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

PT 6111  
Integrative Seminar II  
Spring 2015  

COURSE SYLLABUS  

Credit Hours: 1  

Contact Hours: 15 (9 weeks)  

Schedule: Tuesdays 10am-noon, Rm 113  

Coordinator/Instructor: Loretta Dillon, PT, DPT, MS  
Office #: 312  
Office hours: Tues and Fri 8:30-10:00am 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 9, 2015
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: 25%
- Comprehensive Practical Examination: 40%*
- Final Written Comprehensive Examination: 20%
- Professional Development plan: 15%

*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.”

Compliance Requirements must be met: Deductions will be taken off the course grade if every compliance requirement is not met by the posted deadline. Deductions are 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).

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>
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<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>
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<tr>
<td>F</td>
<td>Below 75</td>
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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.

Updated January 9, 2015
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 and Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 20 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 Patient Case Assignment</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> Biosheets for Clin Ed II and III due electronically by midnight to <a href="mailto:ldillon@utep.edu">ldillon@utep.edu</a></td>
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<tr>
<td>Jan 28 10am-noon RM 234</td>
<td>ECPTOTE presentation by Mr Mark Turek, Chief Investigator</td>
<td>Review ECPTOTE website: <a href="http://www.ptot.texas.gov/">http://www.ptot.texas.gov/</a> and read the November 2014 newsletter: <a href="http://www.ptot.texas.gov/idl/90BEB965-8088-8C6F-C576-EE0538386BEA">http://www.ptot.texas.gov/idl/90BEB965-8088-8C6F-C576-EE0538386BEA</a> Wish list for 12 week Internship due to <a href="mailto:ldillon@utep.edu">ldillon@utep.edu</a> or hard copy in class</td>
</tr>
<tr>
<td>Feb 3 10am-noon</td>
<td>Professional Development: Beyond the Entry Level Degree: Anna DeJoya from TIRR in Houston</td>
<td>Read APTA website on career development: <a href="http://www.apta.org/CareerDevelopment/">http://www.apta.org/CareerDevelopment/</a></td>
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<tr>
<td>Feb 10 10-noon</td>
<td>Role of Clinical Instructor Work on Patient Case</td>
<td>Review APTA Guidelines for Clinical Instruction and read lecture on BBL</td>
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<tr>
<td>Feb 17 10-noon</td>
<td>Community Reintegration Work on Patient Case</td>
<td>Handouts on BBL Professional Development Paper due on BBL</td>
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<td>Feb 24 10-noon</td>
<td>Outcome Measures Consulting roles of the physical therapist</td>
<td>Articles/Lecture on BBL</td>
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<tr>
<td>Mar 3 10-noon</td>
<td>Work on Patient Case</td>
<td>Final written and practical exam instructions available on BBL</td>
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<tr>
<td>Mar 10</td>
<td>SPRING BREAK</td>
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<tr>
<td>Mar 17 10-noon</td>
<td>Wrap up discussion for Clinical Education: Clin Ed II, III and Internship Patient Case Due</td>
<td>Final written exam due on BBL</td>
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<td>Mar 24 8:00-noon</td>
<td>Comprehensive Practical Exams</td>
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Updated January 9, 2015
Patient Case Assignment (25 points)
Every team will be presented with an outpatient case on Day 1. This will be your case for the semester and also for the practical exam. Class time will be devoted to develop the POC and each week that we work on the case, the team will be presented with new problems that need to be addressed and will require modification to the POC. On March 17, the pt will be ready for discharge and teams will present their case in a 5 min presentation. Teams are expected to concisely present the patient hx, PT POC, outcomes, and discharge recommendations. The final product due will be a summary of the list below similar to a written case report and will include:

1. Case Description (this is given to you on the first day)
2. Clinical Impression 1: What needs to be examined and why? What factors are likely contributing to the impairments and/or functional limitations? (this will be due prior to being given new information on the case) What is the most appropriate or valid outcome measurement tool you should employ?
3. Clinical Impression 2: What is your evaluation of all the examination findings (history, systems review, and tests and measures)?
4. Plan of Care complete with long term and short term goals, direct interventions with dosing parameters, patient education, and discharge expectations. Referrals to other HCP as appropriate. Include G-codes and modifiers and CPT codes for billing.
5. Modification to the plan of care as new information is presented. Include HEP programs given to the pt.
6. Final outcomes and discharge plans including any equipment provided or local resources that pt will need upon discharge.

Case Assignment Teams:
Team 1: Evan, Kayleigh, HK
Team 2: Kristy, Ashly, Sal
Team 3: Michael, Travis, Liz
Team 4: Sander, Salena, Dayla
Team 5: Anthony, Lam, Abby
Team 6: Luis, Rene, Linda
Team 7: Paul, Sara, Viviana
Team 8: Amreen, Alden, Arlianne
Team 9: Ovidia, Jordan, Joey

Professional development plan: (15 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 life-long learners who are

Updated January 9, 2015
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 2015. 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: (40 Points)**
The exam will be conducted in the case assignment groups. Details will be released before spring break.

**Final Written Exam: (20 points)**
This will be a take home exam given before spring break and due after spring break.