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PT 627.01: Prevention, Wellness, and Education

Reed Humphrey

University of Montana, Missoula, reed.humphrey@umontana.edu

James J. Laskin

University of Montana, Missoula, james.laskin@umontana.edu

David L. Levison

University of Montana, Missoula, david.levison@umontana.edu

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PT 627, Fall 2008

PREVENTION, WELLNESS, AND EDUCATION

- I. **Instructors:**
- Reed Humphrey, PT, PhD
 - Room 135, Office hours – Mon 8-9, Fri 1-3
 - reed.humphrey@umontana.edu
 - Phone: 243 - 2417
 - James Laskin, PT, PhD
 - Room 105, Office hours – By appointment
 - james.laskin@umontana.edu
 - Phone: 243 - 4757
 - Dave Levison, PT, MHS
 - Room 106, Office hours – Mon. 3-5 or by appointment
 - david.levison@umontana.edu
 - Phone: 243-2678

- II. **-Credits:**
- 2
 - 23 hours - lecture
 - 8 hours - student presentations
 - 1 hour - quiz

- III. **Meeting Time:** Wednesday 8:10-10:00
Room SB 114

IV. Description:

Review and application of literature of prevention and wellness topics as related to the physical therapy profession. Emphasis on life span issues and client education. Focus on nutrition, weight control, wellness as related to musculoskeletal, cardiovascular disease, and diabetes. Interactive course involving debate, discussion and a prevention/wellness project (see class project below).

V. Required Reading:

- MTGEC and IPHARM modules
(Copies will be provided)
- Assigned readings by the course instructors

VI. 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 Blackboard shell has been created for the course to provide the student access to all of the presented material including the student presentations.

VII. Class Project:

For this project students will work in groups of 3 or 4. This project will include having students do a needs analysis and then develop and write-up a business plan for a prevention/wellness project for a specific target group. Students will present their project in class to a specific target audience. The topic selection process and the specific required elements of the business plan will be discussed in class. The purpose of this project is to work through the entire process as realistic as possible from the genesis of the idea stopping just short of actual implementation.

The project will consist of three components: 1) A proposal outline, 2) A formal written executive summary and 3) A formal class presentation. 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. 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 will be determined by the context of the prevention/wellness project.

Important Project Dates

Sept. 3⁵

Topic idea identification and group selection due – send an electronic copy to james.laskin@umontana.edu with “PT627 topic ideas” in the subject line by noon.

Group determinations— sign up on the board across from James Laskin’s office by noon.

Oct. 3-Sept. 10

Proposal Outline due (2 page maximum) - send an electronic copy to james.laskin@umontana.edu with “PT627 proposal outline” in the subject line by noon. email to James Laskin by noon.

Proposal Outline to include: Title, identify all of the constituent groups, who you intend to present your “pitch” to, statement of need, brief description of the concept, objectives and goals, and potential informational and fiscal resources for the development and implementation of your project.

Week of Sept. 17

Mandatory group meetings with DL, JL, & DH to discuss Proposal Outline

Nov. 7-Oct. 15

Executive Summary due (5 page maximum) – Place hard copy in Dave Levison’s mail box and send electronic copy to david.levison@umontana.edu with “business plan” in subject line.

Week of Oct. 29

Optional group meetings with DL, JL, & DH to discuss Executive Summary

November 29, December 6, 10, and 13 | 12, 19, Dec 3, 8

Prevention/Wellness project presentations place a hard copy of your power point and any hand out materials in James Laskin’s mail box and send an electronic

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copy to james.laskin@umontana.edu with "PT627 presentation" in the subject line by noon to Monday prior to your presentation date.

VIII. Evaluation:	* Prevention/Wellness Project Executive Summary	30%
	* Prevention/Wellness Project presentation	30%
	* MTGEC Nutrition module	105%
	* IPHARM Diabetes module	105%
	* Quiz	320%

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Attendance is mandatory, 5% will be deducted from your total grade for each unexcused absence.

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.

IX. Academic Honesty:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code.

The Code is available for review online:

<http://life.umt.edu/SA/documents/fromWeb/StudentConductCode1.pdf>

For information on plagiarism please visit these links:

<http://www.rbs2.com/plag.htm>

<http://owl.english.purdue.edu/owl/resource/589/01/>

For help with references:

<http://www.apastyle.org/electref.html>

X. Professional Behaviors:

Professional behaviors are expected in the course. These include (but are not limited to): taking responsibility for one's own learning, taking responsibility for one's own work (no cheating or plagiarism), completing group and individual assignments in a timely manner, coming to class on time (unless excused), coming to class prepared, treating fellow students, staff, and faculty with respect, and receiving and giving constructive criticism when appropriate. Cell phones should be turned off and put away. Lap top computers may be used to take notes and when appropriate, search the web for information pertaining to the topic being discussed in class. Other uses of personal computing and communication devices in class are prohibited. Students causing distraction to other students or the instructor will be asked to leave the room for the remainder of the day.

Please refer to the "Generic Abilities" section in your student handbook. Unprofessional behavior will be subject to disciplinary action.

XI. Class Schedule:

Aug. 27 (JL) Course Intro, Literature & History of Public Health

Sept. 3 (JL) The Wellness Team, Application of Education Principles, Health Promotion Programs
~~CP 212~~
Topic idea identification and group selection assignment due – email to James

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Sept. 10 (DL) Application of Market Analysis and Budgeting for Health Promotion Programming
Prevention/Wellness project topical outline due for approval – email to James

Sept. 17 (DL) Budgeting process for business plan

Sept. 24 (DL) Legal issues

~~Blakely Brown – Nutrition – RH host SB-113~~

MTGEC Nutrition & IPHARM Screening for Diabetes modules tests due at the beginning of the class

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Oct. ~~14~~ (JL) Smoking cessation ~~SB-020~~

Oct. ~~8~~ (JL) Smoking cessation

~~(JL) Physical Activity and Health SB-113~~

~~(JL) Application of smoking cessation principles to other behavior changes – weight loss/management and physical activity (RH) Application of the evidence for education strategies in the physical therapy model~~

Prevention/Wellness project executive summary due – email to James

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Oct. ~~15~~ ~~(RH) Application of the evidence for education strategies in the physical therapy model (JL) Application of Smoking cessation principles to other behavior changes – weight loss/management and physical activity~~

~~Prevention/Wellness project executive summary due – email to Dave~~

~~(JL) Role playing laboratory activity.~~

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Oct. ~~22~~ (RH) Weight, metabolic syndrome and diabetes overview ~~SB-020~~

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~~Nov. 1-Oct. 29~~ (RH) Physiological assessment of metabolic disease ~~SB-113~~
~~_____ Nutrition questions due—email to James~~

Nov. ~~58~~ (RH) Exercise and special issues on metabolic disease ~~SB-113~~

Nov. ~~125-~~ ~~Midterm Exam Blakely Brown—JL host SB-020~~
~~-Presentations~~

Nov. ~~1922~~ ~~Presentations~~
~~Thanksgiving Holiday~~

Nov. ~~269~~ ~~Thanksgiving Holiday (RH & JL) Midterm Exam~~
~~(RH & JL) Presentations SB-113~~

Dec. ~~36~~ ~~(RH & JL) Presentations SB-113~~

Dec. ~~8-14~~ 8:00 AM – ~~112:00~~ ~~APM CP-212SB 025 (RH & JL) Presentations~~

XII. 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, with at least 70% accuracy:

Content Area (indicated by capital letters)

A. Public Health (CC-5.4, 5.5) (EXO-1, 10, 12)

- 1.1 Describe general public health issues in developed and developing nations. (CC-5.4, 5.5) (EXO-1, 10, 12)
- 1.2 Describe the historical and epidemiological perspectives to public health. (CC-5.4, 5.5) (EXO-1, 12)
- 2.1 Describe the concepts presented by Healthy People 2010 and discuss the role that physical therapy could play in achieving the stated goals. (CC-5.4) (EXO-1, 10, 12)

B. Health Promotion Team (CC-5.5, 5.17, 5.26, 5.27, 5.50-52) (EXO-1, 2, 3, 4, 11, 10, 12)

- 1.1 Define the role of the physical therapy profession as a component of the health promotion team. (CC-5.5, 5.26, 5.27) (EXO-11)
- 1.2 Identify the different potential members of the health promotion team. (CC-5.5) (EXO-11, 12)
- 2.1 Describe and discuss the components of a successful health promotion intervention. (CC-5.5)

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(EXO-1, 12)

2.2 Identify potential barriers to exercise programming and propose solutions that would address these barriers. **(CC-5.27, 5.50-52) (EXO-1, 2, 4)**

4.1 Given a case study, address the patient's concerns regarding their health status and their nutritional needs; using appropriate language and examples. **(CC-5.17, 5.26, 5.27, 5.50-52) (EXO-1, 2, 3, 4, 10)**

4.2 In case studies and class assignments utilize health promotion principles and concepts. **(CC-5.17, 5.26, 5.27, 5.50-52) (EXO-1, 2, 3, 4, 10)**

C. Life Span Issues (CC-5.4, 5.8, 5.9, 5.18) (EXO-1, 2, 3, 4, 5, 11)

1.2 Describe common health promotion issues for various age groups with particular focus on weight control, musculoskeletal injuries, cardiovascular diseases, and diabetes. **(CC-5.4, 5.18) (EXO-1, 12)**

2.1 In health promotion programs, utilize age appropriate intervention strategies. **(CC-5.4, 5.18) (EXO-1, 2, 3, 4, 5)**

4.1 Given case studies of clients of different ages, determine age appropriate prevention and health promotion activities. **(CC-5.8, 5.9, 5.18) (EXO-1, 2, 3, 4, 5, 11)**

D. Nutrition (CC-5.4) (EXO-1)

1.2 Describe the relationship between health and disease states as it relates to nutrition. **(CC-5.4) (EXO-1)**

2.1 Compare and contrast the nutritional needs of a well individual versus the special needs of those with musculoskeletal, neuromuscular, and/or metabolic disorders. **(CC-5.4) (EXO-1)**

2.2 Differentiate between essential components of a healthy diet and those that are considered supplemental. **(CC-5.4) (EXO-1)**

4.1 In case studies and course assignments, explain the benefits and risks of OTC supplements, including the signs and symptoms of under/overdose. **(CC-5.4) (EXO-1)**

4.2 Differentiate between the quality and believability of sources of nutritional supplement information. **(CC-5.4) (EXO-1)**

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E. Exercise (CC-5.4, 5.9, 5.17, 5.21, 5.25, 5.26, 5.50-52) (EXO-1, 2, 3, 4, 10, 12)

1.1 Describe the beneficial effects of exercise. **(CC-5.4) (EXO-1)**

1.2 Discuss the importance that exercise plays in the maintenance of a healthy lifestyle. **(CC-5.4, 5.9, 5.17, 5.21) (EXO-1, 10, 12)**

2.1 Identify potential barriers to exercise programming and propose solutions that would address these barriers. **(CC-5.4, 5.9, 5.21, 5.25, 5.50-52) (EXO-1, 10, 12)**

4.1 In case studies and course assignments, develop a culturally and age appropriate exercise program for health promotion. **(CC-5.17, 5.21, 5.25, 5.26, 5.50-52) (EXO-1, 2, 3, 4, 10)**

F. Prevention and Wellness and Cardiovascular Disease, Diabetes, or Musculoskeletal Injury (CC-5.4, 5.5, 5.9, 5.21-25, 5.50-52) (EXO-1, 2, 3, 4, 10, 12)

1.1 Describe prevention strategies for musculoskeletal injuries and diseases. **(CC-5.4, 5.5, 5.9, 5.21) (EXO-1, 10, 12)**

2.1 Apply documented prevention strategies in musculoskeletal diseases in class projects. **(CC-**

5.4, 5.5, 5.9, 5.21-25) (EXO-1, 10, 12)

4.1 In case studies and course assignments synthesize prevention and wellness strategies in musculoskeletal diseases in client and community programs. **(5.21-25, 5.50-52) (EXO-1, 2, 3, 4, 10)**

H. Smoking Cessation and Behavior Change (CC-5.4, 5.5, 5.9, 5.21, 5.25, 5.26, 5.50-52) (EXO-1, 2, 3, 4, 10, 12)

1.1 Describe the beneficial effects of smoking cessation. **(CC-5.4, 5.5, 5.9, 5.21) (EXO-1)**

1.2 Describe smoking cessation strategies as set forth by “RX for Change”. **(CC-5.4, 5.5, 5.9, 5.21, 5.25, 5.26, 5.50-52) (EXO-1, 12)**

2.1 Identify potential barriers to smoking cessation. **(CC-5.4, 5.5, 5.9, 5.21, 5.25, 5.26, 5.50-52) (EXO-1, 2, 3, 4)**

4.1 Discuss the application of the Rx for Change material to smoking cessation programs in the physical therapy scope of practice. **(CC-5.4, 5.5, 5.9, 5.21, 5.25, 5.26, 5.50-52) (EXO-2, 3, 4, 10, 12)**

4.2 Discuss the application of the Rx for Change strategies to other health/behavior changes desired in the physical therapy scope of practice. **(CC-5.4, 5.5, 5.9, 5.21, 5.25, 5.26, 5.50-52) (EXO-2, 3, 4, 10, 12)**