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

PT 6111  Integrative Seminar II  Spring 2014

COURSE SYLLABUS

Credit Hours: 1
Contact Hours: 15 (9 weeks)

Schedule: Tuesdays 10-Noon, Rm 236

Coordinator/Instructor: Loretta Dillon, PT, DPT, MS
Office # 312  747-8215
Office hours: Tues and Fri 8:00-10:00am and by appointment
E-mail: ldillon@utep.edu

Course Description:
Course work completed by the student across the second and third 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 second clinical rotation.

Comprehensive case studies are presented to the student, who must demonstrate proficiency in patient management skills.

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 evaluation and treatment of complex paper patients across the lifespan with impairments in various systems. (CC-5.19, 5.20, 5.31, 5.32, 5.33, 5.35, 5.36, 5.38)
2. Demonstrate a satisfactory knowledge base, skills and professional behaviors in preparation for the second and third clinical experiences in the out-patient and neurorehab settings including examination, evaluation, diagnosis, prognosis and outcomes and direction of the PTA. (CC- 2, 3, 5.4, 5.28, 5.29, 5.30, 5.31, 5.32, 5.33, 5.35, 5.40, 5.57)
3. Formulate a professional development plan to assist the student to embrace lifelong learning as a personal core value.(CC-5.5, 5.12)
4. Illustrate the roles and responsibilities of the clinical instructor. (CC-5.15)
5. Select appropriate instruments and interventions for community/work reintegration. (CC-5.30x, 5.39c)
6. Understand the roles of the consultant physical therapist. (CC-5.62)
7. Recall outcome assessment measurement tools that are valid and reliable. (CC-5.49)
8. Analyze a secondary dataset of outcome measures to assess individual outcomes of paper patients and make changes to the plan of care. (CC-5.47, 5.48)
9. Identify and implement appropriate professional behaviors in the classroom and lab, which will carry over to the clinic. Specific behaviors are outlined in the Generic Abilities found in the student handbook. (CC-5.11)
10. Recognize all the requirements to sit for the National Physical Therapy Examination and review the Texas PT Practice Act and Rules.

Updated January 16, 2014
Required Texts:
All required texts from 1st through 6th semester as resources for the patient cases.

Recommended Texts:
Any PT licensure examination review text


Methods of Instruction:
Seminar with active learning experiences using paper patients.

Methods of Evaluation:
- Case Report with comprehensive POC 20%
- Evidence Table 20%
- Comprehensive Practical Examination 30%*
- Final Written Comprehensive Examination 10%
- Reflection Paper 10%
- Professional Development plan 10%

*per the practical exam policy in the student handbook: “Successful completion (75% or higher) is required on the comprehensive practical examinations to remain in the PT Program.”

UTEP PHYSICAL THERAPY PROGRAM GRADING SCALE
The following letter grade scale is used for the UTEP Physical Therapy Program:

<table>
<thead>
<tr>
<th>Letter Grade Scale</th>
<th>Numerical Grade Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
</tr>
<tr>
<td>F</td>
<td>Below 75</td>
</tr>
</tbody>
</table>

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.

Course and Program Policy: See PT Program Handbook for all policies on exams, electronic device use, dress code, attendance, and scholastic dishonesty. Your instructors encourage you to periodically review all handbook policies, but in light of past experiences, particularly direct you to review the policies on cheating, accumulated knowledge, generic abilities, attendance, and the disclaimer that the syllabus is subject to change.

Special Accommodations (ADA):
“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. For additional information, visit the CASS website at http://sa.utep.edu/cass/
## Tentative Topic/Assignment Outline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 21 10am-noon</td>
<td>Overview of course, assignments, comprehensive practical exam, discussion of Clin Ed I Case study and poster presentation expectations for PT 6116</td>
<td>Instructions to authors <a href="http://ptjournal.apta.org/site/misc/ifora_cr_checklist_full.xhtml">http://ptjournal.apta.org/site/misc/ifora_cr_checklist_full.xhtml</a></td>
</tr>
<tr>
<td>Jan 28 9-11am</td>
<td>Wish list for 8 week neuro and 12 week Internship due Outcome Measures Consulting roles of the physical therapist</td>
<td>Articles/Lecture on BB</td>
</tr>
<tr>
<td>3-5:30pm</td>
<td>ECP TOTE presentation at EPCC on Viscount</td>
<td>Review ECP TOTE website: <a href="http://www.ptot.texas.gov/">http://www.ptot.texas.gov/</a> and read the October 2013 newsletter</td>
</tr>
<tr>
<td>Feb 4</td>
<td>NO CLASS DUE TO CSM</td>
<td></td>
</tr>
<tr>
<td>Feb 11 10-noon</td>
<td>Role of Clinical Instructor</td>
<td>Review APTA Guidelines for Clinical Instruction (member only)</td>
</tr>
<tr>
<td>Feb 18 10-noon</td>
<td>Patient case report due Community Reintegration</td>
<td>Handouts on BBL</td>
</tr>
<tr>
<td>Feb 25 10-noon</td>
<td>Professional Development: Beyond the Entry Level Degree: Anna DeJoya from TIRR Professional interviews(residency and first job)</td>
<td>Read APTA website on career development: <a href="http://www.apta.org/CareerDevelopment/">http://www.apta.org/CareerDevelopment/</a></td>
</tr>
<tr>
<td>Mar 4 10-11:30</td>
<td>Evidence Table Due Wrap up discussion for Clinical Education: Clin Ed II, III and Internship</td>
<td>Final written and practical exam available on BBL</td>
</tr>
<tr>
<td>Mar 11</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>Mar 18 10-11am</td>
<td>Final Exam Due Professional Development Paper due</td>
<td></td>
</tr>
<tr>
<td>Mar 27 8:30-3pm</td>
<td>Comprehensive Practical Exams (2 hour commitment)</td>
<td></td>
</tr>
<tr>
<td>Apr 1</td>
<td>Reflection paper due on BBL</td>
<td></td>
</tr>
</tbody>
</table>
**Patient Case Report (20 points)**

A written “mini” case report will be developed by 3 students per group. See group assignment at the end of this document. Data for your Case Description will be hypothetical including all of the objective exam and outcome measures. The product should be a mini-case report format to help prepare you for your final case report as your capstone project. Please refer to writing expectations in your student handbook and read the sample case reports on BB for examples in various journal publications. *Writing Case Reports* is also an excellent resource.

**Rubric for Patient Case (20 points):**
1. ____ Abstract to include Background and Purpose, Case Description, Outcomes, and Discussion. (2 points)
2. ____ Brief literature review for the background and purpose. This may be related to support or refute the intervention(s) selections and/or the reliability and validity of outcome measures. Minimum of 2 citations. AMA format. (4 points)
3. ____ Description of the patient case including: Patient History, Objective Examination, Clinical Decision Making (includes PT Diagnosis per *The Guide to PT Practice* and the Plan of Care including goals), and Intervention (include frequency, duration and treatment dosage or parameters and progression). (6 points)
4. ____ Outcomes section demonstrating the use of an appropriate outcomes measure instrument. (2 points)
5. ____ State patient/family educational needs. (1 point)
6. ____ Tables and figures used appropriately to support data. (3 points)
7. ____ Discussion section based on whether your patient met goals or not. (2 points)

**Case Report Student Assignment:**
1. Team 1: Matt, Sarah, Earl
2. Team 2: Joe, Brett, Cassie
3. Team 3: Abraham, Audrey, Genna
4. Team 4: Jose M, Ashley, Paul
5. Team 5: Shaun, Libby, Marcus
6. Team 6: Katie, Evelyn, Andrew
7. Team 7: Myriam, Jose P, Robin

**Evidence Table: (20 points)**
Refer to documents on BB. This assignment will be completed individually. There are 2 PICO question from which to choose.

**Reflection Paper: (10 points)**

*Purpose:* The purpose of this reflection essay is to demonstrate your self-efficacy based on your current skill set and academic preparation for the next two clinical rotations. Please include how your recent clinical instructor’s feedback and teaching has helped (or not) you attain your goals thus far. Refer to your student handbook for writing assignment requirements. No more than two pages double spaced.

Updated January 16, 2014
**Professional development plan: (10 points)**

**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:

The University of Texas at El Paso Physical Therapy Program endeavors to graduate ethical, competent practitioners who are prepared to practice autonomously and effectively in our unique border region and in our country’s rapidly changing healthcare environment. We seek to develop lifelong learners who are committed to evidence-based practice, cultural competency, community service, and professional growth throughout their careers.

While considering teaching to be our first priority, we are also committed to scholarship and service in order to improve physical therapy practice, physical therapy education, and the health of our communities in our region and beyond. We value diversity among our faculty and students, and take particular pride in our contribution to increasing the representation of the 21st century demographic in the physical therapy profession.

**Requirements:** The assignment is to develop an essay to describe your professional development plan after you graduate in December 2014. I know you have a goal of graduating and becoming licensed. Refer to your student handbook for writing assignment requirements. No more than two pages double spaced. Think about and answer these questions as you formulate your essay:

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)

There may be other components to the paper that you wish to add, but your answers to the questions above need to be imbedded in the essay.

**Final Comprehensive Practical Exam: (30 Points)**

The exam will be conducted in the PT exam rooms at HSN Simulation Labs on March 27. The rubric and schedule will be posted before spring break. The scenarios will be outpatient scenarios either with a primary MSK OR NM diagnosis. The exam will be filmed.

**Final Written Exam: (10 points)**

This will be a take home exam given before spring break.

Updated January 16, 2014