

UNIVERSITY OF VERMONT  
Department of Physical Therapy  
COURSE SYLLABUS

**MVSR 381; Service Learning Seminar: Teaching and Learning Together: Partnerships in Health and Wellness**  
**Spring 2004, 3 Credits.**

**Tuesday and Thursdays 12:00-1:30**

**Instructor:** Ann Greenan Naumann, M.S., P.T., O.C.S.  
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**Course Introduction/Description:**

Multiple factors can influence the ability of individuals to make decisions about their own health and wellbeing, to access healthcare and wellness services, and to successfully implement behaviors that contribute to health and wellness. This Service Learning seminar course will explore how factors such as models of decision-making utilized by healthcare and wellness service providers; socioeconomic and insurance constraints, therapeutic relationships, & societal, cultural, and personal influences can contribute to client behaviors which maximize health and wellness. Students will explore the role of such issues and of collaboration with clients in the context of community service.

Service project(s) at Cathedral Square, a local non-profit housing agency for senior citizens and/or clients with disabilities, will allow students to practice communication, & collaboration skills and to consider the constraints faced by individuals in making choices about their own health and wellbeing. The service project(s) will be designed and carried out by students in collaboration with clients and staff at Cathedral Square with faculty support. The course format will be seminar type discussions around assigned and student chosen readings, planning and carrying out the service project(s), and journaling regarding the connections between readings and service.

**Goals and Objectives:**

**Goal:** Students will appreciate and value the role of communities, community service agencies, professional practitioners and individuals in addressing the health needs of the public.

**Objectives:**

1. Understand the mission, goals, services, clients, and communities served by Cathedral Square.
2. Participate in community service as a way to: "demonstrate social responsibility, citizenship, and advocacy, including participation in community and human services organizations and activities"<sup>1</sup>
3. Gain a sense of how your skills and knowledge can contribute to community initiatives, and develop a sense of your own role in addressing public issues.
4. Through active reflection on service experiences, explore the role that this kind of work will play in your future personal and professional choices.

**Goal:** Students will begin to appreciate factors and practices that can impact the ability of individuals to make choices and implement behaviors which optimize health and wellness.

**Objectives:**

1. Describe theories of behavior change, and understand the role the health professional can play in facilitating such change
2. Understand the principle of self efficacy and the relationship of self efficacy in coping with aging, illness, or disability
3. Understand the relationship of gender, race/ethnicity, age, and socioeconomic status to health care, and describe and discuss biases related to health care delivery relative to those factors.

**Goal:** Students will begin to appreciate the impact of client/professional relationships and attitudes on the experiences of clients receiving care.

**Objectives:**

1. Describe the philosophy/principles, advantages/disadvantages of Person and Family Centered Health Care vs. caregiver/facility centered care.
2. Compare and contrast different models of patient-professional communication and decision-making (e.g., informed choice, shared decision-making, etc.) and discuss the ethical and clinical implications.
3. Describe the nature and basis of therapeutic relationships.
4. Discuss the rights and responsibilities of care givers and patients.

**Goal:** Students will value the ability to understand any given situation from a variety of perspectives related to culture, socioeconomic, social, and personal variables.

**Objectives:**

1. Understand the biases, cultural assumptions that healthcare providers and you as an individual bring to interactions with patients.
2. Describe the experience of aging and the sociologic processes associated with aging

**Goal:** Students will gain an understanding of the ways in which lack of insurance or under-insurance may impact the ability of individuals to receive healthcare, and to be active participants in their health.

**Objectives:**

1. Define the concepts of uninsured and underinsurance in health care
2. Describe the social and political contributors to un-insurance/under insurance
3. Describe the social, political, and personal implications for patients who are uninsured or underinsured

**Goal:** Students will begin to understand the ways in which their experiences, ideals, and values may impact their attitudes, behaviors, and thoughts as professional healthcare practitioners.

**Objectives:**

1. Reflect on service as individuals and a group in order to understand how the experience of service may impact attitudes, behaviors, and thoughts.
2. Clarify ideals and values around the issues of professional/client decision making, equity in health care delivery, and the role of collaboration in professional decision making.
3. Consider the theory of Servant leadership and how it may play a role in PT practice and career decisions

**Resources:**

1. Required Text: Rollnick S, Mason P, Butler C, Health Behavior Change: A Guide for Practitioners, Churchill Livingstone, 2000
2. Other texts:
  - a. Atchley R, Barusch, Social Forces and Aging An Introduction to Social Gerontology, Thomson Wadsworth, 2004 ( I have two copies which I can make available. There is also a copy in Bailey Howe on reserve (call # HQ1061.A7798 1997)
  - b. Purtillo R Haddad Health professional and patient interaction 2002 (on reserve in DANA call #: Call Number: W 21.5 P986h 2002)

Other readings will be placed on reserve or electronic reserve in DANA or BH (see each week for the assigned readings)

### **Course Format:**

1. The format will be seminar type discussions of assigned and student chosen readings, planning and carrying out the service project(s), oral and written reflections about the connections between the service experiences and the readings, We will also use some of the time each week to decompress, process, and problem solve the week's community service session.
2. Community Service Project: Cathedral Square is a Non-Profit community agency which works with government agencies (HUD) to provide housing for clients who are elderly, disabled, and/or have limited financial resources. Time each week will be devoted to our service project at Cathedral Square (CHC). Students will identify, plan and carry out the service sessions working collaboratively with the clients and staff at Cathedral Square assisted living.

### **Written Assignments and Grading**

1. 15% of the grade in this course will be based on attendance to class and service sessions and participation and contributions to class/discussions.
2. Students will keep a journal recording experiences, reactions, reflections, analysis, questions, ideas, and other assigned and unassigned entries related to the service experience. This journal will be reviewed by the instructor on a rotating basis every two weeks. Students will choose two journal writings to develop further using feedback from the course instructor. The weekly journal entries will be worth 25% of the grade in the course, the two further developed writings will be worth 10% each.
3. Students will complete a final project worth 40% of the final grade in this course. The project will involve profiling one of the clients each student meets during their community service. This profile will outline 1) the client's social and medical history & the health and wellness issues confronted by the client.; 2) It will outline the social & life history, ethnic/cultural background, socioeconomic status, type of insurance (or lack there of), beliefs and attitudes about illness/health/aging/disability/their role in treating their problem of the client, and other strengths and constraints that the client brings to those issues. 3) It will then link those factors to information garnered over the course of the semester in readings, discussions, and reflections and discuss **the ways in which these factors contributed to the ability of the client to successfully address health and wellness. The paper will then design an education/management program for the client regarding a specific health/wellness issue taking into account all of the above factors.** The paper will provide a rationale for the program, include the model of decision making to be utilized and take into account the strengths and weaknesses the client brings to the program/issue. Further Information including steps and deadlines about this assignment will be provided the first two weeks of class.

### **Class Topic Schedule:**

#### **January 18:**

1. Course Introduction/purpose, review of syllabus
2. Basic Introduction to Service Learning
3. Nature and basis of therapeutic relationships.

#### **Readings:**

1. The patient Care relationship: Understanding expectations, rights and responsibilities, available at: <http://www.aha.org/aha/ptcommunication/partnership/index.html>
2. Ethical Conduct for Health Care institutions, available at: <http://www.aha.org/aha/ptcommunication/partnership/index.html>
3. Purtillo, R, Haddad A Health Professional and Patient interaction p77-88 (on reserve in DANA was a required text in CS&P last year)

#### **January 20**

Introduction to SL and reflection in service learning/ reflection assignments in this course, in class journaling about SL, reflection, personal expectations, thoughts/concerns/brainstorming/planning project,

**January 25/ Class will meet at CSAL**

1. Introduction to and history of Cathedral Square, Mission, Goals, Services Staff, other professionals
2. Introduction to clients (age, race/ethnicity, socioeconomic status, social histories) at Cathedral Square Assisted living, review of service needs of CS. Ethnic/cultural groups represented at Cathedral Square (What is known about communication styles, beliefs, values, attitudes about health, illness, disability, aging)
3. Needs of CSAL clients we may be able to help to meet- Brainstorming/planning of service project

**Readings:**

Please go to Cathedral Square weblink from the WebCT site and review its' history, mission, & goals

**January 27:**

Planning Community Service

**February 1:**

1. introduction to Role of community service in professional life, Servant Leadership, Guide documents re pro bono care, discussion re community service

**Readings:****February 3:**

Planning/beginning Community Service project(s)

**February 8**

panel discussion re role of service in professional life (Alan Rubin, Nancy Eldridge)

**February 10:**

Community service

**February 15**

1. Introduction to Models of decision making in health care/ person centered care
2. Person/family centered care vs caregiver centered care continued
3. What is the culture of Health care organizations and professionals?

**Readings:****February 17**

Community Service

**February 22**

The process of aging: consideration of bio-psychosocial impacts

**Readings:** Putillo Chapter 17; Atchley p 120-136 , Chapter 6

**February 24**

Community Service/ Ann Naumann Away

**March 1**

No class town meeting day

**March 3**

Community Service

**March 8**

The process of aging: consideration of bio-psychosocial impacts

**Readings:** Atchely Chapters 7&13

**March 10**

Community Service

**March 15**

Introduction to behavioral change theories

**Reading assignment:** Chapters 1&2 of Rollnick

**March 17**

Community Service

**March 22 & 24**

Spring Break

**March 29**

Behavioral change continued/ stages of change theory

**Reading assignment:** Chapter 34 Rollnick

**March 31**

Community Service

**April 5**

Introduction to Self efficacy literature

**Reading assignment:** Chapter 5 Rollnick

**April 7**

Community Service

**April 12**

Uninsurance/underinsurance (concepts, social and political contributors, implications)

**April 14**

Community Service

**April 19**

Uninsurance/underinsurance (concepts, social and political contributors, implications)

**April 21**

Community Service

**April 26**

Biases in Health care delivery relative to ethnic, background, gender, socioeconomic status, age

**April 28**

Community Service/celebration

**May 3**

Course/Instructor feed back, wrap up, what we have accomplished.

Students' presentation of projects

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<sup>1</sup> Guide to Physical Therapy Practice, APTA p.35, 1999

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[http://www.aha.org/aha/resource\\_center/resource/resource\\_ethics.html](http://www.aha.org/aha/resource_center/resource/resource_ethics.html)

**Reflective writing assignment:** Reflect on some of your own behaviors and how they negatively or positively affect your health and well being. Discuss the factors which have contributed to adopting these particular behaviors. Relate your personal choices to the readings you have done for this week's class. Then after this reflection discuss whether and how you may change those behaviors in the future and why.

**Reflective writing assignment:** Reflect on your personal experiences with different modes of health care delivery (person/family centered vs. agency/professional centered care) and decision making in health care. Relate your personal experiences to the readings and discuss some of the constraints that you see to implementing family/person centered care and in utilizing the different models of decision making at Cathedral Square (CHC) in implementing such care