

**Western Kentucky University  
Department of Allied Health  
Doctor of Physical Therapy Program**

<b><u>Course Number:</u></b>	DPT 727
<b><u>Course Title:</u></b>	Health Promotion and Wellness
<b><u>Credit Hours:</u></b>	2
<b><u>Lecture Hours:</u></b>	6 hours/week, varies as some class time will be asynchronous as well
<b><u>Weekly Schedule:</u></b>	Tues & Thur: 9:00 – 12:00 Dates: June 9 – July 9
<b><u>Location:</u></b>	Online Synchronous Zoom: <a href="https://wku.zoom.us/j/91168029693">https://wku.zoom.us/j/91168029693</a>
<b><u>Professor:</u></b>	Kurt Neelly, PT, PhD
<b><u>Office Hours:</u></b>	TBD or text for online Zoom appointment

**Course Description:**

This course will create a forum to prepare students for clinical competencies regarding health promotion-wellness as it relates to physical therapy. Prerequisite: Open only to DPT students in good standing.

**Course Objectives:**

**At the completion of the course content, the student will be able to:**

1. Discuss variables influencing prevention, health promotion, and wellness to individuals, communities, and populations. (7D34)
2. Discuss the need to educate and provide health promotion and wellness services, as well health risk education to diverse individuals and communities based on age, gender, culture, and access. (7D5) (7D12) (7D34)
3. Develop and implement a health promotion program taking into consideration appropriate psychosocial aspects and behavior change theory. (7A) (7D34)
4. Complete and interpret the results of appropriate health screening tools for wellness clients. (7D16)
5. Create a plan for integrating health and wellness into the clinical practice of physical therapy with consideration for patients'/clients' differences, values, preferences, and expressed needs. (7D5) (7D8) (7D34)
6. Identify and develop health promotion and wellness educational materials. (7D27h) (7D34)
7. Describe the financial costs and benefits associated with health and wellness programming to individuals, communities, and society. (7D41)

### **Course Structure and Learning Experience:**

This course is designed to address current advanced professional development and physical therapy issues regarding Health and Wellness in a hybrid format (online when away on clinical rotations and in class when back on campus). Content will be delivered and learning activities will include Blackboard and online learning formats, in-class didactic instruction, group learning activities and projects, and completion of online and in-person activities and assignments.

### **Evaluation Methods:**

#### **1. Attendance**

Attendance and promptness to class will be monitored. Students are **considered tardy** if they arrive for class after the scheduled starting time. As such, 1% of the total grade will be taken off per tardiness and 2% of the total grade will be taken off per **unexcused absence**. These deductions will be taken from the final earned grade.

#### **2. Testing/Grading**

##### **a. Health and Wellness Project**

Students will be responsible for identifying existing Health and Wellness programs that explicitly address Health & Wellness problems for a defined clientele / population. Small groups will be created to compare and contrast the publications/brochures/webpages of their specific Health and Wellness program. Additional details will be provided throughout the semester, but will culminate in short ~ 5 minute group presentation / class discussion of the comparisons along with suggestions for improvements (similar to a SWOT analysis).

##### **b. Written Exams**

There will be one midterm exam (20%) and one comprehensive final exam (25%).

##### **c. Quizzes**

There will be 2 quizzes (each worth 8% of course grade) throughout the class session.

##### **d. Blackboard Discussion Board, Assignments, & Participation**

Participation in Online activities and Blackboard Discussion Boards is mandatory and will count toward the final grade. Points will be deducted for lack of or poor preparation if requested materials are not complete, if answers to guiding questions to articles are not submitted, or if the submission is incomplete or plagiarized directly from the reading.

#### **3. Grading**

The final course grade is a letter grade. The course grade will be based on the following:

Health and Wellness Project	15.0%
Detailed Critique of Existing Program: (10%)	
Combined Group Discussion / Presentation (5%)	
Midterm Exam	20.0%
Final Exam	25.0%
Quizzes (2 @ 8%)	16.0%
Assignment and Class Participation (3 @ 8%)	24.0%
<b>Total</b>	<b>100%</b>

**Numeric and Letter Grade Translation**

A	90-100
B	80-89.99
C	70-79.99
F	<70

**Instructional Practices:****1. Teaching Methods**

- a. Lecture: Blackboard Online and Face-to-Face
- b. Class and Blackboard discussion
- c. Student self-study, Online readings, and Online/Tegrity lectures

**2. Teaching Aides**

- a. White board
- b. Video
- c. PowerPoint
- d. Black Board
- e. AccessPhysiotherapy

**Required Texts for this Class:**

Access Physiotherapy Online textbook chapter reading assignments

- Physical Rehabilitation (O'Sullivan and Schmitz). Ch. 29
- Therapeutic Exercise Foundations and Techniques (Kisner and Colby). Ch. 2
- Functional Performance in Older Adults (4<sup>th</sup> Edition) Ch. 28

Additional select readings will be posted via Blackboard or emailed to students.

*The instructor reserves the right to make changes in the course schedule as needed to accommodate faculty attendance at meetings and conferences, guest lecturers, or to alter course content.*

**DPT 727 HEALTH AND WELLNESS**  
**Tentative Class Schedule and Topical Outline**

Week	Topic	Reading
Class 1 June 9	Course Introduction, Syllabus overview, Expectations What is Health & Wellness  Assignment #1	National Wellness Institute: 6 Dimensions Ries: In Sickness and Wellness
Class 2 June 11	CDC Domains of Wellness, Health, and Prevention	Kisner-Colby Ch. 2 CDC 4 Domains of Disease Prevention
Class 3 June 16	<b>Quiz #1 at Beginning of Class</b> Assignment #2	<b>Assignment #1 Due before Class</b> Bezner: Promoting Health and Wellness
Class 4 June 18	<b>Healthy People 2020 or 2030</b>	Healthy People 2020 (or 2030)
Class 5 June 23	CDC BRFSS Health and Wellness	<b>Assignment #2 Due before Class</b> O'Sullivan Schmitz Ch. 29 CDC BRFSS Obesity Prevalence 2015
Class 6 June 25	<b>Midterm Exam</b>  PT's Role (APTA) in Health & Wellness Assignment #3	PTinMotion: Community Health Promotion Preparing PT-OT to be Health Promotion Practitioners APTA Policy/Position Statements Health Promotion & Wellness
Class 7 June 30	Sleep Health and the PT Role	APTA Policy/Position Statements Sleep Health Sleep Health Promotion for PTs Association of Sleep and Pain
Class 8 July 2	<b>Quiz #2 at Beginning of Class</b> Behavioral Change Theory Variables Impacting Health & Wellness	<b>Assignment #3 Due before Class</b> Prochaska: Transtheoretical Model Segar, The Right Why to Behavioral Change Raddock, 7 Tools Adopt Healthier Behavior
Class 9 July 7	Do Public Health/Wellness Programs Work?   Weight Loss and Obesity	Can Wellness Programs Impact Public Health Effect of a Workplace Wellness Program How Well do Workplace Wellness Programs Work  Wojchichowski, PT's Developing Innovative Delivery Care  APTA: Nutrition and PT Morris, Strategies for optimizing weight loss
Class 10 July 9	<b>Health-Wellness Program Critique</b> <b>1:00 – 1:45</b> <b>FINAL WRITTEN EXAM:</b> <b>2:00 – 4:00</b>	

## **Additional Course Policies**

### **1. Refer to the current WKU DPT Student Manual for the following items:**

- a. Class Attendance
- b. Course Policies
- c. Student Responsibilities
- d. Student Accessibility Resource Center
- e. Copyright
- f. Academic Misconduct
- g. Religious Holidays Notification
- h. WKU Writing Center
- i. Professional Behaviors
- j. Title IX (

### **2. Cell Phone Policy**

Non-instructional use of cell phones is not permitted in this class, in accordance with the DPT Program Student Manual. The use of cell phones is distracting to learning for the student and others. Therefore, no text messaging, emailing or other cell phone functions are allowed. Please turn any device off or to vibrate during class, unless otherwise instructed by the instructor.

### **3. Title IX Statement:**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070)

at: <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at: [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to the faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

### **4. Student Accessibility Resource Center (SARC):**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center. For additional information, visit: <http://www.wku.edu/sarc/>.

## 5. Student Professionalism:

As a doctor of physical (DPT) student and future physical therapist, you have chosen to pursue a profession which requires personal integrity, compassion, and a constant awareness of the commitment made. Exhibiting personal behaviors consistent with a respect for this profession and having pride in your work are central tenets of professionalism. You are expected to incorporate them into your daily life. To demonstrate commitment to these responsibilities while enrolled in DPT 727, you will be held to the professional standards in the Student Manual and are expected to:

- a. Seek and accept feedback and constructive instruction from teachers, peers, and faculty in order to continually improve your educational experience, knowledge, and clinical skills.
- b. Commit to the highest standards of competence.
- c. Be mindful of your demeanor, language, and appearance in the classroom.
- d. Be accountable to all members of the WKU community, including fellow students, faculty, and support staff.
- e. Admit to and assume responsibility for mistakes in a mature and honest manner and develop productive strategies for correcting them.
- f. Be considerate and respectful of others' (teachers, peers, and faculty) time, rights, values, religious, ethnic and socioeconomic backgrounds, lifestyles, opinions, and choices, even when they differ from your own.
- g. Meet the expectations for participation and timeliness.
- h. Recognize limitations and seek help when expertise, knowledge, or level of experience is inadequate to handle a situation in the classroom, hospital, or research setting.
- i. Maintain appropriate relationships with peers and faculty.
- j. Treat all members of the WKU community with respect, compassion, and dignity.
- k. Be mindful to avoid intentionally embarrassing or disparaging others.
- l. Provide feedback to others (both colleagues and superiors) in a constructive manner, with the goal of helping them to improve.
- m. Treat those who participate in the education process (e.g., standardized patients) with dignity and respect.
- n. Actively work to create an atmosphere in classrooms, clinical settings, and in laboratories that is conducive to optimal, interactive learning.

### **Student Professionalism Concern Report Process**

Violation of the classroom professionalism policy may simply result in providing the student with feedback on his or her behavior. However, if the breach is significant enough, the student will be asked to leave the classroom. This will result in an unexcused absence and a 2% reduction in the student's overall grade. The professor will also complete the **Student Professionalism Concern Report Form** (found in the Student Manual). Once the form is completed, the student will meet individually with the Professor to discuss the situation.

**STUDENT PROFESSIONALISM CONCERN REPORT FORM**

Student: \_\_\_\_\_

Professor: \_\_\_\_\_

Which of the following unprofessional behaviors has the student exhibited? Check all that apply.

- ☐ Professional Responsibilities
- Fails to accept and internalize criticism and feedback
  - Has inappropriate demeanor or appearance in the classroom
- ☐ Professional Relationships
- Acts disrespectfully toward others
  - Engages in disruptive behavior in class
- ☐ Professional Ethic
- Behaves in a dishonest manner, including falsifying documentation
- ☐ Other:

1. Describe in detail the incident which prompted the completion of this form (attach additional pages if needed).

\_\_\_\_\_  
\_\_\_\_\_

2. Describe previous feedback and remediation which took place prior to the completion of this form (attach additional pages if needed).

\_\_\_\_\_  
\_\_\_\_\_

3. Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I acknowledge that I have reviewed this evaluation with the course professor and have the following additional comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Professor Signature: \_\_\_\_\_ Date: \_\_\_\_\_