

Unit V Overview- Community Health/Community Practice

Welcome to Unit V Community Health/ Community Practice. In previous units the approach to healthcare has been at the level of the individual client. In this unit students became acquainted with concepts that related to community health and population health. The overall objective of the unit was to prepare physiotherapists for new and emergent roles in community settings, existing roles where there may be opportunity for further development and the contribution of physiotherapy practice for chronic disease and management of complex conditions.

Therefore, the problems were constructed using chronic complex conditions which may be seen by a physiotherapist in an emergent or developing role in a selected environment. All of the problems in this unit involved some aspect of chronic illness and students also encountered the management of chronic diseases within a primary care setting.

Therefore, the major issue within a community health care system is how PTs contribute to aiding the patient or groups of patients to attain and maintain maximal health and well-being on a background of morbidity. Students studied the trajectories in physical functioning associated with systemic changes as a result of a chronic condition and/or aging. They also became familiar with the link between psychological and physical processes and come to recognise the interplay of both on health.

The concepts related to community health that students encountered in this unit were the following:

- health in the broadest terms and what constitutes health and wellness;
- how PT skills and expertise contribute to the interdisciplinary assessment;
- how do PTs incorporate the concepts of health promotion and disease prevention within their scope of practice to develop the roles encountered in the problems in this unit;
- how do the social and behavioural determinants of health contribute to the risk or protective effects of the development of a chronic illness or to a secondary condition related to the primary chronic condition.

Within a skill set students learned skills of consultation/mediation, negotiation and interviewing patients to assess readiness for change with the objective of using strategies for change.

The models they used in this unit are the Nagi Model of impairment, functional limitation and disability and the ICF of body functions and structures, activities and participation.

UNIT V - OBJECTIVES

OBJECTIVES		COURSE COMPONENTS*			
		PBT	CL	REBP	CE
KNOWLEDGE					
On completion of this unit students will demonstrate knowledge of the concepts covered in the previous units and demonstrate an understanding of:					
K01	the concept to population health: how to identify a population health problem and how to intervene at the level of community and population health.	X	X	X	
K02	determinants of health including genetic, social and behavioural	X	X	X	X
K03	health promotion and disease prevention models, and how these can be implemented using the principles of physiotherapy	X	X		X
K04	a variety of conditions including new and non-traditional areas of practice for physiotherapists.	X	X		X
K05	how the conditions addressed in this unit impact on/or involve other systems (musculoskeletal, cardiovascular, neurological and immune).	X	X		X

OBJECTIVES		COURSE COMPONENTS*			
		PBT	CL	REBP	CE
K06	the epidemiology, natural and clinical history, causation, risk and protective factors for the disorders covered in this unit.	X	X	X	X
K07	the biological perspective of the disorders covered in this unit (anatomy and physiology of body systems involved and pathophysiology of these disorders).	X	X		X
K08	the impact of obesity on comorbidity and functional decline				
K09	the opportunities and constraints of delivery of physiotherapy practice in the following environments and models of practice: schools, home, sports teams, health promotion clinics, outpatient clinics, palliative care settings and primary care	X	X		X
K10	the concept of women's health as a distinct entity	X	X		X
K11	the process of disablement with aging from both population and individual perspectives, and how various diseases and associated conditions contribute differentially to an individual's abilities (or disablement) and to a population's degree of active life expectancy.	X	X		X
K13	the complexity of potential roles of physiotherapists including team member, case manager, primary therapist, advocate, consultant, educator and clinical teacher.	X	X		X
K14	the concept of client-centred care and proficiency in implementing this principle into practice	X	X		X
K15	the principles of self-management in a chronic disease	X	X		X
K16	the delivery of care with the expanded chronic care model	X	X		X
K17	issues in designing programmes for practice of unsupervised exercise and rehabilitation	X	X		X
K18	a model of health and/or disablement to plan and implement a physical therapy assessment and intervention.	X	X		X
K19	methods of evaluating interventions undertaken from an individual group or community based perspective	X	X	X	X
K20	the mechanism of a disorder of the immune system.	X	X		X
K21	how to link clients with community resources	X	X		X
K22	the mechanisms and clinical features of depression and how they can influence physical functional health over the life span	X	X		X
K23	cultural issues as they relate to health with a focus on Canadian aboriginal health	X	X		X
K24	issues related to global health and the role of physiotherapy	X	X		X
K25	critical appraisal of effectiveness literature for individual and community based interventions	X	X	X	X
K26	issues concerning addiction and how addiction to various substances may impact the management of physiotherapy services	X	X		
K27	the ethical issues involved in human research	X		X	

SKILLS				
The student will demonstrate skills relevant to concepts covered in the previous units and demonstrate skills in:				
S01	the design, implementation and evaluation of physiotherapy programmes aimed at maintaining or improving strength, mobility, and physical functioning and reducing pain within a developmental framework.	X	X	X
S02	the development of educational material for client groups with varying literacy levels, employing and communicating evidence		X	X
S03	implementation of health promotion and disease prevention programmes in community settings	X	X	X
S04	consultation and negotiation		X	X

S05	the integration of physiotherapy to address the needs of persons with chronic illness in a primary care setting			
S06	advanced interviewing skills including motivational interviewing skills which address issues of behaviour change in relation to health		X	X
S07	implementing programs to address health, using direct and non-direct models of care.		X	X
S08	prescription and procurement of equipment for practice in the community		X	X
S09	advocacy for client groups including access to and funding of health related services and products	X	X	X
S10	critical appraisal of measurement and intervention strategies	X	X	X
S11	implementing a client-centred approach to practice including engaging in goal setting	X	X	X
S12	using theory and evidence to guide practice	X	X	X

PROFESSIONAL BEHAVIOURS

The student will demonstrate knowledge and skills in the concepts covered in the previous units and will demonstrate:

P01	knowledge and respect in giving feedback to others and receiving feedback her/himself	X	X	X	X
P02	communication skills in interactions with clients, other health professionals, fellow students, and faculty that reflect consideration and forethought.	X	X	X	X
P03	effective group learning skills and effective self-directed learning skills which demonstrate professionalism and ethical behaviour.	X	X	X	X
P04	respect for different attitudes and values when interacting with colleagues, clients, caregivers and families	X	X	X	X

LEGEND:

PBT = Problem-Based Tutorial REBP = Research & Evidence Based Practice
CL = Clinical Laboratories CE = Clinical Education