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Use of Health Improvement Card by Chinese physical therapy students: A pilot study [↗](#)

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 Works for me [dx.doi.org/10.17504/protocols.io.54kg8uw](https://doi.org/10.17504/protocols.io.54kg8uw) Alice YM. Jones
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ABSTRACT

This protocol describes the methods for a study aimed to investigate perceptions of Chinese physical therapy students on the use of the Health Improvement Card (HIC) as a clinical tool to assess lifestyle behaviors/attributes and provide lifestyle education advice to others. Title of the study: Use of Health Improvement Card by Chinese physical therapy students: A pilot study. Xubo Wu, Alice YM Jones, Yiwen Bai, Jia Han, Elizabeth Dean.

EXTERNAL LINK

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S1 Appendix_HIC_English.docx	S2 Appendix HIC_Chin.docx	S3 Appendix St perceptions.docx
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- 1 Physical therapy students were recruited from two universities in Shanghai, China.
- 2 Introduction of the Health Improvement Card (HIC) to physical therapy students from two universities in Shanghai via a standardized 45-min tutorial. Content of the tutorial follows the User Guide for administering the HIC; both of which were developed by the World Health Professions Alliance (www.whpa.org/ncd_health_improvement_card_professionals.pdf).
- 3 Students were asked to complete the 2-page Chinese version of the HIC (Appendix 1). Height and weight of the students were self-reported; waist circumference and blood pressure were measured.
- 4 Students completed a questionnaire on their perceptions of the use and usefulness of the HIC. The questionnaire consisted of 7 statements and asked students to rate their level of agreement with each statement using a 4-point Likert scale. (Appendix 2).
- 5 Students invited a friend or relative to complete the HIC with the student serving in the role of the health professional. Completed HICs were returned to the investigators within one week.

- 6 Students completed a second questionnaire with three open-ended questions that were designed to obtain feedback about the positive aspects of administering the HIC and any challenges encountered in their role as a health professional, when administering the Card to their friends/relatives. (Appendix 3).



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