COURSE DESCRIPTION: The purpose of this course is to guide students in the development of a community health promotion project that will involve planning and data analysis. Students will be introduced to program evaluation as a research process. Students will complete a review of literature to support their project plan. Students will work in small groups with a faculty mentor to develop a proposal.

Instructor: Leslie Portney, DPT, PhD, FAPTA
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Phone: 617.726.3170
lportney@mghihp.edu

Credit Hours: 1 credit

Schedule: 2 hrs/week- Seminar, discussion
Wednesday, 9:00 am – 10:50 am

Prerequisites: PT 635 Clinical Experience II

COURSE OBJECTIVES:
Upon completion of this course, the student will be able to:

1. Demonstrate an understanding of the concept of health promotion by synthesizing information from multiple sources to develop a health promotion question of clinical relevance for a specific population or agency.
2. Apply principles of research design and statistical analysis to plan for implementation and evaluation of a health promotion program.
3. Develop a complete proposal in small groups, including a literature review, theoretical rationale, methods, measurement tools, and data analysis procedures.
4. Demonstrate an understanding of ethical issues in relation to informed consent and handling of data.
5. Orally present a research proposal.
6. Critique research proposals and provide constructive feedback to others.
STUDENT EVALUATION AND GRADING:
This course is offered Pass/Fail only. To receive a passing grade, students will be responsible for completing a written proposal and a full review of literature within assigned groups. Drafts of the review of literature and proposal must be submitted to faculty advisors for feedback (see course schedule for deadlines). Students are also responsible for completing several reading assignments and participating in group discussions in class. Students will present the research proposal to the class for feedback.

SUBMISSION OF FINAL PROPOSAL
Each group is required to submit the full proposal by the end of the fall semester. One copy of the full proposal should be submitted to your academic project advisor and your clinical project advisor (if one is assigned), and the proposal should also be saved on the network drive. Each group will be assigned a folder under T:ihpresch. Students are encouraged to save copies to their own network drives as well.

COURSE TEXTS:


RECOMMENDED TEXTS (available on reserve in the RSLC):


REQUIRED READINGS (available online through CINAHL):


RECOMMENDED READINGS (available online through CINAHL):

Black N. Why we need observational studies to evaluate the effectiveness of health care. BMJ 1996; 213:1215-1218


**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>DEADLINES and ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>9/4</td>
<td>Introduction to Health Promotion Projects and Service Learning</td>
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<tr>
<td>9/10</td>
<td>Developing a program proposal</td>
<td>Portney &amp; Watkins, pp. 346-351 Required readings</td>
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<td>9/17</td>
<td>Health promotion activities: Meeting with project advisors Ethical considerations</td>
<td>Portney &amp; Watkins, Chapter 3</td>
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<td>9/24</td>
<td>Needs Assessment and Review of Literature</td>
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<td>10/1</td>
<td>No class- Group meeting</td>
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<td>10/8</td>
<td>Program Planning/Evaluation</td>
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<td>10/15</td>
<td>No class- Group meetings</td>
<td>Outline of ROL due</td>
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<td>10/22</td>
<td>No class- Group meetings</td>
<td>Needs Assessment Complete</td>
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<td>10/29</td>
<td>No class- Group meetings</td>
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<td>11/5</td>
<td>Class Discussion</td>
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<td>11/12</td>
<td>No class- Group meetings</td>
<td>Proposal Draft due</td>
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<td>11/19</td>
<td>No class- Group meetings</td>
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<td>11/26</td>
<td>No Class-THANKSGIVING</td>
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<td>12/3</td>
<td>Proposal Presentations</td>
<td>Proposal due</td>
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**ACADEMIC INTEGRITY**

In academic matters, mutual responsibility between instructors and students requires cooperation and trust in maintaining the ideals and spirit of academic and professional integrity. Each student is responsible for doing his/her own work. Any student suspected of cheating or plagiarism will be reported to the program director, and will be subject to disciplinary action as specified in the IHP Catalogue and the Physical Therapy Program Manual.

**ACCOMMODATIONS**

In accordance with the provisions and philosophy of the Americans with Disabilities Act, faculty are interested in providing appropriate learning experiences that maximize every student's potential. Any student who wishes to identify him or herself as having a disability which requires special accommodation to complete a course requirement or to participate in course activities must notify the course instructor or course coordinator (for team taught courses) in advance. If accommodations are needed for written or practical exams or class assignments, the student must contact the course instructor at least 10 days in advance of EACH exam or assignment to confirm arrangements for accommodations.

The student must be able to provide written documentation of the disability from an appropriate qualified professional, specifying the types of accommodations necessary. This information must be submitted to the Office of Student Affairs on the Disability Services Request Form. Students who need assistance in identifying appropriate resources for counseling should contact the Director of the Office of Student Affairs.