Course Title: PT 664 Wellness and Health Promotion
Course Credit: 2 Semester Hours Credit
Presenters: Reed Humphrey, PT, PhD
Steven Tepper, PT, PhD
Jennifer Gamboa, PT, DPT, OCS

I. BROAD PURPOSE OF COURSE

This course is designed to incorporate evidence based practice and utilization of the aforementioned coursework for the management of clients in the area of wellness and health promotion. Focus will be on: 1) prevention or reduction of obesity, cardiovascular disease, diabetes, metabolic syndrome and other chronic diseases, 2) benefits of routine physical activity, and 3) basics of nutrition. Incorporation of best evidence for both tests and measures and interventions will be examined. Patient/clients will be viewed with legal/ethical, pharmacological, imaging, medical screening, business and coding implications. Interventions will be examined in contemporary and future, professional clinical practice. Clinical reasoning and decision making will be fostered through multiple case studies.

II. COURSE OBJECTIVES

Upon completion of this course the student will:

1. Utilize common websites/tools for predicting the likelihood of disease in your client/patient.
2. Describe the prevalence and other important health trends associated with metabolic disease across differing gender and ethnic groups.
3. Describe the association of metabolic risk factors for chronic disease risk, with particular reference to vascular disease and diabetes.
4. Evaluate the evidence for exercise and nutritional strategies in the prevention or remediation of disease risk.
5. Identify and evaluate practical objective clinical approaches (utilizing spreadsheets) in the assessment of exercise endurance, ABI, body mass and composition to optimize patient/client outcomes at risk for or diagnosed with metabolic disease.
6. Demonstrate the ability to design and implement a simulated prevention and wellness program, including screening and health promotion for individuals who are at risk for development of cardiovascular/pulmonary and musculoskeletal impairment(s)/dysfunction.
7. Demonstrate the ability to recognize signs/symptoms of contraindication and termination points for activity or exercise.
8. Demonstrate the ability to educate patients or other individuals, groups, or communities on health promotion, prevention, and wellness by providing information on impairments, disease, disability, and health risks related to age, gender, culture, and lifestyle.
9. Incorporate the concepts of self-responsibility in wellness and health promotion.
10. Propose procedures for monitoring effects of health promotion prevention, or wellness programs.
11. Perform:
   - body mass index
   - a walk velocity test
   - six minute walk test
   - ½ mile walk test for obese women
   - 1 mile walk/walk-run/jog test

III. TEACHING METHODS

Students will receive a DVD with slides and voice over by the instructor similar to a lecture presentation. Readings are required and connection to the web allows for students to access relevant abstracts/articles, clinical Guidelines, and other materials. Within the DVD will be relevant spreadsheets or other pertinent documents. A “discussion board” and email will allow student and faculty interaction.

- Read the required journal articles listed below
- View the DVD
- Perform required disease risk screen for obesity, cardiovascular disease, diabetes and peripheral vascular disease.
- Perform an appropriate endurance test
- Prepare and write patient/client self-administered health history questionnaire relevant to a patient/client population of interest to you.

IV. ASSESSMENT

- 20% of course grade (see Assignment folder on the DVD for complete explanation):
  o Assignments 1, 2 and 3 are all related to BMI and your ability to accurately assess BMI category and health risk – explanation for this assignment is on the DVD. Please review this section on the DVD early on so that you can accomplish. 10% of your grade
  o Assignment 4 is related to performing endurance tests on individuals and repeating the test within one week. You are looking for the reliability and the validity of the measurement. Then put one of these individuals on an endurance program and repeat the endurance test several weeks/months later and see the effect of the endurance program. Please review this section on the DVD early on so that you can accomplish. 10% of your grade

- 80% of course grade: Written examination including multiple choice and true/false questions. These items are based on lecture material provided in the course, information in the required readings and the student’s ability to search for, obtain and critically analyze the relevant literature.
GRADING SCALE

A = 90 and above
B+ = 87-89
B  = 83–86
B- = 80-82
C+ = 77-79
C  = 73-76
C- = 70-72
D+ = 67-69
D  = 63-66
D- = 60-62
F  = <60

The grading criteria will follow the policy of the School of Physical Therapy and Rehabilitation Science (see student handbook) with a passing grade being a “C” and a 73 percent. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. Any evidence of cheating or plagiarism will result in failure of the course. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/documents/StudentConductCode1.pdf

V. CLASS SCHEDULE

Distance education therefore no regular meeting times. Lecture outline is as follows:

COURSE OVERVIEW

- Part 1: Prevention and Wellness in Health Promotion & Chronic Disease Prevention – Reed Humphrey
- Part 2: Smoking cessation - Steve Tepper
- Part 3: Essential Nutritional Aspects of Health and Wellness - Reed Humphrey
- Part 4: Practical Assessment of Body Mass and Health Risk – Reed Humphrey
- Part 5: Obesity & chronic disease: Synergistic risk and the exercise effect in diabetes – Steve Tepper
- Part 6: Screening prior to endurance testing – Steve Tepper
- Part 7: Considerations in physiological assessment of endurance and caloric expense – Steve Tepper
- Part 8: Exercise Intervention to Promote Health and Prevent Premature Chronic Disease – Reed Humphrey
- Part 9: Performance of physiological assessment – Steve Tepper
- Part 10: Payment for services - Jen Gamboa
- Part 11: Development of personal intervention plans - Jen Gamboa
PATIENT CASES

Case 1 - 20 y/o college student who is attempting to return to sport (gymnastics) following a femoral fracture and a year-long recuperation/rehabilitation process.

Case 2 - A 54 year-old morbidly obese woman referred into PT for exercise prescription and program execution.

Case 3 - A 43 year-old man who is an active exerciser, but is still overweight and has increased risk for disease.

Case 4 – A 89 year young female who wishes to improve her fitness level. She is currently very active but wishes to clean her garage whereupon she felt ability to perform activity.

Case 5 – A 26 year old male has BP of 138/88 mmHg. Physician requested him to begin a dietary program for sodium restriction and increased activity.

VI. References

Dr. Tepper’s (many more are included in the slides themselves)

Guide to Physical Therapist Practice-Second Edition (www.apta.org- online shopping, order from online catalog, choose CD-ROM, text or both)


**Highly Recommended by Dr. Jenifer Gamboa**


**References from Jenifer Gamboa:**


VII. AUDIOVISUAL MATERIALS

DVD as described above. Students are responsible for having a computer with the following capability.

- Platform: Microsoft Windows XP or Mac OS.X v10.4+
- 1GB of RAM
- Flash Player 10
- Pentium-class PC (1.0 GHz or higher recommended),
- 8x DVD-ROM
- Microsoft Windows Media Player 8.0 (or higher),
- Microsoft Internet Explorer 8.0 (or higher), or other internet browser
- Acrobat Reader 5.0 or higher.

VIII. PROFESSIONAL BEHAVIORS

Professional behaviors are expected in the course. These include (but are not limited to): responsibility for one's own learning, completion of individual assignments in a timely manner, treating fellow students, staff, and faculty with respect, receiving and giving constructive criticism if appropriate.

Academic Honesty: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All student need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/documents/StudentConductCode1.pdf