

## POTH 682 PROMOTING HEALTHY ACTIVITY

**Credits:** 2 credits

**Prerequisites:** For the students in the first year of the MSc(A)PT program, successful completion of all U3/Qualifying Year courses and at least one clinical placement.

**Instructors:** Deborah Da Costa, PhD & Sarah C. Marshall pht, MSc  
(514) 934-1934 ext: 44723 & (514) 398-4400 x 094256  
[deborah.dacosta@mcgill.ca](mailto:deborah.dacosta@mcgill.ca) & [sarah.marshall@mcgill.ca](mailto:sarah.marshall@mcgill.ca)

**Course Description:** This course will critically evaluate theory and empirical research related to healthy behaviour patterns. Determinants of health behaviours will be examined across the lifespan and in clinical populations. Application of behaviour change theories for the implementation and evaluation of health behaviour interventions will be discussed.

**Course Structure:** Two 2-hour classes per week for six weeks followed by student presentations in the weeks prior to the final exam. Classes will consist of lectures, clinical reasoning activities and group discussions.

### Learning Objectives According to PT Roles<sup>1</sup>:

#### Expert

1. Describe relationships between health, wellness, illness and health promotion and the leadership role of physical therapists in promoting wellness.
2. Demonstrate an understanding regarding the determinants of health and illness with emphasis on the link between health-enhancing/compromising behaviours and health.
3. Implement and critically evaluate interventions to promote health behaviour change and maintenance throughout the lifecycle and with clinical populations.
4. Identify determinants that influence health behaviours in specific chronic conditions and through the lifecycle (i.e. children/adolescents, adults, elderly).
5. Identify and apply methods for evaluating effectiveness and adherence to behaviour change interventions and applying evidence-based strategies to modify interventions and goals to meet individual needs and preferences.

#### Collaborator

6. Apply behavioural theories to design evidence-informed interventions to promote health within the context of rehabilitation and inter-professional settings

#### Advocate

7. Identify the health needs and concerns of individuals, of populations, and communities, as well as understand professional responsibility in responding to those needs.
8. Advise and motivate clients to adopt behaviours that promote improved physical and mental health and increased social participation.

### Scholarly Practitioner

9. Explain and critique the various health behaviour theories.
10. Understand a variety of systematic methods for obtaining and interpreting various forms of data needed to develop an individualized evidence-informed behavior change intervention for specific age groups and clinical populations.
11. Critically interpret randomized and nonrandomized studies in the health behaviour change area.
12. Critically evaluate the influence of psychosocial and personal variables on individual response to behaviour change interventions.

### Professional

13. Be sensitive to ethical issues related to health behaviour change.

### **Instructional Method**

During this course the following instructional approaches will be used: lectures, case-based discussions, group discussion and student presentations.

Following the introductory lectures, students will select a presentation topic relevant to the course objectives and critically present an overview of the topic.

### **Course Material**

On-line course pack and selected readings through MyCourses. Students are expected to read the assigned reading(s) before each class and be prepared for critical discussion during the class.

### **Method of Evaluation\*:**

<b>Assignments/Evaluations</b>	<b>%</b>
<b>Thought Questions based on assigned readings</b>	25%
<b>Group Project: a) Oral Presentation (25% for the oral presentation) b) Poster Handout (15% for a poster presentation summarizing the oral presentation. The poster will be uploaded in a poster handout format to MyCourses by the group.</b>	40%
<b>Final Examination - multiple choice (written)</b>	35%

\*Detailed descriptions of these evaluations will be provided as part of the course schedule on the first day of class.

**Special requirements for course completion and program continuation:** In order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark.

**In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.**

**Plagiarism/Academic Integrity:** [Amended by Senate on April 17, 2013]: McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#).

**Dress code:** Professionalism with respect to dressing is encouraged throughout the course of the semester. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

**Attendance:** Students are requested to attend all lectures and are required to attend all student presentations.

**Right to submit in English or French written work that is to be graded:** In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded, except in courses in which acquiring proficiency in a language is one of the objectives.

**Consequences of not completing assignments as requested:** An individual who does not complete a required assignment and does not have a university recognized reason for deferral could receive a 0 in that portion of the evaluation.

**Disability:** If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the [Office for Students with Disabilities](#) at 514-398-6009 before you do this.

**Professional conduct:** Professionalism and accountability are expected throughout the course of the semester. This includes the on-going respectful nature of teacher-student as well as student-student interactions.

**Technology in class:** Your respectful attentive presence is expected, therefore while you are permitted to use your laptop in class, it is understood that you will not be using your laptop or cell-phone for social purposes during class time (e.g. e-mail, Facebook, sms). Your cell phone should be on silence during class time and phone calls should only take place during the break or after class.

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<sup>1</sup> Essential Competency Profile for Physiotherapists in Canada, October 2009