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

Fall 2004

Course #: GDPT - 816
Course Title: Community Health Initiatives
Prerequisites: Admission to the Doctor of Physical Therapy Program
Semester Hours: 1 credits
Location: PC 3020F or wherever you just finished class
Time: T: 2:00-3:00

Course Coordinator: Pamela J Reynolds, PT, EdD
Palumbo #3026
814-871-7796
E-mail: reynolds@gannon.edu

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 first course of this sequence, students will engage in community activities to begin to understanding role and scope of community service agencies in promoting healthy communities and improving the health of its constituents. Health Fair activities will include screenings for risk factors and advising community dwelling adults and children how to reduce risk factors for better health. Students will attend organizational meetings of large umbrella multi-service organization in Erie such as Housing Authority of the City of Erie, Greater Erie Community Action Committee (GECAC), Weed and Seed Project, Stairways Behavioral Health, C.A.L. L. {Congregational Action to Lift and Love}, and The American Red Cross: Erie Chapter. Oral discussion, reflective writing, and student directed readings are used to link social responsibility with professional role in the community.

Course Outcomes: Upon completion of Community Health Initiatives 1 the student will:

1. Discuss the importance of professional involvement in community organizations.
2. Participate in community and civic activities supportive of society.
3. Promote health, fitness, and wellness in the community to children and well adult individuals, including those with risk factors (identified or unidentified) that may lead to impairments, functional limitations, or disabilities.
4. Identify factors that affect health promotion, fitness, and wellness.
5. Demonstrate writing skills that reflect critical and deliberate original thought; and are logically sequenced, analytically sound, and timely.
Methods of Instruction:
1. Facilitated class discussion
2. Participation in Community Health Fair
3. Attendance at community agency organizational meetings
4. Written reflection on community experience

Recommended Text:

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. Attend three (3) organizational meeting or activities for one community network service agency. Advise Course Coordinator of Date, Time, and Location of your meeting community organization.
3. Contribute to organizing and participate in a community health fair including coordination with nursing student partner, and discussion(s) with faculty advisor.
4. Submit a written paper that reflects on your experience at the Health Fair and meetings with your chosen service organization

Format for Reflection Paper
The Service Learning Reflection Paper 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 activities

Follow the Program’s Guidelines for Preparation of Manuscripts and Written Projects in the Student Handbook, otherwise know as the “yellow pages.” The body of the reflection report will be based on the model of What? So what? Now what? and should be address the following items:

WHAT?
- Articulate your community partner: 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 it 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 grades 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.

<table>
<thead>
<tr>
<th>Clarity/Organization</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clearly identified purpose; logical sequence and transitions throughout the paper</td>
<td>Adequate identification of purpose; logical sequence and transitions</td>
<td>Poorly identified purpose; inconsistency in sequence and transitions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Evidence</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Multiple sources of evidence and examples in support of statements; fully developed quality links between assertions and evidence</td>
<td>Less thorough use of sources of evidence and examples in support of statements; visible links between assertions and evidence</td>
<td>Few sources of evidence and examples; inconsistency in links between assertions and evidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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</td>
<td>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</td>
<td>Evidence of predominately technical reflection; inconsistent connections among values, purpose, and action across dimensions of community experience and professional social responsibilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strong evidence of original thought and risk taking</td>
<td>Good evidence of original thought and risk taking</td>
<td>Inconsistent evidence of original thought and risk taking</td>
</tr>
</tbody>
</table>

Community Health Initiatives II  (Spring – 2005)
- 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.

Community Health Initiatives III  (Spring – 2006)
- The purpose of this course sequence is to develop student’s skills as an educator for an 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 third course of this sequence activities will include developing a health promotion educational presentation that is based on student identified needs of target population, which may include K-12 school setting, seniors’ center, or other community agency. The role of community service organizations will continue to be explored through student selection of one community organization with the goal of identifying the organization’s needs and/or objectives for a potential special project could be completed in collaboration with student and organization. Readings, oral discussion, and reflective writing are used to link social responsibility with professional role.

Community Health Initiatives IV  (Fall 2006)
- The purpose of the fourth course in this sequence is to develop a special project proposal in collaboration a student selected community organization. The project will meet a need or objective identified by the organization and which contributes to their mission. The student will demonstrate their role as an educator, consultant, and/or advocate through completion of this project. The project can take any form mutually agreed upon by course coordinator, faculty mentor, and student providing it meets required proposal guidelines. Examples of an organization needs include but are not limited to: educational presentations, marketing plans, consultation, advocacy, or assistance with an organization’s sponsored events. Written project proposal should demonstrate social responsibility and link community partner’s need/objective with appropriate DPT program educational outcomes.

Community Health Initiatives V  (Spring 2007)
- In this capstone course of the Community Health Initiative course sequence, the student completes their special community project meeting a need or objective identified by the community organization and which contributed to the organization’s mission. Student will demonstrated their role as an educator, consultant, and/or advocate. Students will be provided an opportunity to share their project outcomes with other student physical therapists and the community through reflective oral and written reports. Within the reflection component for this final course, the student should address how their project can be sustain after their graduation.