

**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	<u>100 points</u>
		330 possible points

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

Week	Date	Topic	Assignments	Objectives
1	Jan 6	Course Intro Models of Behavioral Change	<p>Read 2 articles before class on 1/13/14</p> <p>1) The Intersection of Public Policy and Health Behavior Theory in the Physical Activity Arena. Journal of Physical Activity &amp; Health 2010 Mar , 7 S91-S98 Dunton GF, Cousineau M, Reynolds KD <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=s3h&amp;AN=49745563&amp;site=ehost-live">https://search.ebscohost.com/login.aspx?direct=true&amp;db=s3h&amp;AN=49745563&amp;site=ehost-live</a></p> <p>2) A ‘Stages of Change’ Approach to Helping Patients Change Behavior. American Family Physician 2000 Mar 1;61(5):1409-16. Zimmerman GL, Olsen CG, Bosworth MF. <a href="http://www.mdconsult.com/das/journal/view/0/N/11284003?ja=213668&amp;PAGE=1.html&amp;issn=0002-838X&amp;source">http://www.mdconsult.com/das/journal/view/0/N/11284003?ja=213668&amp;PAGE=1.html&amp;issn=0002-838X&amp;source</a></p>	<p>1) Describe theoretical models of change</p> <p>2) Utilize a model of behavioral change to identify your client’s readiness for implementing new health behaviors</p> <p>3) Identify strategies to facilitate learning new health habits/behaviors for your client’s stage of behavioral change</p> <p>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).</p>
1	Jan 7	REACH meeting 5-6 pm		
2	Jan 13	Motivation and Adherence	<p>Quiz on Jan 6 assigned articles (20 pts)</p> <p>Read 2 articles prior to class on 1/27/14</p> <p>1) State of the Evidence Regarding Behavior change Theories and Strategies in Nutrition Counseling to Facilitate Health and Food Behavior Change. Journal of the American Dietetic Association 2010 June ;110(6) 879-891 Spahn JM, Reeves RS, Keim KS, Laquatra I, Kellogg M, Jortberg B, Clark NA <a href="http://www.sciencedirect.com/science/article/pii/S0002822310002415">http://www.sciencedirect.com/science/article/pii/S0002822310002415</a></p> <p>2) Principles of Effective Behavior Change: Application to Extension Family Education Programming Journal of Extension 2008 Oct 46 (5) <a href="http://www.joe.org/joe/2008october/a2.php">http://www.joe.org/joe/2008october/a2.php</a></p>	<p>5) Describe and demonstrate understanding of issues of motivation and adherence in promoting the client’s good health and well-being.</p> <p>6) Identify and implement methods to monitor and motivate your client to adhere to the prescribed wellness plan.</p>
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	<p>Quiz on Jan 13 assigned articles (20 pts)</p> <p>Someone from each group must have a computer available to access this article: <a href="#">The effectiveness of interventions to increase physical activity: A systematic review</a> <i>American Journal of Preventive Medicine, Volume 22, Issue 4, Supplement 1, May 2002, Pages 73-107</i> 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</p> <p>Read 1 article prior to Feb 4 class: <a href="#">Psychosocial Adaptation to Chronic Illness and Disability: A Primer for Counselors</a>. <i>Journal of Counseling &amp; Development</i> Volume 83, Issue 1, Winter 2005, Pages: 12–20, Hanoch Livneh and Richard F. Antonak</p> <p>Class assignment on above articles (20 points-group grade)</p>	8) Evaluate the methods utilized to educate your client and your client’s learning outcomes
5	Feb 3	Americans with Disabilities Act	<p>Prior to Class of Feb 10: Read Part II “ <a href="#">Role of Rehabilitation Service Providers – Culture Brokering</a> <a href="#">Jezewski’s 1) Culture–Brokering Model</a></p> <p>2) <a href="#">Application to Rehabilitation Service Providers</a></p> <p>3) <a href="#">Alvernia: A Case Study</a></p> <p>Found at: <a href="http://cirrie.buffalo.edu/culture/monographs/cb/">http://cirrie.buffalo.edu/culture/monographs/cb/</a></p> <p>Complete Sakai Cultural competence Monograph group assignment by 10 pm Feb 9</p>	<p>9) Describe psychological/emotional responses to illness/disability and how these might impact your client’s ability to embrace wellness behaviors</p> <p>10) Explain the intent and guidelines of the ADA and which barriers addressed in this law impacted your client</p>

6	Feb 10	Cultural competence	Present on assigned country in class (5 points group grade)	11) Describe the term “culture broker” and identify key issues related to providing rehabilitation services to people of other selected cultures
6	Feb 11	REACH meeting 5-6 pm		
7	Feb 17	Exam (100 pts)	Feb. IFH family vitals due by 10 pm Feb 18 in Sakai (10 pts); RAPA scores for IFH family due in Sakai by 8:00 am Feb 19 (20 pts)	
7	Feb 18	IFH MEETING		
8	Feb 24	No CLASS----- --	Individual IFH family presentations due in Sakai by 10 pm March 9 (50 pts); Group poster due in Sakai by 5 pm on April 13 (50 pts group grade)	
9	Mar 3	SPRING BREAK		
10	Mar 10	11 students present	Data points for your IFH family due in Sakai by 8:00 am March 12 (20 pts)	12)Present results of your interaction with your IFH client to your peers and participate in discussing outcomes regarding experiences of other groups
11	Mar 17	11 students present		
11	Mar 18	IFH MEETING		
12	Mar 24	11 students present	March IFH family vitals due in Sakai by 10 pm March 26(10 pts)	
13	March 31	11 students present		
14	April 7	11 students present	Group poster due in Sakai by 5 pm on April 13	
15	April 14	Present Final Posters	Final Posters (5 pts group grade)	

**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](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>

**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.