

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

PT 6315

Pediatrics

Fall 2021

COURSE SYLLABUS

Credit Hours: 3

Contact Hours: Total: 75 hrs
Lecture: 30 hrs; Lab: 45 hrs; Clinic: 0 hrs

Schedule:

Tuesday 7:30 am – 8:30 noon
Thursday 7:30 pm – 8:30 pm
Friday Lab A: 9:00- 12:00 Lab B 1:00 – 4:00
*** October 22nd Lab A 8:00 – 11:00
*** October 23rd Lab B 9:00 – 12:00

Coordinator/Instructor(s):

Faculty: Dr. Shawna Lee PT, DPT
Office location: NA
Phone #: (915) 443-4022
E-mail: l_shawna03@yahoo.com
Office hours: By appointment
Teaching Assistant: NA

Course Description: The etiology and pathology of neurological and orthopedic dysfunction in the pediatric patient/client from birth through age 18 are presented. Emphasis lies in clinical application of examination and intervention for the pediatric patient in early childhood.

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:

1. Identify common signs/symptoms of abuse, neglect, and maltreatment of infants and children. (7B Law; 7D2) (Comprehension)
2. Identify the correct reporting agency for suspected abuse, neglect, and maltreatment of infants, children, and vulnerable populations. (7D3) (Knowledge)

3. Complete an inter-professional comprehensive pediatric developmental assessment of a child with or without known developmental concerns. (7D16, 7D39) (Application)
 - a. This activity requires the student to obtain a history of developmentally relevant information. (7D17) (Synthesis)
 - b. This activity requires the student to complete a systems review to determine appropriate tests and measures for the child. (7D18) (Application)
 - c. Describe the interprofessional case management that are appropriate for this child including the need for referral to other health care professionals. (7D16, 7D36) (Comprehension)
4. Explain examination results and plan of care to parents in parent/child in a culturally responsive manner. (7D7, 7D8, 7D10, 7D12) (Analysis)
5. Create a plan of care for a simulated patient case that is consistent with the principles of evidenced based practice. (7D11, 7D20, 7D22, 7D23, 7D24, 7D26) (Synthesis)
6. Participate in wellness activities in programs that support special needs children for opportunities to become literate of population advocacy efforts. (7D13, 7D34) (Comprehension)
7. Choose methods to assess child development and impairments through tests and measures that are appropriate for the child's age and health status. (7D19 a,b,c,d,e,f,g,h,i,j,k,l,m,n,o,p,q,r,s,t,u,v,w) (Evaluation)
8. Discuss the role of the PTA in care delivery in various practice settings related to pediatrics. (7D25, 7D29). (Comprehension)
9. Complete documentation of PT interventions of simulated patient using ICF language that correctly communicates the child's PT diagnosis, treatment, evaluation, re-evaluation, assessment, goals for discharge, and discharge plan. (7A: anatomy, genetics, neuroscience, pathology; 7C: cardiovascular, hematologic, musculoskeletal, nervous, respiratory, system interactions, differential diagnosis, medical and surgical conditions; 7D21, 7D22, 7D23, 7D24, 7D25, 7D26, 7D32) (Evaluation)
10. Develop a treatment episode that will address the child's impairments and goals. (7A:Genetics,exercise science; 7C: cardiovascular, musculoskeletal, nervous, respiratory, system interaction, medical and surgical conditions; 7D27 a,b,c,d,e,f,g,h,i) (Synthesis)
11. Create an emergency plan to address situations commonly seen in pediatrics based on a hypothetical practice setting (i.e. falling, epilepsy, illness). (7D33, 7D37) (Synthesis)
12. Explain in parent friendly terms common pediatric diagnoses involving various systems and complexity. (7A: anatomy, genetics, neuroscience, pathology; 7C: cardiovascular, hematologic, musculoskeletal, nervous, respiratory, system interactions, differential diagnosis, medical and surgical conditions)(Comprehension)

13. Identify common effects of diet on pediatric diagnoses such as autism, cerebral palsy, ADHD, and seizure disorders. (7A nutrition) (Comprehension)
14. Recommend foods that either increase or decrease caloric intake in children with needs to increase and decrease weight. (7A nutrition) (Application)

Methods of Instruction: Assigned readings, videos, lecture, lab, case scenarios, clinical observation, and group and active learning opportunities

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.

*A grade <75% on any assignment requires the student to meet with Dr. Manning. It is the student's responsibility to approach the instructor.

<u>Item</u>	<u>Grade Composition</u>
Quizzes (written)	0%
Lab Assignments (written, psychomotor)	25%
Skills Check (psychomotor)	0%
Normal Development (written)	10%
Exam #1 (written)	20%
Exam #2 (written) orthopedics	10%
Exam #3 (written) neurology	10%
Exam #4 (written) medical/oncology	10%
Final Exam (written) comprehensive	15%
Total	100%

Grading Scale: The following letter grade scale is used for the UTEP Doctor of Physical Therapy Program: (*For DRSC courses, substitute C=70-79, F=Below 70*)

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

Required Textbooks and Other Learning Resources:

- 1) Tecklin JS. *Pediatric Physical Therapy*, 5th ed. Philadelphia, PA: Lippincott and Williams; 2015. ISBN: 978-1-4511-7345-1.
- 2) Fell D, Lunnen KY, Rauk RP. *Lifespan Neurorehabilitation*. Philadelphia, PA: F.A. Davis Company; 2018. ISBN: 9780803646094.
- 3) Assigned reading from journals and handouts to be provided by instructor.

Recommended Textbooks and Other Learning Resources:

- 1) **FREE FROM LIBRARY**
 - a. Nichols-Larsen DS, Kegelmeyer DA, Buford JA, Kloos AD, Heathcock JC, Basso D. eds. *Neurologic Rehabilitation: Neuroscience and Neuroplasticity in Physical Therapy Practice* New York, NY: McGraw-Hill; <http://0-accessphysiotherapy.mhmedical.com.lib.utep.edu/content.aspx?bookid=1760§ionid=120047216>.
 - b. Effgen SK. eds. *Meeting the Physical Therapy Needs of Children, 2e* New York, NY: McGraw-Hill; . <http://0-fadavispt.mhmedical.com.lib.utep.edu/content.aspx?bookid=1869§ionid=138600671>.
- 2) Campbell SK, Vander Linden DW, Palisano RJ. *Campbell's Physical Therapy for Children*. 5th ed. Elsevier.

Technology Requirements

1. *Computing device with video camera is required. The computer device must be able to support Respondus Lock Down Browser used to enhance the integrity of quizzes and exam completed online. Note: Tablets and cell phones are poorly suited to accomplish the majority of doctoral level readings, assignments, activities, and research requirements of the program.*
2. *Reliable internet connection and data access.*

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>.
- **The UTEP Student Health Center:** Union East Suite 100; 915.747.5624; www.utep.edu/chs/shc
- **The UTEP Counseling and Psychological Services:** 202 Union West, 915.747.5302; www.utep.edu/student-affairs/counsel

Additional Resources:

- Division of Student Affairs. 915.747.5076, www.utep.edu/student-affairs
- DPT Library Research Guide: <http://libguides.utep.edu/pt>
- Writing Center: 915.747.5112. <https://uwc.utep.edu>
- Computer Labs: Independent Learning Center (ILC), 1st floor Campbell Building
- Military Student Success Center: 915.747.5342, www.utep.edu/student-affairs/mssc
- Student Wellness Program. 915.747.6738, www.utep.edu/chs/wellness

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

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:
 - Attendance at all classes/labs is expected. **All faculty have different policies.** Treat this class as you would a job. I am expected to be at class/labs as scheduled, and to be on time, I hope the same from you. You are expected to be in class during the time listed. In this class, students are expected to be on time and prepared to begin the course. If you expect to miss a class, you should notify the instructor in writing by e-mail at a minimum of 24 hours in advance.
 - If an emergency or illness prevents a student from attending a class (e.g., documented serious illness or emergency), communication directly with the instructor is expected **2 hours prior to the beginning of class** in writing by e-mail. A verbal message through another student will not suffice. For any missed class, it is the responsibility of the student to obtain any materials presented in class and to ensure assignments are turned in on time. **HOWEVER**, (with very rare exception, which will be considered on a case by case basis) there will be **NO** accommodations offered for missed class time. Specifically, there is **NO** opportunity to make up in-class quizzes or exams, either in advance of or after the scheduled class, or provide individual tutoring for missed content. Additionally, late work caused by your absence will not be accepted. You should make prior arrangements with a classmate to find out what you missed, turn in any work, and/or pick up any hand-outs.
 - Missing 30 minutes or more of a class or lab will be considered an absence – during any part of the class/lab.
 - Each unexcused absence will result in a 5% deduction from your final course grade.

2. **Attendance Policy - Tardiness & Early Departures:** Refer to current DPT Student Handbook “Attendance and Classroom Behavior” for DPT Program policy. Additional course-specific policy is as follows:
 - Attendance at all classes/labs is expected. **All faculty have different policies.** In this class students are expected to be on time and prepared to begin the course; therefore, students who are tardy will be penalized. I use the clock on the computer to determine when class should start. If you expect to arrive late (e.g., doctor’s appointment), you should notify me in writing by e-mail at a minimum of 24 hours in advance.

3. **Electronic Devices:** Refer to current DPT Student Handbook “Electronic Devices” for DPT Program policy. Additional course-specific policy is as follows:
 - Lap tops are allowed for taking notes, accessing lecture/ lab material or books. E-mail and social media should be turned off during all class time.
 - Cell phones and telecommunication devices should be in silent mode, turned off, or left outside of the classroom during lecture or presentations and labs. If any circumstance necessitates the student to have his/her cell phone turned on in the classroom, it **MUST** be discussed with the instructor **PRIOR** to class.
 - Any student who is observed to be using these devices during class time without permission will be deemed to be demonstrating unprofessional behavior will be warned one time and if the behavior continues the student will be instructed to leave the classroom for the day and the class session will be considered an unexcused absence. This includes but not limited to using a laptop computer or smart phone/watch for accessing e-mail, messaging, or the internet for purposes not related to class topics during class time.
 - If a student is consistently caught using electronic devices, the student will be contacted to meet with the instructor to discuss the problem.
 - Each subsequent incidence of using electronic devices may result in 1% deduction from the final semester grade.
 - **The taking of pictures or video during classes or labs must be approved.**

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:
 - *Professional behavior will be expected in ALL class sessions and inside and outside of the classroom.*
 - *I expect each student to arrive to class and lab prepared and to actively participate while not being disruptive.*
 - *Students demonstrating unprofessional behavior will be warned one time and if the behavior continues the student will be instructed to leave the*

classroom for the day and the class session will be considered an unexcused absence.

- *If a student is consistently ill-prepared, not actively participating, and/or being disruptive (including leaving class during lectures), the student will be contacted to meet with the instructor to discuss the problem.*
- *Each subsequent incidence of poor preparation, poor participation, and/or disruption may result in 1% deduction from the final semester grade.*
- *When guest lecturers or mock patients are present you are expected to present yourself in a professional manner. This means business casual or scrubs.*

5. Late or Missed Assignments and Assessments Policy: See current DPT Student Handbook “Written Examination Policy”. Additional course-specific policy is as follows:

- Homework assignments are due online BEFORE the due date, unless otherwise specified. Students must assure that their papers have successfully uploaded as an attachment. Students who have difficulty with submitting their work online must contact the instructor or help desk immediately. Only after this process has been completed will an assignment be considered to be accepted via e-mail.
- There will be a 10% reduction per day for all late assignments. Any assignment more than 3 days late will receive no credit.

6. Skills Check Policy:

- Not applicable

7. Practical Exam Policy:

- Not applicable

8. Expectations to promote Success

- Students attaining a grade below 80% on any quiz, exam, or assignment are expected to schedule a meeting with professor. The goal is to ensure comprehension of the material, identify strategies to improve student performance, and determine if alternative teaching methods may enhance learning. Our goal is for your success.
- Students will practice psychomotor skills on a variety of body types for at least 3-4 additional hours weekly outside of dedicated lab times. This is the minimal time required to attain basic competence and ability to perform that will be required during clinical rotations. Practice, practice, practice.
- Additionally, it is essential to practice these skills on multiple body types to refine precision and efficiency. Students will not develop the required competency and efficiency if they only practice these skills in scheduled lab sessions.

9. Academic Integrity (continued): In addition to the information presented above, additional course specific details follow.

- **Junior Cohorts:** NO COURSE content will be shared with junior cohorts.


- **Testing:** To accurately reflect the individual's knowledge contained within their grey matter and ensure a fair, unbiased and unassisted testing, I reserve the right to control the test environment. Controls may include (non-exhaustive list) assigned seating, issued blank paper, randomized questions, use of security software (such as Respondus Lock Down Browser [with webcam](#)) and ensuring all electronics and other materials that might contain or be able to record information is stowed away from student's access.
- **Recording:** Students' are not authorized to record and/or share any testing activities (quizzes, exams, skills checks, practical exams, or other testing scenarios). Further, graded assignments and activities will not be shared unless assignment directions specifically state the activity will be shared. "Recording" includes but not limited to any method used to retain information for future use to include but not limited to audio or video capture, screen shots, pictures, etc. The recording and/or sharing of graded materials is considered cheating regardless of how obtained, distributed or used (or not used).
- **Recording:** Student recording of classroom lectures, labs, or other activities is not authorized. If you feel recording of a specific non-graded activity is needed, students must attain instructor approval PRIOR TO recording. Further, authorization by student(s) being recorded must be attained. If approved, recordings are for local, UTEP student educational use only and will not be posted to unsecure, public social media sites. Acceptable site is Microsoft OneDrive (and share the file), email through your UTEP email account.
- **Labs:** Labs are generally divided into two groups to enhance professor to student ratio and student learning. Do not share answers, outcomes, cases or other materials used during the labs with the other lab group. Actively completing labs assignments (without the answers) from start to finish is essential to the active learning, retention, reflection, and clinical reasoning process.

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).

Most pediatric therapists will tell you that peds is not an entry level practice setting. This class is designed to give you a basic understanding of pediatric physical therapy. Most of you will never treat a pediatric patient after you graduate. The goal of this class is to provide you resources that would allow you to safely evaluation or treat a pediatric patient, if necessary. It is not intended to make you an independent pediatric practitioner.

Date	Lecture	Lecture	Lab Topic	Reading Assignments
Wk 1	8/24 Introduction Normal development	8/26 Reflex Testing	8/27 Normal development Reflex testing	*Videos on https://pathways.org/watch/ Tecklin Chpt 2
Wk 2	8/31 Motor Development (Behavioral states)	9/2 Motor Development (Strength/ROM)	9/3 Normal development lab activity	
Wk 3	9/7 Normal Development Quiz Examination of pediatric patient	9/9 Standardized Tests	9/10 Standardized tests	Fell Chpt. 9 Only Table 9-4, 9-5 Tecklin Chapter 3
Wk 4	9/14 Tone	9/16 Tone and movement analysis	9/17 Movement analysis and analysis of tone	
Wk 5	9/21 Exam #1 Normal development and examination of children. Movement analysis and tone questions will be included in this exam.	9/23 Gait development	9/23 Gait development and Atypical gait in children	Lab: Tecklin Chpt 5 ONLY Gait sections Campbell Chpt 3 on BB Fell Chpt 18 - Introduction and Related Pathology
Wk 6 9/29- 10/6	9/28 Orthopedic pathologies impacting children;	9/30 Orthopedic Pathologies impacting children	9/31 Developing a POC for children with orthopedic conditions	Tecklin Chpt 13 - All Chpt 15 Eval, dx, prognosis and POC & Interventions sections ONLY

Week 7	10/05 Imaging in children	10/7 Exam 2	10/08 POC/HEP for children with orthopedic conditions 10/08: Assignment: POC/HEP for assigned condition	
Wk 8	10/12 Neurologic pathologies that affect children;	10/14 Neurologic pathologies that affect children	10/15 Developing a POC for children with neurologic conditions	Information for this lecture is located in Tecklin Chpt 5,6,7,8,9 Refer to the text for any information that is not clear from the lecture.
Week 9	10/19 Common neuro examinations and tests	10/21 Common neuro examinations and tests	10/22 – 10/23 10/22-23: Assignment: POC/HEP for assigned condition	
Week 10	10/26 Case scenarios Review for Exam #3	10/28 Exam #3 – NEURO content in pediatrics	10/29 Wheelchair prescription Orthotics	Tecklin Chapter 12
Week 11	11/2 Genetic disorders	11/4 Congenital disorders	11/5 Impairments and treatment strategies of genetic and congenital disorders 11/5: Assignment: POC/HEP for case presented	Tecklin Chpt 16, 17, 19, 20 Refer to the text for any information that is not clear from the lecture.
Week 12	11/9 Medical Management Cardio/pulmonary disorders	11/11 Medical concerns	11/12 Impairments and treatment strategies for medically fragile children.	

			11/12: Assignment: POC/HEP for case presented	
Week 13	11/16 Pediatric Settings NICU School OP ECI Hospital	11/18 Pediatric Settings NICU School OP ECI Hospital	11/19 Case Scenarios 11/19: Assignment: written SOAP note of case presented	Tecklin chapter 21
Week 14	11/23 Test #4 "In the land of Canaan" video and reflection to be done over the break		11/25 Thanksgiving break	
Week 15	11/30 Case scenarios and Case Management	12/2 12/2: Assignment: written assessment of case presented	12/3 Final exam review	
Final Exam	Final Exam			

Rubric for All Assignments

0-69%	Did not complete portion of the assignment by the deadline
70%	SATISFACTORY: Met all basic requirements, and followed all format directions, submitted all required material by the deadline, relied on opinion, and review articles more than evidence or presented evidence as opinion.
80%	GOOD: Beyond "satisfactory": Some emphasis on evidence-basis for content, the information provided is important and would be helpful for all students
90%	EXCELLENT: Beyond "good": Strong emphasis on evidence-basis for all content, content has obvious learning value for others (each part contributed toward learning objectives for the course) and utilized evidence (article references) to support the response
95%	Beyond "excellent": Demonstrates mastery of the topic, content/presentation/visual aids are meaningful (beyond the minimum

	required), and memorable components significantly added to student learning. Able to answer questions accurately and confidently.
100%	PERFECT: No improvement is possible