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PT 627.01: Prevention, Wellnes and Education

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PT 627, Fall 2014 – Block 1
PREVENTION, WELLNESS, AND EDUCATION

- I. Instructors:** James J Laskin, PT, PhD
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- II. Credits:** 2
- 18 hours - Lecture & discussion
 - 8 hours - student presentations
 - 1 hour - Assessment

- III. Meeting Times:** Monday 8:10 - 10:00 (CHM 212)
Wednesday 9:10 - 12:00 (CHM 212)

IV. Description:

Review and application of literature of prevention and wellness topics as related to the physical therapy profession. Focus on negative lifestyle behaviors including smoking, nutrition, physical inactivity and weight control as related to musculoskeletal, and chronic disease with special reference to cardiovascular disease and diabetes. Interactive course involving instruction, discussion and a prevention/wellness project (see class project below).

V. Required Reading:

- MTGEC Self-Study Nutrition module (details to be provided in class)
- Nutrition in Medicine <http://www.nutritioninmedicine.net/portal>
 - Modules will include a selection of the following (will be assigned on a group basis)
 - Behavior Change Counseling
 - Dietary Supplements in Sports
 - Effective Weight Loss Strategies for Adults
 - Portion Sizes
 - Referral to a Dietitian
 - Unintended Weight Loss in Older Adults
 - Foundation Review
 - Dietary Supplements
 - Macronutrients
 - Obesity
 - Pediatric Obesity
 - Sports Nutrition
- Other assigned readings by the course instructors.

V1. Teaching Methods and Learning Experiences:

The content for this course will be presented through a lecture format, class and group discussion, and formal student presentations. The content will be presented by a variety of faculty. A Moodle shell has been created for the course to provide the student access to all of the presented material including the student presentations. Students are encouraged to participate in the UM Student Wellness and Rehabilitation Clinic to appreciate the challenges and opportunities of providing pro bono services to ensure preventive services to those with fiscal limitations and access to therapy.

VII. Class Project: Prevention and Wellness Program

Project:

- 1) For this project students will work in groups of 4. Students will identify a target population that has an identifiable need for prevention and wellness services. Groups will construct a proposal for a prevention and wellness program for the population chosen. Groups will present the proposal in class and receive feedback from other students and faculty to refine the program. The proposal will eventually be expanded into a more complete Program Plan that students will present at the end of the semester. The purpose of this project is to work through the entire process as realistic as possible from the genesis of the idea to program planning, stopping just short of actual implementation. We want it realistic, it is critical to the successful completion of this project that it is deemed viable.
- 2) As above except - Students will work in pairs. Students will identify an existing program and work with that program's administrator(s). The group will then prepare a document that describes the existing program, utilizing the same categories below. The document will also include a detailed critique and suggestions for improvement. This analysis will include identification of the program strengths, weaknesses, opportunities and threats

Proposal should include:

- **Title**
- **Target Group**
- **Organizational Context**
- **Brief Description (where, why, what, with whom, goals and projected benefits for organization, etc)**
- **Justification of feasibility (could you really pull it off)**

Example:

Title: Blue Ribbon Angling Solutions: Casting Away Your Injuries

Target group: The avid fly fisherperson

Organizational context: PT Private Practice

Brief description of the program: Program to be held in Missoula. Seminars will target avid fly fisherpersons of western Montana. No other health care organization targets this specific population. Participants will receive education for the prevention of common injuries experienced by fly fisher people coupled with the option to receive individual biomechanical evaluations with customized self-management programs and referral recommendations as needed. Program goals are to limit lost fishing days due to injury and provide the avid fisherman a pain free experience, more productive and enjoyable experience. Program

partners include a local fly shop owner along with professional casters and boatmen. We anticipate the program to break even at worst plus provide the clinic with direct referrals plus increased community exposure and secondary marketing gain from word of mouth referrals.

Program Plan format

1. Executive summary: (should be written last)

In a paragraph or two, please tell the story of your business so that anyone reading the information will be able to understand. This is a summary. Greater detail on some issues is necessary as you proceed. Your summary needs to be written in easy to understand wording and include:

- A. What is the project? Who is targeted? What are the goals and benefits?
- B. What organization(s) is involved?
- C. Who will be doing the work – will others be helping with work or with managing the project?
- D. Why are you suited or prepared to offer this program ... do you have the skills?
- E. Where will the work be done?
- F. What do you believe it will take to get started?
- G. Viability of this project
- H. What is the financial bottom line? Will this project will make money, lose money or break even?

2. Program product or service:

- A. Provide a mission statement.
- B. In greater detail, describe what you will sell or provide for the client. What are the goals of the program? What partnerships are involved and why?
- C. Provide an overview and discussion of the evidence for the program.

3. Competition & Marketing Analysis:

- A. Please clarify or show what is known about your competition. How do they operate? What are their prices? Where are they, etc? How do their prices compare to yours?
- B. How are you going to get clients? What is your promotional and advertising strategy? Provide examples of any promotional materials.
- C. Describe your marketing advantage. How do you know you will get clients instead of others getting business?
- D. Clearly justify the viability of this project.

4. Detail of what is required to get the business going:

Please write a list in as much detail as possible, what is required to get the business started including:

- A. Item or services that must be purchased by name and description
- B. What is the exact cost of the item or service?
- C. Who will pay for the item or Service that is needed?

5. **Financials:**
 - A. Identify your start up costs
 - B. Describe your monthly income and expenses (month by month) in the business for the first six months of operation.
 - C. Explain your pricing structure ... How are or were the prices determined?
 - D. Show break-even analysis
 - E. Describe any other sources of income.
 - F. Describe bottom line.

6. **Conclusion:**

Please write a concluding statement.

 - A. Describe how you will measure prevention and wellness outcomes and client satisfaction outcomes. How are you going to know whether or not the program is succeeding?
 - B. How will you know whether or not you need to continue, expand or discontinue the project?

7. **Additional documentation:**

Include any appropriate appendices.

Program Plans are to be professionally written. They are due the week before the assigned presentation date. Groups will present an overview of their project plans during class hours towards the end of the semester. Each group will be given a maximum of 30 minutes for the formal presentation (with 10 minutes reserved for questions). It will be the job of each group to “sell” their project. Each group will identify whom they are presenting the project to. The audience could represent clinic owners, health care administrators, school officials (teachers, principal, and board members), potential partners, bankers, physician groups, public officials, and others. The specific audience being addressed should be determined by the context of the prevention/wellness project and the presentation should fit with your chosen audience.

Important Project Dates

Aug. 27 (Wed): Group determinations due at the beginning of class or sign-up sheet on door of Dr. Laskin’s office.

Sept. 8 (Mon): Proposal outline due via a Moodle submission to Dr. Laskin by NOON. He will post the proposals on Moodle for student review. Students should be prepared to discuss proposals in class on Sept. 15 (Wed) through review of posted proposals on Moodle.

Sept. 17 (Wed): Proposal outline presented during class.

Oct. 8 (Wed): Self-report Activity Diary

Oct. 1 (Wed): Nutrition module exam completed via Moodle Quiz by 5 PM

Oct 1, 6, 8: Student Presentations

Oct 13 (Wed): Self-report Nutrition Diet Diary

VIII. Evaluation:	* Written Prevention/Wellness Project	25%
	* Prevention/Wellness Project Presentation	20%
	* Exam	15%
	* Assignments	
	* Clinic	10%
	* MTGEC Nutrition Module quiz	5%
	* Nutrition in Medicine quizzes	10%
	* Self-report Nutrition Diet Diary	7.5%
	* Self-report Activity Diary	7.5%

Grading will be as per the Department of Physical Therapy policies set forth in the Student Handbook. A minimum grade of a “C” or 73% is required to successfully complete this course.

XI. Class Schedule:

Aug. 25	* Course Introduction: Drs. Laskin and Professor Levison * Elements of a Business Plan - Professor Levison
Aug. 27	Application of Legal requirements, Market Analysis, Marketing and Budgeting for Health Promotion Programming – Professor Levison
Sept. 1	Labor Day – No Class
Sept. 3	* Application of Marketing, continued – Professor Levison * Health and Health Promotion – Dr. Laskin
Sept. 8	Health and Health Promotion – Dr. Laskin
Sept. 10	*Epidemiology and the Evolution of Public Health – Dr. Noonan *The Wellness Team, Application of Education Principles, Health Promotion Programs - Dr. Laskin
Sept. 15	*The Wellness Team, Application of Education Principles, Health Promotion Programs - Dr. Laskin
Sept. 17	Project proposals (student groups)
Sept. 22	Prevention and wellness in chronic disease prevention – Dr. Laskin
Sept. 24	The Motivational Interview - Professor Levison
Sept. 29	Smoking Cessation – Dr. Laskin

Oct. 1	TBF (Porterfield and Neiman) & Student Presentations
Oct. 6	Student Presentations
Oct. 8	Student Presentations
Oct. 13	Exam and Assignments Due

X. Assignments: There are 4 assignments to be completed. The specifics of each will be provided in detail in class.

NSE Clinic – This assignment will be completed as part of the students 12 hour clinical experience in the NSE Clinic. It will focus on the practice of prevention/wellness and the use of motivational interviewing techniques in the clinical setting.

MTGEC Nutrition Module quiz – This assignment will provide the student with some basic fundamentals of the nutritional needs of the aging clients as well as it will provide a foundation for the essential nutritional needs for adults in general. This assignment will take the form of a typical CEU course; the course material will be provided to the students on Moodle to be followed by a short exam.

Self-report Nutrition Diet Diary – This assignment will allow the student to explore the tools available in the public domain for nutrition/diet documentation and advice. This assignment will also help enlighten the student to his or her own personal dietary and nutritional habits as well as potential risk factors for ill-health. These findings will be shared with the class.

Self-report Activity Diary - This assignment will allow the student to explore the tools available in the public domain for physical activity documentation and advice. This assignment will also help enlighten the student to his or her own personal physical activity habits as well as potential risk factors for ill-health. These findings will be shared with the class.

XI. Course Objectives:

- 1 - Knowledge and Comprehension
- 2 - Application
- 3 - Psychomotor
- 4 - Synthesis
- 5 - Affective

At the end of the course, the student will, as demonstrated in written project, project presentation, discussions, and class assignments:

A. Public Health

- 1.1 Describe general public health issues in developed and developing nations.
- 1.2 Describe the historical and epidemiological perspectives to public health.
- 2.1 Describe the concepts presented by Healthy People 2010 and discuss the role that physical therapy could play in achieving the stated goals.

B. Health Promotion Team

- 1.1 Define the role of the physical therapy profession as a component of the health promotion team.
- 1.2 Identify the different potential members of the health promotion team.
- 2.1 Describe and discuss the components of a successful health promotion intervention.
- 2.2 Identify potential barriers to exercise programming and propose solutions that would address these barriers.
- 2.3 Describe and discuss the challenges and opportunities associated with the provision of discounted/pro-bono physical therapy services as provided in the UM Student Wellness and Rehabilitation Clinic.
- 4.2 In case studies and class assignments utilize health promotion principles and concepts.

C. Life Span Issues

- 1.2 Describe common health promotion issues for various age groups with particular focus on weight control, musculoskeletal injuries, cardiovascular diseases, and diabetes.
- 2.1 In health promotion programs, utilize age appropriate intervention strategies.
- 4.1 Given examples of clients of different age groups, determine age appropriate prevention and health promotion activities.

D. Nutrition

- 1.2 Describe the relationship between health and disease states as it relates to nutrition.
- 1.2 Describe the benefits and risks of OTC supplements.
- 1.3 Identify nutrition resources and educational supports for clients.
- 2.2 Differentiate between essential components of a healthy diet and those that are considered supplemental.
- 2.3 Understand the scope and limitations of the PT professional practice for nutrition counseling, education, and assessment.
- 4.1 Differentiate between the quality and believability of sources of nutrition information.

E. Exercise

- 1.1 Describe the beneficial effects of exercise.
- 1.2 Discuss the importance that exercise plays in the maintenance of a healthy lifestyle.
- 2.1 Identify potential barriers to exercise programming and propose solutions that would address these barriers.
- 4.1 In case studies and course assignments, develop a culturally and age appropriate exercise program for health promotion.

F. Prevention and Wellness and Cardiovascular Disease, Diabetes, or Musculoskeletal Injury

- 1.1 Describe prevention strategies for musculoskeletal injuries and diseases.
- 2.1 Apply documented prevention strategies in musculoskeletal diseases in class projects.
- 4.1 In case studies and course assignments synthesize prevention and wellness strategies in musculoskeletal diseases in client and community programs.

H. Smoking Cessation and Behavior Change

- 1.1 Describe the prevalence and epidemiology of tobacco use.
- 1.2 Describe health risks, environmental effects, and economic burden associated with tobacco use.
- 2.1 List the benefits of smoking cessation for health and well-being.
- 2.2 List the various components of nicotine addiction.
- 2.3 List pharmacotherapeutic aids to assist patients quit tobacco use.
- 3.1 Apply tobacco cessation strategies including US Clinical Practice Guideline (5As and 5Rs), motivational interviewing, and relapse prevention.
- 3.2 Apply behavioral and cognitive counseling strategies and referral to off-site tobacco cessation support programs to assist patients quit tobacco use.

I. Practical Implementation

- 1.1 Identify the legal and ethical considerations inherent in prevention and wellness services.
- 3.1 Create a feasible proposal for a Prevention/Wellness Project