

Gannon University  
College of Sciences, Engineering & Health Sciences  
Physical Therapy

Spring 2005

Course #: GDPT - 826  
Course Title: **Community Health Initiatives 2**  
Prerequisites: Community Health Initiatives 1  
Semester Hours: 1 credits  
Location: PC 2201 or where ever you just finished class  
Time: T: 2:00-3:00

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Course Description:

The purpose of this course sequence is to develop student's skills and application of health promotion, prevention and wellness, and for students to understand their expanding and potential professional role in the community through experiential community-based learning (service learning). In the second course of this sequence activities will include development of a health and wellness assessment tool for a group of community dwelling elderly persons with follow-up of an appropriate health promotion interventions. Group community initiative projects may take one of two forms. Students may either continue working with the agency and project identified in the fall, or explore other community agencies. Readings, oral discussion, and reflective writing are used to link social responsibility with professional role.

Course Outcomes: Upon completion of Community Health Initiatives 2 the student will:

1. Discuss the importance of professional involvement in community organizations.
2. Participate in community and civic activities supportive of society.
3. Examine and evaluate health, fitness, and wellness in a specific community dwelling adult populations who may have risk factors (identified or unidentified) that may lead to impairments, functional limitations, or disabilities.
4. Develop exercise, health, fitness, wellness, and education interventions for the specific community dwelling adult individuals that could reduce identified risk factors, which may lead to impairments, functional limitations, or disabilities.
5. Identify factors that affect health promotion, fitness, and wellness.
6. Demonstrate writing skills that reflect critical and deliberate original thought; and are logically sequenced, analytically sound, and timely.

Methods of Instruction:

1. Class discussion
2. Facilitated class project – Health Fair or Health Promotion Clinic
3. Attendance at community agency organizational meetings
4. Written reflection on community experience

### Requires Texts:

Bracht N. *Health Promotion at the Community Level*, 2<sup>nd</sup> ed. Thousand Oaks, Calif: Sage Publications; 1999.

Course Requirements: Each student will complete the following course requirements during the semester:

1. All FACULTY/STUDENT EXPECTATIONS listed and described in the *Physical Therapy Student Handbook*.
2. Depending on the focus student identified course objective, student will either 1) conduct an assessment of community needs, resources, and readiness; or 2) explore mission, objectives and needs of other community organizations/agencies.
3. Contribute to the development of a health and wellness assessment tool to be used in an identified community setting(s). Utilize the tool to evaluate a well elderly person and provide an appropriate health promotion intervention based on the outcome of evaluation.
4. Paper: Write a summary paper related to community experience reflecting either on either, 1) the progress and future plan for your project, or 2) community organization(s) selected by student.

Reflection Written Paper: All written papers will be organized as follows:

- Cover page
- Body of the Paper
- References if a references are cited on a separate page
- Log documenting dates and hours with community agency and Health Fair /Health promotion Clinic activities.
- Follow the Program's *Guidelines for Preparation of Manuscripts and Written Projects* in the Student Handbook, otherwise know as the "yellow pages."

Students who have chosen a project area will develop a *Community Project Outline* (#1)utilizing the format and expectations listed below. For students continue to explore community agencies, the body of the reflection report should follow the format utilized in Community Health Initiative 1, which is based on the model of *What? So what? Now what?* (#2)

**#1. Community Project Plan Outline: One plan per group except each student must reflect on #1 below.** Review the "10 Step Strategic Planning Model" and "Community Analysis Components and Typical Data Sources" presented in class. There should be evidence that community partner has had input into outline of the plan. It should also include the following:

- Statement of Overall Goal of the Project / Need of the Community Organization – Relate how this project will match current organizational goals and objectives.
- List of areas that need to be investigated to complete project. What do you need to find out in order to plan ⇒ accomplish the project? Identify opportunities and threats.
- Identify potential source for the information you will need to achieve goal of project.
- What resources does the community agency have?
- What resources need to be found?
- Timeline for completion of the project.
- Reflect on:
  - 1) The importance of a physical therapist's involvement in your proposed project with this community agency. (Each student must reflect on this individually.)
  - 2) How your project will be sustained and communicate to subsequent classes.

**#2. What? So what? Now what?**

#### **WHAT?**

- Articulate community agency's: Mission/Vision, history, principles, etc.
- What kind of programs do they offer?

- What other agencies to they relate to?

**SO WHAT?**

- Identify the link(s) current or future between your community participation during this course and social responsibility.
- Through your community experiences what specific factors did you observe affecting health promotion, physical fitness, and wellness of community and its constituents?

**NOW WHAT?**

- Reflect on the potential role a health care professional could engage in with your particular community agency.
- Share any ideas you may have about potential future activities or projects in this Community Health Initiative courses sequence.

Methods of Evaluation: This course is graded on a pass “P” or fail “F” basis.

The final grade for this course is based on reflective assessment of community experience. Reflection papers will be reviewed and graded according to the following criteria or rubric.\* Passing papers must receive an excellent or good rating in at least 3 of the 4 categories. Papers receiving any average rating in more than one category will be returned to student for revision. Resubmitted papers must achieve competency level of good or better in each category.

<b>Clarity/ Organization</b>	<b><i>Excellent</i></b> Clearly identified purpose; logical sequence and transitions throughout the paper	<b><i>Good</i></b> Adequate identification of purpose; logical sequence and transitions	<b><i>Average</i></b> Poorly identified purpose; inconsistency in sequence and transitions
<b>Supporting Evidence</b>	<b><i>Excellent</i></b> Multiple sources of evidence and examples in support of statements; fully developed quality links between assertions and evidence	<b><i>Good</i></b> Less thorough use of sources of evidence and examples in support of statements; visible links between assertions and evidence	<b><i>Average</i></b> Few sources of evidence and examples; inconsistency in links between assertions and evidence
<b>Reflection</b>	<b><i>Excellent</i></b> Evidence of critical and deliberate reflection; quality connections are made among values, purpose, and action across all dimensions of community experience and professional social responsibilities	<b><i>Good</i></b> Evidence of more technical and interpretive reflection less critical or deliberate; good connections among values, purpose, and action across all dimensions of community experience and professional social responsibilities	<b><i>Average</i></b> Evidence of predominately technical reflection; inconsistent connections among values, purpose, and action across dimensions of community experience and professional social responsibilities
<b>Creativity</b>	<b><i>Excellent</i></b> Strong evidence of original thought and risk taking	<b><i>Good</i></b> Good evidence of original thought and risk taking	<b><i>Average</i></b> Inconsistent evidence of original thought and risk taking

\*Adapted from Shepard KF & Jensen GM. Techniques for teaching and evaluating students in academic settings. In: KF Shepard & GM Jensen, *Handbook for teaching Physical Therapists* 2<sup>nd</sup> ed. Boston, Mass: Butterworth Heineman: 2002:117.