

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

PT 6211

Emerging Trends in PT

Summer 2024

COURSE SYLLABUS

Credit Hours: 2

Contact Hours: 30 (Lecture: 30 hours; Lab: 0 hours; Clinic: 0 hours)

Schedule: Daily May 12th, 2024-May 26th, 2024 (times vary), mid-summer assignment (Blackboard)
Please see course schedule for time, room location, and topics.

Coordinators & Instructors:

Faculty: Dr. Alvaro Gurovich and Dr. Camila Torriani-Pasin
Office Location: Rehabilitation Sciences Complex room 115
E-mail: agurovich@utep.edu and ctorrianip@utep.edu
Office hours: by appointment only

Course Description:

This course focuses on emerging trends in the contemporary healthcare environment that are relevant to physical therapy practice. These include, but are not limited to, new technologies and evolving healthcare delivery models.

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. Discuss the importance of Fellowship/Residency and Leadership within the physical therapy profession. (7D13, 7D14, 7D15) (Comprehension)
2. Discuss key emerging trends in the contemporary healthcare environment. (7A, 7D41) (Comprehension)
3. Debate how emerging trends will support or constrain autonomous physical therapist practice. (7A, 7D41) (Analysis)
4. Examine how emerging trends will impact physical therapy practice in the foreseeable future. (7A Genetics, 7D41) (Analysis)
5. Revise if, and how, emerging topics should/could be integrated into the existing entry-level curriculum. (Evaluation)
6. Evaluate how emerging trends are directly and/or indirectly impacting a clinical setting in which the student completes a full-time clinical experience. (7A Genetics, 7D41) (Evaluation)

Curricular Threads:

1. **Cultural / Linguistic Engagement and Competence:**

Different clinical settings are discussed during this course. From rural health to advanced robotics, different environments will bring different cultural challenges, which will be discussed by the students.

2. Evidence-Based Practice and Research:

All modules bring new perspectives to the physical therapy scope of practice. All these new perspectives come with their own evidence-based practice.

3. Clinical Reasoning:

Several activities are created around case studies. Students need to find solutions using critical and clinical reasoning.

4. Interprofessional Collaborative Practice:

This course has several guest speakers that are not physical therapists, showing the interdisciplinarity of the new treatment approaches.

Methods of Instruction:

Team-Based Learning (TBL) with active learning experiences using paper patients. In addition, this course uses a “flipped room” where students will need to present their findings from their own research.

Working with your peers in PT 6211

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, except for the final project.

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.

Methods of Evaluation: Student competence and attainment of course objectives are assessed using a variety of methods. These methods and their contribution to the final grade are listed in the table below.

TBL module Readiness Assessment	20% (15% group, 5% individual)
TBL Peer-evaluation	10%
Emerging Topic Analysis and Presentation	20%
Presentation peer-critique	10%
Exam	20%
Cross-curricular Assignment	10%
Clinical Setting Assignment	10%

Grading Scale: The following letter grade scale is used for the UTEP Doctor of Physical Therapy Program:

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

Grades will not be rounded for this course.

Required Textbooks and Other Learning Resources:

- 1) None
- 2) Readings will come from current literature

Recommended Textbooks and Other Learning Resources:

- 1) Free resources available to members of the American Physical Therapy Association

Resources Available for Student Success:

Confidential Resources:

- **Center for Accommodations and Support Services (CASS):** If you have or suspect a disability and need accommodations, 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.

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

Technology Requirements: Refer to the DPT Student Handbook “Student computer requirements” for details.

- **IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technology needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you! <https://www.utep.edu/technologysupport/> Phone: 915-747-4357

Student Course Evaluation:

- The expectation is that each student will complete the online course evaluations distributed by UTEP at the end of the semester.
- Your professional and constructive feedback is used by instructors to enhance their teaching, improve students’ learning, and is an important part of the Department’s DPT curriculum assessment plan. Completing course evaluations is a professional expectation as a clinician. For example, when you attend a continuing competency (CC) education, you will be asked to complete a course evaluation to be eligible for CC units (CCUs).
- To demonstrate compliance:
 1. Go to your ‘My UTEP’ course evaluations confirmation page.
 2. Take a screenshot of your completed course evaluation.
 3. Upload this screenshot which includes your name to the “Course Evaluation” assignment on blackboard by assignment due date (commonly the week prior to course final exam).
 4. See example below.

Course	Instructor	Start Date	End Date	Status
PT 6313	Boyea, Bryan	4/24/2023	5/7/2023	Evaluation Complete
PT xxxx	xxxx, xxxx	4/24/2023	5/7/2023	Evaluation Complete

Note: This screenshot is proof that you submitted your course evaluation and, in part, serves as evidence of your professionalism and commitment to the success of the DPT curriculum.

- 1% extra credit will be added to your final grade if you complete the course evaluation and upload screenshot to assignments by due date.

Copyright Statement for Course Materials

- All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

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:
 - As this is an intensive course, absences will be counted per hour.
 - No more than two (2) excused absences will be allowed.

- Each excused 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:
 - 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.
 - It will be a 5% decrease in the final grade per hour (01-59 minutes) after the deadline.
 6. **Skills Check Policy:**
 - not applicable
 7. **Practical Exam Policy:**
 - not applicable
 8. **Artificial Intelligence (AI) Policy:**
 - AI allowed with proper acknowledgement

Use of AI technologies or automated tools, particularly generative AI such as [ChatGPT](#) or [DALL-E](#), is **only allowed with proper attribution given for its use**.

Students must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:

Chat-GPT(version). Date of query (year/month/day). “Text of your query.”
Generated using OpenAI. <https://chat.openai.com/>

A short paragraph describing how the tool(s) was/were used for the assignment must be included.

Course Content and Schedule: (Note: Students will be notified of changes via Blackboard or email. Additional details may be available in supporting course documents provided by the course instructor).

The following schedule is subject to change due to potential guest speaker commitments.

Day	Lectures	Comments/Deadlines/ Readings
Monday, May 13 th	<p>9:00 am to 1:30 pm Introduction to course, TBL groups assignments, and presentation assignments</p> <p>APTA-related topics (Advocacy, Residencies/Fellowships) (TBL Module 1)</p> <p>Guest Speaker: Dr. Ana Paula Lionel, PT, DPT</p>	Readings For TBL Module 1 iRAT and tRAT for Module 1
Tuesday, May 14 th	<p>8:30 am to 10:45 pm Ergonomics (TBL Module 2)</p> <p>11:00 am to 12:30 am Sports PT</p> <p>Guest Speaker: Dr. Nick Valencia, PT, DPT</p> <p>Lunch: provided by Border Therapy</p> <p>2:00 – 4:00 pm AI and Big Data in PT</p> <p>Guest Speaker: Dr. Felipe Reis, PhD (Brazil)</p>	<p>Readings For TBL Module 2 iRAT and tRAT for Module 2</p> <p>Groups and group topic are due at 11:59 pm MST via email at agurovich@utep.edu</p>
Wednesday, May 15 th	<p>9:00 am to 12:00 am Why therapists can't trade in their brains for technology (yet)?</p> <p>Guest Speaker: Dr. Martina Spiess, PhD (Switzerland)</p> <p>1:00 pm to 3:00 pm Animal Therapy</p> <p>Guest Speaker: Dr. Michelle Cwiklinski, PT, DPT (San Antonio, TX)</p>	Readings for guest speakers
Thursday, May 16 th	<p>9:00 am to 12:00 pm Precision Medicine/Big data (TBL Module 3)</p> <p>1:00 to 3:00 pm Clin Ed with Dr. Manning</p>	<p>Readings For TBL Module 3 iRAT and tRAT for Module 3</p> <p>CCTS survey</p>
Friday, May 17 th	<p>9:00 am to 10:20 pm Tele-rehab (TBL Module 4)</p> <p>10:30 am to 1:00 pm Rural health and Tele-rehab</p> <p>Guest Speaker: Dr. Rene Medina, PT, DPT</p>	<p>Readings For TBL Module 4 iRAT and tRAT for Module 4</p> <p>Readings for guest speakers</p>
Monday, May 20 th	Student Presentation Prep	

Tuesday, May 21 st	Student Presentation Prep	
Wednesday, May 22 nd	Student Presentation Prep	<i>Presentation questions, summary, and power point presentations are due at 11:59 pm MST</i>
Thursday, May 23 rd	9:00 am to noon Student presentations <i>Peer-critique is due after each presentation (see Blackboard for survey links)</i>	<i>Cross-curricular analysis is due at 11:59 pm MST</i>
Friday, May 24 th	9:00 am to noon Student presentations 2:00-3:30 Final Exam	<i>Clinical Setting Assignment is due July 9th at 11:59 pm MST</i>

Course Assignments:

EMERGING TOPIC ANALYSIS AND PRESENTATION: Through a “TED-Talk Style” presentation, groups of 3 students will present about their emerging topic. Presentations should include a background including topic relevance and evidence around it. In addition, present how this emerging topic influence or will influence physical therapy practice in the foreseeable future. Assignment instructions and rubric will be provided on Blackboard. If you have an alternative topic you would like to tackle, it must be *pre-approved by course faculty*. Some **possible topics** are described below.

- 3D Printing
- Merit-based Incentive Payment System (MIPS)
- Nanotechnology
- New devices for PT
- PT Mobile Tools (e.g. ROM apps, Dartfish, etc)
- Virtual Reality in PT
- Regenerative Medicine
- Robotics
- Stem Cells (e.g. knee osteoarthritis)
- TelePT/mHealth
- Wearable Technology

PEER CRITIQUE: Each student will be completing a peer critique of each presentation, providing positive and constructive feedback regarding his or her presentation effectiveness. Instructions are provided on Blackboard.

CROSS-CURRICULAR ANALYSIS: Each presenting group will perform a critical analysis of all faculty-lead topics answering three basic questions: 1) Why/why not the topic was emerging, 2) How the topic will/will not change PT practice, and 3) How, or where, the specific topic could be integrated into our entry-level curriculum. Assignment instruction provided on Blackboard.

CLINICAL SETTING ASSIGNMENT: Student will evaluate how emerging trends are directly and/or indirectly impacting their first clinical experience. Assignment instructions are provided on Blackboard.