

The University of Texas at El Paso
College of Health Sciences
Doctor of Physical Therapy Program

PT 6111

Integrative Seminar II

Spring 2024

COURSE SYLLABUS

Credit Hours: 1

Contact Hours: Class time: 12 Clinical IPE Activity: 4

Schedule: Thursday 9:00 – 11:00

**Coordinator/
Instructor:** Dr. Alvaro N Gurovich, PT, PhD, FACSM
Office # 115 U
915-747-7248
Office hours: by appointment
E-mail: agurovich@utep.edu

Dr. Rhonda Manning, PT, DPT, PCS
Office # 115 R
915-747-7610
Office hours: by appointment
E-mail: rajeske@utep.edu

Course Description:

Course work completed by the student across the second year of the curriculum is integrated in this seminar. The students will take a comprehensive exam demonstrating their mastery of curricular content, permitting them to go on their full-time clinical experiences. Comprehensive case studies are presented to the student, who must demonstrate proficiency in patient management skills. Course restricted to Physical Therapy (PT) majors.

Course Prerequisites for DPT Students:

The UTEP DPT Program curriculum is a lock-step curriculum. Therefore, students must pass all courses in the prior semester of the DPT Program in order to enroll in courses in the subsequent semester. Faculty may consider exceptions for PT 6116 PT Capstone Project I and PT 6117 PT Capstone Project II.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Synthesize coursework from across the curriculum and apply knowledge to the physical therapy management of complex paper patients across the lifespan with impairments in various systems. (7D1Ca-i, 7D2, 7D3, 7D10)
2. Demonstrate a satisfactory knowledge base, effective clinical reasoning skills, and professional behaviors including examination, evaluation, diagnosis, prognosis, interventions, outcomes, and direction of the PTA. (7D1Ca-i, 7D2, 7D3, 7D5, 7D7, 7D10, 7D12)
3. Critically evaluate journal articles to supplement intervention choices for paper patients. (7C1, 7D9)

Updated January 13, 2025

4. Formulate a professional development plan to assist the student to embrace lifelong learning as a personal core value. (7C)
5. Illustrate the roles and responsibilities of the clinical instructor. (7D13, 7C)
6. Recall outcome assessment measurement tools that are valid and reliable. (7D12)
7. Identify and implement appropriate professional behaviors in the didactic and clinical settings. (6F, 7B1, 7C2, 7C3)
8. Recognize all the requirements to sit for the National Physical Therapy Examination and review the Texas PT Practice Act and Rules. (7B3)
9. Participate in patient-centered interprofessional practice activities including TeamSTEPPS safety communication through Texas Tech Medical School, the HOPE clinic, and SON Hospital Days. (7D23, 7D18)
10. Successfully complete a comprehensive performance-based practical exam and written exam that demonstrate readiness for PT 5413, PT 5425 & PT 5443. (6D)

Methods of Instruction:

Team-Based Learning (TBL) with active learning experiences using paper patients. Hospital Day participation, IPE participation at Texas Tech.

Methods of Evaluation:

TBL modules	20% (10% group, 10% individual)
IPE activities	10%
Professional Development plan	10%
Group project	5%
Peer-evaluation	10%
Comprehensive Clinical Thinking Examination	30%
Final Written Comprehensive Examination	10%
Clinical Education Compliance Requirements	0% (Pass/Fail)
PT SPM	5%

Grading Scale:

The following letter grade scale is used for the UTEP Physical Therapy Program:

Letter Grade Scale	Numerical Grade Scale
A	90-100
B	80-89
C	75-79
F	Below 75

Required Texts and Other Learning Resources:

- 1) All required texts from 1st through 6th semester as resources for the patient cases.
- 2) Other resources uploaded in Blackboard.
- 3) APTA Membership is required for Clinical Education Materials.

Recommended Texts and Other Learning Resources:

- 1) Any PT licensure examination review text

Resources Available for Student Success:

Confidential Resources:

- **Center for Accommodations and Support Services (CASS):** If you have or suspect a disability and need accommodation, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148. You can also e-mail the office at cass@utep.edu or go by their office in Union Building East, room 106 (next to the UTEP post office). For additional information, visit the CASS website at <http://sa.utep.edu/cass>.

Additional Resources:

- DPT Library Research Guide: <http://libguides.utep.edu/pt>
- UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.



University Policies: All students are responsible for following UTEP policies and procedures found in the Handbook of Operating Procedures at www.utep.edu/vpba/hoop

Program Policies: All DPT students are responsible for following all policies and procedures documented in the current DPT Student Handbook. Course policies found in the DPT Student Handbook apply to all courses in the DPT curriculum. The current DPT Student Handbook may be found on the DPT Student Resources site on Blackboard.

Making Changes to Schedules for Examinations (not quizzes)

- From the first day of the semester, the cohort has 14 calendar days to request a change in scheduled examination date based ONLY on conflicts with scheduled examinations in other classes. The request will be submitted to all responsible faculty members in writing. This request will include potential alternatives. The faculty will evaluate these requests and make a final decision within 7 days of receipt. Otherwise, examinations will not be changed.

Student Course Evaluation:

- The expectation is that each student will complete the online course evaluations distributed by UTEP at the end of the semester.
- See Student Handbook for instructions.
- Student name and course must be on the screenshot to receive credit.

Academic Integrity: The UTEP DPT Program has a “zero tolerance policy” for scholastic dishonesty. DPT students must demonstrate academic integrity at all times. The current DPT Student Handbook outlines specific definitions, expectations, details, and consequences related to academic integrity and scholastic dishonesty. Additional information related to academic

integrity is available through the UTEP Division of Student Affairs at www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html

Course-Specific Policies:

1. **Attendance Policy - Absences:** Refer to current DPT Student Handbook “Attendance and Classroom Behavior” for the DPT Program policy. Additional course-specific policy are as follows:
 - There is no makeup time for quizzes or examination for unexcused absences.
 - Each missed quiz will be scored with a zero (0).
 - Missed quizzes and examination will be handled on a case by case basis for excused absences and will follow the DPT Program handbook.
 - No more than one (1) excused absence will be allowed.
 - Each absence thereafter will be considered as an unexcused absence and will result in a 5% decrease in the final grade for the course.
2. **Attendance Policy - Tardiness & Early Departures:** Refer to current DPT Student Handbook “Attendance and Classroom Behavior” for DPT Program policy.
3. **Electronic Devices:** Refer to current DPT Student Handbook “Electronic Devices” for DPT Program policy. Additional course-specific policy is as follows:
 - Electronic devices are to be used only for class work purposes
 - Students using electronic devices for other purposes will be asked to turn their devices off if it is the first time. If it is a second time, the instructor will collect the device and return it at the end of the class. If it is a third time, the instructor will collect the device and return it at the end of the course.
 - It will be a 5% decrease in the final grade per each time a student is using the device for other purposes.
4. **Professional Behavior Policy:** See DPT Student Handbook “Attendance and Classroom Behavior”, “Professional Behaviors” and “Unprofessional Behavior:” for general program policy. Additional course-specific is as follows:
 - When at the clinic, students must be in clinic attire, which includes wearing name badge (UTEP student ID).
 - Unprofessional behavior observed by the instructor will be discussed with the student.
 - Each unprofessional behavior observed by the instructor will result in a 5% decrease in the final grade for the course.
5. **Late or Missed Assignments and Assessments Policy:** See current DPT Student Handbook “Written Examination Policy”. Additional course-specific policy is as follows:
 - All assignment will have a date and time as deadline.
 - Students need to submit their assignment via Blackboard before the deadline.
 - If a student or a team does not submit an assignment or exam by the designated due date, the student or team will earned a grade of zero (0) for that particular assignment or exam. Do not leave things to the last moment.
6. **Skills Check Policy:**
 - not applicable
7. **Practical Exam Policy:**
 - Successful completion (75% or higher) is required on the comprehensive practical examination to remain in the PT Program. Please review all relevant policies in the DPT Program Student Handbook. The successful completion of

this performance based exam is the benchmark for determining your readiness to participate in the full-time clinical experiences.

8. Final Written Comprehensive Exam Policy:

- A student must successfully pass the final written comprehensive examination with a 70% or higher in order to demonstrate competence and readiness to participate in the full-time clinical experiences. If the student fails the first exam (ie lower than 70%), a NEW exam will be given as a second chance to demonstrate competence. If the student fails a second time, one last chance will be given to demonstrate competence. The third exam will be given during finals week. **The grade earned for the course will include only the FIRST comprehensive written examination grade earned.** If a student fails to demonstrate competence with a 70% or higher by the 3rd examination, the student will earn a grade of “F” for the course. See DPT Program Student Handbook for consequences of earning an “F”.

9. Clinical Education Compliance Requirements Policy:

- **Deadline:** March 1st
- If you choose to submit your compliance documents late, your grade will be deducted as follows: For every day that a student is late with a compliance requirement, 2% of the total course grade will be deducted for each late requirement per day. This means if one requirement is 5 days late, this results in a 10% reduction in semester score (1 letter grade). Two requirements that are 5 days late result in a 20% reduction in semester grade (2 letter grades).

Course Content: Case studies with emphasis on acute musculoskeletal, neuromuscular, cardiopulmonary and integumentary impairments. Patient cases will be across the lifespan with primary focus on orthopedics and neurology.

Working with your peers in PT 6111

A key element of your experience in this course will be the collaboration with other students. You will be a member of a team, and all of your team-based work will take place in class, so you do not need to worry about having to schedule additional meetings outside of class.

Your role in the course

To be ready for this type of experience, it will be important for you to read and prepare outside of class. Your preliminary knowledge and understanding of the readings will be essential for success with in-class activities and assignments, many of which will take place in collaboration with your team.

Assignments and Evaluation

1. TBL modules (20%, 10% individual and 10% group)

Team-based learning is a teaching modality that involves individual and group efforts. Before each module, students will answer a 8-10-question quiz (individual Readiness Assurance Test or iRAT) about the main topics of the module. All these quizzes will account for 10% of the overall grade. In addition, TBL will include group activities, such as team RAT, which will be graded with 10% of the overall grade.

Students are expected to come to class prepared as TBL is active learning and learning relies on student preparation.

2. IPE Activities (10%)

All students will participate in the Texas Tech Medical School IPE activity on Jan 26th and in the SON Simulated Hospital Days (TBD). Reports for both activities are expected within 2 weeks of the session. Assignments related to these activities will be posted on BB.

3. Professional development plan: (10%)

Purpose: For the student to embrace lifelong learning as a personal core value based on the UTEP DPT program mission. Your professional career will be more meaningful if you set and reach goals for your development. Reflect on the feedback you have received from academic faculty, clinical instructors and/or peers to incorporate into your plan. Review the program mission if necessary:

Requirements: Continue developing your resume so that you will be prepared to enter the workforce. Use the resources provided on BB. The other piece of the assignment is to develop a timeline to describe your professional development plan after you graduate in May 2026. I know you have a goal of graduating and becoming licensed. Think about and answer the questions below as you formulate your timeline. The final product should be a one page table.

1. What are my 5 and/or 10 year goals? (Where do I want to be in my career and in 5 years and/or 10 years post graduation?)
2. What do I need to do to reach these goals? (What are the intermediate steps? What objectives do I need to accomplish in year 1, year 2 etc?)
3. Who do I need to help me be successful? (Who would be helpful to me in reaching my goals? Who is already assisting me? How can he or she be the most helpful?)
4. What strategies do I need to implement to reach my yearly objectives so that I am doing what I aspire to in my career in 5 or 10 years? (eg active APTA membership, finding a mentor, seeking employment in my area of practice).

4. Group Project (10%)

The final Patient Case will be developed by each group in class following posted guidelines in Blackboard and our Clinical Reasoning framework. Groups will post their report on BB by the deadline.

5. Peer-evaluation (10%)

During the first sessions, groups will develop a peer-evaluation tool. This tool will be used by each student to evaluate each group member. This evaluation will be performed by the end of the TBL modules.

6. Final Comprehensive Clinical Thinking Exam: (30%)

This performance-based exam is a determinant for your readiness to enter clinical practice. Students must pass this practical exam with a 75% or higher to pass the course. Failure of this exam on the 2nd attempt will result in an "F" for the course grade. The first attempt will be an online, performance-based, comprehensive clinical thinking exam. If a second attempt is needed, the 2nd attempt will be a more traditional, hands-on clinical thinking exam with simulated patient.

7. **Final Written Exam: (10%)**

This will be a comprehensive exam related to the entire course material and integration of the curriculum content thus far. This written exam provides a cognitive-based benchmark for students' readiness to enter clinical practice. Students must pass this exam with a minimum score of 70%. Students will be given 3 chances to demonstrate competence. Failure of this exam on the 3rd attempt will result in an "F" for the course grade.

Tentative Topic/Assignment Outline:

Date	Topic	Reading Assignments and Assignment Due Dates
Week 1 Jan 23 8-10 am	<i>Team-based learning (TBL) principles and assignment of groups.</i> <i>Module 1a: Overview of course, assignments, comprehensive written and practical exams,</i> <i>Module 1b: TeamSTEPPS</i>	Read syllabus and review Clinical Reasoning Model Review TeamSTEPPS pocket guide and lecture
Week 2 Jan 30 TT-El Paso campus	<i>Texas Tech IPE TeamSTEPPS event</i>	Schedule posted on BB
Week 3 Feb 06	<i>Module 2: Clinical Reasoning Development</i> <i>Patient Case 1</i>	<i>Module 2 reading material</i> Texas Tech IPE assignment due in BB by the end of the day
Week 4 Feb 13	CSM NPTE practice activity	
Week 5 Feb 20	<i>Module 3: Professional Development</i> <i>Patient Case #2</i>	<i>Module 3 reading material</i> Read APTA website on career development: https://www.apta.org/your-career/career-advancement
Week 6 Feb 27	<i>Module 4: Clinical Education</i> <i>Patient Case #3</i>	<i>Module 4 reading material.</i> Review APTA Guidelines for Clinical Instruction (members only) http://www.apta.org/Educators/Clinical/SiteDevelopment/ And Student regulations http://www.apta.org/Educators/Clinical/StudentRegulations/ Professional Development Plan and Resume due on BB.
Week 7 Mar 06	<i>Module 5:</i> <i>Patient Case #4</i>	<i>Module 5 reading material</i> <i>Group case 4 due in BB by the end of the day.</i> Peer-evaluation survey due by the end of class.

Week 8 Mar 13	<i>Spring Break (use time wisely)</i>	
Week 9 Mar 20	<i>Comprehensive Clinical Thinking Exam</i>	
Week 10 Mar 27	<i>Comprehensive Written Exam All material semesters 1-6</i>	
Week 11 April 3	<i>Optional- Debrief Clinical Thinking Exam</i>	
Week 12 Apr 17 8-10 am	<i>2nd Retake comprehensive written exam (if needed)</i>	
Week 13 May 1	<i>Retake Comprehensive Clinical Thinking Exam (if needed)</i>	
Week 14 May 8	<i>3rd Retake comprehensive written exam (if needed)</i>	