COURSE SYLLABUS

Credit Hours: 1

Contact Hours: 15 (9 weeks)

Schedule: Tuesdays 8:30am-10:20am, Rm 113

Coordinator/Instructor: Loretta Dillon, PT, DPT, MS
Office # 312  747-8215
Office hours: Wed 12 - 1:00pm 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.
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.
3. Critically evaluate journal articles to supplement intervention choices for paper patients.
4. Formulate a professional development plan to assist the student to embrace lifelong learning as a personal core value.
5. Illustrate the roles and responsibilities of the clinical instructor.
6. Select appropriate instruments and interventions for community/work reintegration.
7. Understand the roles of the consultant physical therapist.
8. Recall outcome assessment measurement tools that are valid and reliable.
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.
10. Recognize all the requirements to sit for the National Physical Therapy Examination and review the Texas PT Practice Act and Rules.

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

Updated January 18, 2016
APTA Membership is required.

Recommended Texts:
Any PT licensure examination review text

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

Methods of Evaluation:
- Patient Case/Mini Systematic Review: 30%
- Comprehensive Practical Examination: 40%*
- Final Written Comprehensive Examination: 20%
- 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.”

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>
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<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.
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/
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments and Assignment Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Jan 19</td>
<td>Overview of course, assignments, comprehensive practical exam, discussion of Clin Ed I Systematic review and poster presentation expectations for PT 6116 Patient Case Assignment</td>
<td>Instructions to authors <a href="http://ptjournal.apta.org/site/misc/ifora_systematic_reviews.xhtml">http://ptjournal.apta.org/site/misc/ifora_systematic_reviews.xhtml</a></td>
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<td>Jan 27</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 December 2015 newsletter</td>
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<td><strong>Complete Wish list for 12 week Internship on emedley and provide a hard copy in class</strong></td>
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<td>Feb 9</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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<td>Feb 16</td>
<td>Community Reintegration Work on Patient Case</td>
<td>Handouts on BBL</td>
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<td><strong>Professional Development Paper due on BBL</strong></td>
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<td>Feb 23</td>
<td>Consulting roles of the physical therapist</td>
<td>Articles/Lecture on BBL</td>
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<td>Mar 1</td>
<td>Review practical exam criteria and procedures Work on Patient Case</td>
<td>Practical exam instructions available on BBL</td>
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<td>Mar 8</td>
<td>SPRING BREAK</td>
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<td>Mar 15</td>
<td>Wrap up discussion for Clinical Education: Clin Ed II, III and Internship Q&amp;A practical exam Comprehensive Practical Exams</td>
<td><strong>Mini-Systematic review due on BBL</strong></td>
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<td>Mar 22</td>
<td>SR review presentations</td>
<td>Retake exams will occur this week if needed</td>
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<td>Mar 28</td>
<td>Final Exam-TBD</td>
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Updated January 18, 2016
Patient Case/Mini Systematic Review (SR) Assignment (30 percent)

Every team will be presented with an out-patient case on Day 1. This will be your case for the semester and will provide the basis for your SR question. 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. The SR will be based on an intervention question for you to prescribe evidence based interventions. The final product due will be a manuscript written in AMA format and presentation to demonstrate your knowledge of evidence based practice and research methodology. There are sections from the author’s instructions that are missing as this is a MINI-SR. The goal is to help you prepare for your final capstone project.

1. Read the review process in detail as well as the PRISMA checklist and flow diagram.
2. PRISMA requirements are found at: http://www.prisma-statement.org/
3. The manuscript formatting instructions must be followed:
   a. Title—follow character limits (this title will be used in the doctoral reception documents and on your graduation application)
   b. Abstract—follow word limits and use of required subheadings
   c. Body of manuscript—follow all instructions for word count, subheadings as stated, and for all sections as listed below:
      i. Introduction
      ii. Methods
      iii. Results
      iv. Discussion
   d. References in AMA format

Case/SR Assignment Teams:

Team 1: Greg T, Shelby R, Wesley H, Giovanna N
Team 2: Victoria V, Justin S, Amber F, Andy R
Team 3: Stephen A, Tess G, Marine M, Blake W
Team 4: Kersti M, Zack B, Elise G, Kennen B
Team 5: Jeremy T, Alyssa C, John M, SJ Prado
Team 6: Linda De La Torre, Jeremy C, Christina L, Justin V
Team 7: Kevin R, Abby A, Patrick M, Jordan R
Team 8: Tamara S, Joshua V, Kiersten G, Adam V, Thomas W

Professional development plan: (10 percent)

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 (UTEP) Doctor of Physical Therapy Program will graduate highly qualified doctors of physical therapy prepared to provide culturally proficient and linguistically competent care in our border region and beyond. We endeavor to develop leaders who are committed to patient-centered care, evidence-based practice, our community’s health, life-long learning, and the advancement of the physical therapy profession.

Updated January 18, 2016
Requirements: The assignment is to develop an essay to describe your professional development plan after you graduate in December 2016. 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 Percent)
The exam will be conducted in the case assignment groups. Details will be released before spring break.

Final Written Exam: (20 percent)
This will be given on BB during finals week.