guidelines of the ADA (Americans with Disabilities Act) and which barriers addressed in this law impacted your client.
11. Describe the term “culture broker” and identify key issues related to providing rehabilitation services to people of other selected cultures.
12. Present results of your interaction with the client to peers and participate in discussion of outcomes regarding experiences of other groups.

Teaching methods: Group discussion of readings; home visits with identified individuals within the community; small group discussions regarding home visit experiences. Experiential activities with community members and in the classroom.

Required textbooks: None

Additional readings: Readings posted on website

Grading: IFH Activities Pass/Fail (must achieve 80% of possible IFH points to pass this section of the course)

Course grade is based on the percentage of points achieved as follows:

- Class assignments: 230 points
- Exam: 100 points

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>E</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
</tr>
</tbody>
</table>
| 1    | Jan 6 | Course Intro Models of Behavioral Change | Read 2 articles before class on 1/13/14  
Dunton GF, Cousineau M, Reynolds KD  
https://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=49745563&site=ehost-live  
2) Utilize a model of behavioral change to identify your client’s readiness for implementing new health behaviors  
3) Identify strategies to facilitate learning new health habits/behaviors for your client’s stage of behavioral change  
4) Initiate a wellness prescription for your identified client, or develop an outline discussing other aspects of health and health behavior in your client (such as, what your client does to maintain health). |
| 1    | Jan 7 | REACH meeting 5-6 pm |  
| 2    | Jan 13 | Motivation and Adherence | Quiz on Jan 6 assigned articles (20 pts)  
Read 2 articles prior to class on 1/27/14  
Spahn JM, Reeves RS, Keim KS, Laguatra I, Kellogg M, Jortberg B, Clark NA  
6) Identify and implement methods to monitor and motivate your client to adhere to the prescribed wellness plan. |
| 3    | Jan 20 | HOLIDAY | All 8 IHI modules completed; IFH client Stage of Change due in Sakai by 8 am Jan. 21 | 7) Recognize and explain the importance of well functioning teams in the provision of safe and effective healthcare. |
| 3    | Jan 21 | IFH MEETING 10:40- 12:30 |  
| 4    | Jan 27 | Best Practices addressing Health Behavior in Communities | Quiz on Jan 13 assigned articles (20 pts)  
Someone from each group must have a computer available to access this article: The effectiveness of interventions to increase physical activity: A systematic review American Journal of Preventive Medicine, Volume 22, Issue 4, Supplement 1, May 2002, Pages 73-107  
Emily B Kahn, Leigh T Ramsey, Ross C Brownson, Gregory W Heath, Elizabeth H Howze, Kenneth E Powell, Elaine J Stone, Mummy W Rajab, Phaedra Corso  
Read 1 article prior to Feb 4 class: Psychosocial Adaptation to Chronic Illness and Disability: A Primer for Counselors Journal of Counseling & Development Volume 83, Issue 1, Winter 2005, Pages: 12–20, Hancock Livneh and Richard F. Antonak  
Class assignment on above articles (20 points-group grade) | 8) Evaluate the methods utilized to educate your client and your client’s learning outcomes  
9) Describe psychological/emotional responses to illness/disability and how these might impact your client’s ability to embrace wellness behaviors  
10) Explain the intent and guidelines of the ADA and which barriers addressed in this law impacted your client’s ability to embrace wellness behaviors. |
### 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.