

**UNIVERSITY OF FLORIDA  
PHYSICAL THERAPY DEPARTMENT  
Doctor of Physical Therapy (DPT)  
PHT 6503: Health Promotion & Wellness II  
Spring 2025**

**Course instructor(s):** Primary Course Instructor  
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**Office hours:** Tuesdays 1-2 by appointment, preferred form of communication email.

**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, as well as maximizing function relevant to 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 participating 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

**Contact hours:** Lecture 1, Lab 2

**Relationships to Program Outcomes:**

This course provides foundational experiences and introductory content to assist with professional growth and learning, contributing towards:

- SG1d: Students will have a strong foundational skills and knowledge
- SG1e: Students will be prepared to be physical therapists who address the unique physical and psychosocial characteristics of each individual client.
- SG1g: Students will be prepared to be physical therapists who provide safe and effective physical therapy services in a variety of clinical settings
- SG2b: Students will be involved in community and professional service.
- P2a. Professional growth will be promoted through interdisciplinary collaboration among academic and clinical faculty, students and graduates through mentorship, interdisciplinary training activities and provision of resources
- P2d. Faculty and students will participate in and lead community service activities

**Class time:**

1. **Putting Families First team meetings:** Tuesday 10:40 am -12:30 pm (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 8.00-9.00  
**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 healthcare professions.
5. Demonstrate introductory interview skills to collect a culturally sensitive health history suitable for age, lifestyle, and goals.

6. Evaluate health behavior perceptions from community volunteers.
7. Determine when additional community resources need to be identified and assist participants in accessing 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 to wellness plans
16. Analyze emotional and psychological responses to the impact of illness, loss of function or social support
17. Discuss how emotional and psychological responses influence wellness.
18. Discuss methods to assist clients to adjust to biological, psychological or social changes from the perspective of the Putting Families First volunteer visits.
19. Discuss cultural elements that may impact your volunteer family's wellness, including responses to illness, communication, health beliefs, and health systems access.
20. Reflect on community engagement and interprofessional group learning experiences.
21. Discuss the importance of interprofessional patient-centered team skills for patient safety.

### **Class and practical laboratory sessions**

22. Apply theoretical models of behavior change for selected cases as well as community participant examples.
23. Discuss the 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.
24. Demonstrate appropriate communication, support for behavior change and educational delivery skills for promotion of health within the scope of Physical Therapy practice
25. Demonstrate appropriate motivational strategies for selected cases and examples.
26. Identify psychological responses and factors influencing motivation, adherence and overall treatment outcomes.
27. Apply cognitive-behavioral strategies and goal setting for selected cases.
28. Discuss scenarios and methods for referral to other professions for psychological support, nutrition, smoking, alcohol or drug cessation, weight loss, sleep and stress management.
29. Identify appropriate community resources for patients to reduce health risks or promote recovery/adaptation after injury or disease.
30. Analyze individual characteristics (generational, learning style, literacy, education, and cultural characteristics) to develop an appropriate learning approach.

31. Use knowledge of personal characteristics for appropriate communication strategies and educational interventions,
32. Demonstrate and integrate cultural competency and person-centered care during interactions with peers, faculty, and community participants and case-based simulations
33. Choose appropriate strategies to:
  - a. teach psychomotor skills
  - b. deliver health behavior education with an affective component
  - c. deliver cognitive content.
34. Deliver educational content in individual or group settings.
35. Choose appropriate educational materials for patients and professional education experiences
36. Demonstrate appropriate interprofessional team communication skills, including hand-off and reporting.
37. Teach other professional students selected practical skills and content to prevent injury.
38. Problem-solve modifications for patient care with other professional students.
39. Demonstrate interprofessional collaboration during interprofessional education activities and community interactions
40. Conduct health and wellness interviews and screenings
41. Develop adaptive learning practices
42. Demonstrate the ability to collect and integrate information from a variety of resources for professional learning
43. Demonstrate a growth mindset when receiving feedback, reflecting on performance, and approaching experiential learning opportunities
44. Demonstrate professional behaviors during class, interactions with faculty and peers, and written communication (including emails).

#### **REACH groups**

45. Apply skills and knowledge introduced in prerequisite and concurrent Physical Therapy courses during service-learning participation and to combined course projects.
46. Demonstrate beginning-level professional behaviors while participating in community activities with colleagues, community partners, and stakeholders.
47. Develop receptive communication, motivation, and interaction skills while performing assessments, screenings, promoting movement and activity
48. Perform basic skills under supervision.
49. Apply concepts of patient-centered care during interactions with community participants and volunteers.
50. Develop movement observation, goal setting, and selected examination skills when participating in selected REACH group activities, EAC participation, and during patient day experiences.
51. Reflect on experiences and lessons learned
52. Adjust performance using feedback.
53. 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/Learning Activities

This class is a blended learning class with a combination of:

- 1) asynchronous lecture modules, readings, and preparation before class and seminar sessions,
- 2) guest lectures, both in-person and online through Zoom
- 3) synchronous online seminars with active learning small groups and activities in pairs, discussion, case study application, role-playing, interview activities, and small group work
- 4) group and individual assignments in labs with submissions of work completed, such as developing patient education infographics and materials, planning and delivering interprofessional education experiences, interactive scenarios with instructors
- 5) interprofessional active learning assignments (peer teaching, interprofessional online activities, guest instructors, and Putting Families First)
- 6) Community Engagement activities (REACH)
- 7) patient experiences (Patient Health and wellness interviews, Putting Families First)

## 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 would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This provides time to assimilate content which is then applied in course activities designed to help students strengthen higher-order thinking skills such as critical thinking, problem-solving, and collaboration. Competency in these skills is critical for today's health professionals.
- *What is expected?*
  - Students are expected to actively engage in the course throughout the semester and 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.

## Learning Resources and Course materials

- PHT 6503 Course materials are provided on the Canvas site by week.
- Asynchronous voiceover powerpoints, reading materials, assignments, and lab activities are organized by week.

- Putting Families First Readings are provided online in the PFF Canvas site (separate from the PHT 6503 materials).

**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 II 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	15%
3. 3rd-year project review	5%
4. Patient interview and reflection	10%
5. Dentistry peer teaching assignment	10%
6. Amazing race	5%
7. Oral exam	10%
<b>Community engagement</b>	
1. REACH & EAC requirements, meetings, reflection	15%
<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, and discussion. Participation will be graded and includes professionalism.
2. **Quizzes** – related to readings and blended learning preparation. Due prior to lab sessions.
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 is due after a 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 learned in role-playing scenarios
7. **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**

A passing grade is a B- please see the student handbook for policies related to maintaining an overall grade point average per semester. Satisfactory professional behaviors are expected at all times to complete the course. The 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>	<b>1. EAC Thursday evenings</b> <b>2. REACH activities scheduled by group</b>		
<b>Week 1</b>			
<b>1/8/25 WED</b>	Online synchronous 8.00-9.00	Introduction Stages of change	<ol style="list-style-type: none"> <li>1. Review syllabus</li> <li>2. Review materials for Health behavior models (part A), Stages of Change (part B)</li> <li>3. Submit Quiz 1 Stages of Change Wed Jan 8 at 10.00 am</li> <li>4. Review case study to discuss in class</li> </ol>
<b>1/8/25 WED</b>	Online synchronous Lab A 1.30-3.15 Lab B 3.45-5.30	Introduction HPW2 Case studies Stages of change Dr Dunleavy, Dr Buzzanca	<ol style="list-style-type: none"> <li>1. Report on case in class</li> <li>2. Submit Lab assignment by Wed Jan 8, 6 pm</li> </ol>
<b>1/10/25</b>	Reach meeting 12-12.30	REACH meeting	Leadership positions, Plan for semester

Week 2			
<b>1/15/25 WED</b>	Online asynchronous 8.00-9.00	Integration of health and wellness in PT practice and career opportunities.	<ol style="list-style-type: none"> <li>1. Review materials for integration of health and wellness in PT practice</li> <li>2. Submit Quiz 2 Health and wellness in PT practice by Wed Jan 15, 10 am</li> </ol>
<b>1/15/25 WED</b>	Online synchronous Labs A 1.30-3.15 Labs B 3.45-5.30	Health and wellness in PT practice - Integration into patient management Dr Dunleavy, Dr Buzzanca	<ol style="list-style-type: none"> <li>1. Submit Lab assignment by Wed Jan 15, 6 pm</li> </ol>
Week 3			
<b>1/21/25</b>	Online synchronous 10.40-12.30	<b>Putting Families First</b>	<ol style="list-style-type: none"> <li>2. Putting Families First - Module 4</li> <li>3. Complete PFF videos, readings and assignments. Schedule home visit 3</li> </ol>
<b>1/22/25 WED</b>	Online Asynchronous 8.00-9.00	Jane Morgan-Daniels UF Health Sciences Librarian Health literacy, identifying resources	<ol style="list-style-type: none"> <li>1. Review materials for Health literacy and patient resources</li> <li>2. Submit Quiz 3 Health literacy, identifying resources by 10 am Wed Jan 22</li> <li>3. Review assigned cases</li> </ol>
<b>1/22/25 WED</b>	Labs A 1.30-3.15 Labs B 3.45-5.30 Online synchronous	Health literacy, identifying resources Review resources Dr Dunleavy, Dr Buzzanca, Jane Morgan-Daniels	<ol style="list-style-type: none"> <li>4. Submit lab assignment by Wed Jan 22, 6 pm for assigned cases</li> </ol>
Week 4			
<b>1/29/25 WED</b>	Online asynchronous 8.00-9.00	Motivational Interviewing	<ol style="list-style-type: none"> <li>1. Review materials Motivational Interviewing</li> </ol>



			<ol style="list-style-type: none"> <li>Submit Quiz 4 Motivational Interviewing by Wed Jan 29, 10 am</li> <li>Prepare an assigned case study</li> </ol>
<b>1/29/25 WED</b>	Online synchronous Labs A 1.30-3.15 Labs B 3.45-5.30	Motivational interviewing for health goals and PT treatment Dr Buzzanca, Dr Dunleavy	<ol style="list-style-type: none"> <li>Submit lab assignment motivational interviewing for different stages of change Wed Jan 29, 6 pm</li> </ol>
<b>Week 5</b>			
<b>2/5/25 WED</b>	Online asynchronous 8.00-9.00	Cognitive Behavioral techniques in PT practice	<ol style="list-style-type: none"> <li>Review CBT in PT practice</li> <li>Submit Quiz 5 CBT by Wed Feb 5, 10 am</li> </ol>
<b>2/5/25 WED</b>	Lab B 1.30-3.15 Lab A 3.45-5.30	CBT Dr Buzzanca, Dr Dunleavy	<ol style="list-style-type: none"> <li>Submit lab assignment CBT infographic evidence-based points Wed Feb 5, 6 pm</li> </ol>
<b>Week 6</b>			
<b>2/12/25 WED</b>	8.00-9.10 Online Synchronous	Class of 2026 REACH presentations	<ol style="list-style-type: none"> <li>Review Education content</li> <li>Submit Quiz 6 Education by Wed Feb 12 10 am</li> </ol>
<b>2/12/25 WED</b>	Lab B 1.30-3.15 Labs A 3.45-5.30	Education for patients and professionals Dr Dunleavy, Dr Buzzanca	<ol style="list-style-type: none"> <li>Submit lab assignment educational content for REACH group</li> </ol>
<b>Week 7</b>			
<b>2/18/25 TUES</b>	Online synchronous 10.40-12.30	<b>Putting Families First Small Group meeting</b>	<ol style="list-style-type: none"> <li>Review Putting Families First content available on the PFF website</li> <li>Complete PFF assignments &amp; schedule home visit 4</li> </ol>

<b>2/19/25 WED</b>	8.00-9.00 Online Asynchronous	Psychological comorbidities & referrals	<ol style="list-style-type: none"> <li>1. Review materials Psychological Co- morbidities</li> <li>2. Submit Quiz 7 Wed Feb 19 10am</li> </ol>
<b>2/19/25 WED</b>	Online Synchronous Labs B 1.30-3.15 Labs A 3.45-5.30	Psychological co- morbidities & referrals Dr Buzzanca, Dr Dunleavy, Guest lecturers TBC	<ol style="list-style-type: none"> <li>1. Submit lab assignment cases Wed Feb 19, 6 pm</li> </ol>
<b>Week 8</b>			
<b>2/26/24 WED</b>	8.00-9.00 Online Asynchronous	<b>Makeup date</b>	
<b>2/26/24 WED</b>	Online Synchronous Labs B 1.30-3.15 Labs A 3.45-5.30	<b>Makeup date</b>	
<b>Week 9</b>	<b>SPRING BREAK</b>		
<b>Week 10</b>			
<b>3/11/25 WED</b>	8.00-9.00 Online Asynchronous	Nutrition & Obesity	<ol style="list-style-type: none"> <li>1. Review materials Nutrition and Obesity</li> <li>2. Submit Quiz 8 by Wed Feb 19 10 am</li> </ol>
<b>3/11/25 WED</b>	Online synchronous Labs A 1.30-3.15 Labs B 3.45-5.30	Nutrition & Obesity Dr Buzzanca, Dr Dunleavy, Guest lecturers TBC	<ol style="list-style-type: none"> <li>1. Submit lab assignment cases Wed Feb 19, 6 pm</li> </ol>
<b>Week 11</b>			
<b>3/19/25 WED</b>	8.00-9.30 Online synchronous	Alcohol and Drug misuse	<ol style="list-style-type: none"> <li>1. Review materials Alcohol and drug misuse</li> <li>2. Submit Quiz 9</li> </ol>

<b>3/19/25 WED</b>	Lab A 1.30-3.15 Lab B 3.45-5.30 Online synchronous	Alcohol and Drug misuse Dr Buzzanca, Dr Dunleavy, Guest lecturers TBC	1. Submit lab assignment Wed March 19 6pm
<b>3/21/25</b>	12-1	REACH meeting	
<b>Week 12</b>			
<b>3/26/25 WED</b>	8.00-9.30 Online Asynchronous	Oral interviews	Sign up for 3rd-year presentations on April 9 for 1 session slot by Wed March 26, 6 pm
<b>3/26/25 WED</b>	Lab A 1.30-3.15 Lab B 3.45-5.30 In-person CLC	Oral Interviews	
<b>Week 13</b>			
<b>4/1/25 TUES</b>	10.40-12.30	<b>Putting Families First Small Group meeting</b>	1. Review Putting Families First content available on PFF website 2. Complete PFF assignments & schedule home visit 4
	8.00-9.00 Asynchronous Preparation planning documents		1. Prepare planning documents and handouts for dental lab due Wed April 1, 6 pm 2. Review conflict management vignettes
<b>4/2/25 WED</b>	Labs B 1.30-3.15 Labs A 3.45-5.30 IN-PERSON CLC	Amazing Race	
<b>Week 14</b>			
<b>4/9/25 WED</b>	8.00-9.30 IN- PERSONHPNP 1104/1109	Practice Dental lab	1. Revise and resubmit planning documents and handouts for dental lab

<b>4/9/25 WED</b>	Lab B 1.30-3.15 Lab A 3.45-5.30 Online synchronous	HPW3 Presentations	1. Attend 1 session 2. Submit a short summary of learning points
<b>4/11/25</b>	12-1	REACH Meeting	
<b>Week 15</b>			
<b>4/16/25 WED</b>	8:00-11:30 am IN PERSON UF Dental labs	Dental Lab IPE experience	1. Submit survey Wed 4/16 6pm
<b>4/16/25 WED</b>	Lab B 1.30-3.15 Lab A 3.45-5.30 Online synchronous - scheduled	Health and wellness Patient interviews	1. Submit short reflection patient interview due Wed April 30 10 am
<b>Week 16</b>			
<b>4/23/25</b>			1. EAC, REACH hours, reflections due Wed April 23, 6 pm
<b>4/23/25 WED</b>	Labs B 1.30-3.15 Labs A 3.45-5.30 Online synchronous - scheduled	Health and wellness Patient interviews	1. Submit short reflection patient interview due Wed April 30 10 am

### Instructional Methods

This class is a blended learning class with a combination of:

1. Asynchronous lecture modules, readings, and preparation before class
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, and 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 to 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; therefore, it is important to fully participate 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 agree 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 along with quizzes on the preparation material. These assignments are necessary to allow for full participation in the lab activities on Wednesday afternoon.

### **Canvas Course Site:**

Please check the canvas site in the Assignments tab for descriptions, access to the quiz and due dates.

### **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>

## **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 within the first week of the semester. 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 website 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 websites 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 successfully transitioning 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, and 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 are 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 their 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 and 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. Backgrounds should not be distracting, and while sometimes unavoidable, noise detracts from others learning when you need to open up your microphone.
4. Attending class online while driving, attending to other activities in your home, or in noisy shared spaces is not appropriate.
5. If needed, we will secure space on campus for your group to use. Please use earphones if you are in a space where noise may be an issue, or could cause feedback.
6. Timely completion of group responsibilities and punctuality for community engagement activities is essential.
7. Teamwork skills, including communication and conflict management, are topics covered in 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.
8. Proactive problem-solving and reflection are valuable to improve your professional development. Real-world scenarios often do not go according to plan, and your responses to unexpected changes and situations that 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 soon as possible.
2. One unexcused absence will be allowed. After one unexcused absence, students will receive a zero for class assignments that are missed. In the event of illness or other unavoidable absences, please inform the instructor prior to the beginning of class at [kdunleavy@phttp.ufl.edu](mailto:kdunleavy@phttp.ufl.edu). Excused absences due to health issues are provided for personal illness or unavoidable medical appointments, for family members who require assistance for health issues, as well as for personal bereavement or other exceptional circumstances as long as the instructor is notified prior to class or as soon as possible if there is an emergency.
3. Makeup assignments for assignments completed in class are at the discretion of the instructors. There are some activities that will be extremely difficult to reschedule (e.g., dental experience, Amazing Race, patient interviews), and alternate assignments will be needed in place of in-person activities if there is an excused absence - at the discretion of the instructors. If a student misses the experience due to an unexcused absence, no alternate assignments will be offered.
4. 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 and your advisors and copy Dr. Dunleavy.
5. PLEASE NOTE that professional email etiquette is expected, with communication expected in the clinic. Examples of professional language; address faculty by Dear Dr xxx, rather than Hey, first names or last names. Please REQUEST an absence rather than: "I will not be coming to class."
6. 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.
7. 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 enough time to meet with your families. If you have any difficulties with scheduling around other classes, please contact Dr. Dunleavy to discuss any options.
8. 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 in the email and place your GROUP Number in the email title. 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.

9. 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**

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. NO access to AI is allowed.

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

### **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 makeup activities completed in class. All students will have opportunities to participate in the administrative and leadership roles and responsibilities of their assigned REACH group.

**Please do not collaborate with peers for any assignment except if the assignment is specified as a group assignment. Artificial intelligence may NOT be used for any assignments or quizzes (e.g., ChatGPT).**

### **Recording of lectures and sharing of course content materials**

“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.”

Course materials provided on Canvas may not be shared outside the program INCLUDING uploading to ChatGPT or other AI platforms. Any content (including graphics or photographs) in the course materials may not be used in presentations without permission AND acknowledgment of the source in the presentation or other format.

### **Putting Families First**

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

#### **Contacts:**

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

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

Andrew Duncan PT DPT, ATC

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Mark Bishop PT, PhD

Katherine Buzzanca PhD

Stacey Campbell PT, DPT

Kim Dunleavy PT, PhD, OCS

Michael Hodges PT, DPT, OCS

Donovan Lott PT, PhD, CSCS

Judi Schack-Dugre PT, DPT, MBA

Janeen Blythe PT, DPT, ATC, GCS

### **LEARNING EXPERIENCES**

Student Team Family Visits.

Students will be allocated to teams of 4-5 students from four different professions. Each of the team members must participate in each meeting with their family or individual assigned to their group. Individual teams will be responsible for finding a mutual time to schedule meetings and there are specific assignments for each meeting. One of the student members will take the role of leader who is responsible for scheduling the visit with the family, organizing the discussions and leading the debrief. Team members will be jointly responsible for completion of family visit assignments.

Each meeting 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 the health and quality of life of persons throughout their 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.

### 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 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 and the family regarding 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 healthcare 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 intervention 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 spring 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.