

**MGH INSTITUTE OF HEALTH PROFESSIONS  
PROFESSIONAL PROGRAM IN PHYSICAL THERAPY**

**Course Syllabus**

**Course Number:** PT 780  
**Course Title:** Critical Inquiry III

**Semester Offered:** Fall, 2003

**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  
Office: Room 243  
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**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:**

Portney LG, Watkins MP. *Foundations of Clinical Research: Applications to Practice*. Ed 2) Upper Saddle River, NJ, Prentice-Hall, 2000.

Planning, Implementing and Evaluating Community Health Promotion Program: Project Manual 2003-2004.

## **RECOMMENDED TEXTS (available on reserve in the RSLC):**

Brownson RC, Baker EA, Novick LF. *Community-based Prevention*. Gaithersburg, MD, Aspen Publications, 1999.

McKenzie JF, Smeltzer JL. *Planning, Implementing and Evaluating Health Promotion Programs: A Primer* (ed 3). Boston, Allyn & Bacon, 2001.

Woolf SH, Jonas S, Lawrence RS (eds). *Health Promotion and Disease Prevention in Clinical Practice*. Philadelphia, Lippincott Williams & Wilkins, 1996.

## **REQUIRED READINGS (available online through CINAHL):**

1. Curry LC, Hogstel MO, Davis GC, et al. Population-based osteoporosis education for older women. *Public Health Nursing* 2002; 19: 460-469.
2. Hall PJ. Planning an integrated population-based program. *J Nursing Admin* 1998; 28(10): 40-47.
3. Lerner RM, Thompson LS. Promoting healthy adolescent behavior and development: Issues in the design and evaluation of effective youth programs. *J Pediat Nursing* 2002; 17: 338-344.
4. Ness KK, Gurney JG, Ice GH. Screening, education, and associated behavioral responses to reduce risk for falls among people over age 65 years attending a community health fair. *Phys Ther* 2003; 83: 631-637.

5. Phelan EA, Williams B, Leveille S, et al. Outcomes of a community-based dissemination of the health enhancement program. *J Am Geriatr Soc* 2002; 50: 1519-1524.
6. Sedlak CA, Doheny MO, Jones SL. Osteoporosis education programs: changing knowledge and behaviors. *Public Health Nursing* 2000; 17:398-402.
7. Shellman, J. Promoting elder wellness through a community-based blood pressure clinic. *Public Health Nursing* 2000; 17(4): 257-263.

### **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

Epstein RS, Sherwood LM. From outcomes research to disease management: a guide for the perplexed. *Ann Intern Med* 1996; 124:832-837

Gosline MB, Schank MJ. A university-wide health fair: a health promotion clinical practicum. *Nurse Educator* 2003; 28(1): 23-25.

Jacobs LA. Health beliefs of first-degree relatives of individuals with colorectal cancer and participation in health maintenance visits: a population-based survey. *Cancer Nursing* 2002; 25:251-265.

Koffman DM, Bazzarre, T, Mosca L, et al. An evaluation of Choose to Move 1999: an American Heart Association Physical Activity Program for women. *Arch Intern Med* 2001; 161: 2193-2199.

Kulbok PA, Baldwin JH. From preventive health behavior to health promotion: advancing a positive construct of health. *Adv Nurs Sci* 1992; 14(4): 50-64.

Kyba FN, Hathaway W, Okimi PH. Health promotion in a museum: a collaborative community partnership. *Nurse Educator* 1997; 22(4): 32-35.

Maben J, Clark JM. Health promotion: a concept analysis. *J Adv Nursing* 1995; 22:1158-1165.

Macones GA; Goldie SJ, Peipert JP. Cost-effectiveness analysis: an introductory guide for clinicians. *Obstetrical & Gynecological Survey* 1999; 54:663-672.

Millstein SG, Nightingale EO, Petersen AC, et al. Promoting the healthy development of adolescents. *JAMA* 1993; 269:1413-1415

Ribeiro V, Blakeley JA. Evaluation of an osteoporosis workshop for women. *Public Health Nursing* 2001; 18:186-193.

Speller V, Learmonth A, Harrison D. The search for evidence of effective health promotion. *BMJ* 1997; 315:361-363

Stuifbergen AK, Rogers S. Health promotion: an essential component of rehabilitation for persons with chronic disabling conditions. *Advances in Nurs Sci* 1997; 19 (4): 1-20.

Watt D, Verma S, Flynn L. Wellness programs: a review of the evidence. *Can Med Assoc J* 1998; 158: 224-230

### **COURSE SCHEDULE**

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

### **ACADEMIC INTREGRITY**

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.