

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

PT 6110

Integrative Seminar I

Spring 2021

COURSE SYLLABUS

Credit Hours: 1

Contact Hours: **Total: 15 hrs**
Lecture: 15 hrs; Lab: 0 hrs; Clinic: 0 hrs

Schedule:
Thursday 2:30 pm – 3:30 pm

Coordinator/Instructor(s):

Faculty: Rhonda Manning PT, DPT, PCS
Office location: *Campbell room 307*
Phone #: office – 915-747-7610
E-mail: rajeske@utep.edu
Office hours: Thursdays 3:30 – 5:00 pm
Teaching Assistant: N/A

Course Description: Course work completed by the student across the first year of the curriculum is integrated in this seminar. Course work includes part-time clinical experiences. The students will take a comprehensive exam demonstrating their mastery of curricular content, permitting them to begin their second year of didactic coursework. Comprehensive case studies are presented to the student, who must demonstrate proficiency in patient management skills.

Student Description: This course is designed to ensure your mastery of the material covered during the first three (3) semesters of this program. The focus is on the basic sciences, Patient Care Skills, and Tests and Measures courses. You will take a comprehensive “Final” exam that is designed to evaluate your knowledge of the content you learned in a written, multiple choice exam. Additionally, your psychomotor skills (ability to do the skill) will be evaluated during a practical exam. You must pass both the “Final” exam and the practical exam in order to pass this class.

A mini-systematic review will also be completed during this course. You will defend this review in the summer semester. This assignment is designed to familiarize you with the systematic review process and assess your mastery of basic research methods.

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.

Amended Jan 19, 2020

Course Objectives:

1. Conceptualize various aspects of physical rehabilitation (e.g. examination, evaluation, diagnosis, prognosis, and intervention) in paper patients as it applies to different disorders of the neuromuscular, musculoskeletal, integumentary and cardiopulmonary systems across the lifespan incorporating ICF descriptions. (7B: clinical reasoning, evidence based practice; 7D10, 7D17, 7D18, 7D20, 7D21, 7D22) (Analysis)
2. Synthesize coursework from across the curriculum and apply knowledge to the evaluation and treatment of complex simulated patients considering patient/client perspective and available resources. (7B: clinical reasoning, evidence based practice) (Synthesis)
 - a. Analyze the written patient examination in order to formulate the diagnosis, prognosis and plan of care (goals, outcomes, interventions, frequency and duration, and discharge plans) for a variety of commonly seen acute care patients. (7D23, 7D24, 7D26) (Analysis)
 - b. Demonstrate safe and effective patient handling skills and accurate self-assessment in the acute hospital simulation lab with lines and tubes for mobility and ther-ex prescription. (7D 27 b, g, h, i) (Application)
 - c. Educate simulated patients on an aspect of the plan of care (e.g. Transfers, exercise, health condition, health promotion and wellness, etc) (7D27 g,h) (Comprehension)
 - d. Determine need for referral to other HCPs if necessary. (7D16) (Comprehension)
3. Develop a patient/client plan of care including discontinuation of episode of care for a variety of paper patients across the lifespan with impairments in various systems.(7D21, 7D22, 7D23, 7D24, D26) (Synthesis)
4. Apply legal, ethical, and risk management principles in the practice management of the acute care patient through simulated patient cases. (7D1, 7D4, 7D6) (Application)
5. Successfully complete a comprehensive performance-based practical exam and written exam that demonstrate readiness for full time clinical education experiences. (7A: anatomy, physiology, exercise science, pharmacology, diagnostic imaging; 7C: cardiovascular, musculoskeletal, nervous, respiratory, system interactions, medical and surgical conditions.) (Application)
6. Demonstrate a satisfactory knowledge in preparation for the first clinical experience in the acute care setting through the practical examination.
 - a. Conducts an appropriate history and systems review. (7D17, 7D18) (Application)
 - b. Selects and performs appropriate tests and measures based on the patient scenario. (7D19c, d, l, j, l, m, o, q) (Analysis)
 - c. Makes clinical judgements based on the data collected. 7D20 (Evaluation)
 - d. Develops the initial therapeutic exercise and mobility plan for the patient. 7D24 (Application)
 - e. Determines if any portion of the plan of care can be directed to a PTA. 7D25 (Synthesis)
7. Complete a mini-systematic review.

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Methods of Instruction:

Seminar with team based active learning experiences using paper patient cases. Students are expected to review diagnosis, medications, and other relevant information pertaining to each class using resources available to them from previous classes, AccessPhysiotherapy, or other websites.

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.

<u>Item</u>	<u>Grade Composition</u>
Class activities	20%
Peer evals	0%
Mini-Systematic Review or Literature Review (team)	20%
Midterm Exam	15%
Written Reflection of Practical Exam	5%
Practical exam (oral examination)	20%
Final Exam (written)	20%
Total	100%

Rubrics and instructions for the mini SR and Lit Reviews are posted on BlackBoard and included at the end of this document.

A student must successfully pass the final written comprehensive examination with a 75% or higher in order to demonstrate competence and readiness to participate in the full-time clinical experiences. If the student fails the first exam (i.e. lower than 75%), a NEW exam will be given as a second chance to demonstrate competence. If the student fails a second time, one last chance will be given to demonstrate competence. The third exam will be given during finals week. The grade earned for the course will include only the FIRST comprehensive written examination grade earned. If a student fails to demonstrate competence with a 75% or higher by the 3rd examination, the student will earn a grade of “F” for the course. See DPT Program Student Handbook for consequences of earning an “F”

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) (For PASS/FAIL courses, substitute S for 75 and above, U for <75)

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

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Required Textbooks and Other Learning Resources:

- 1) All required texts from 1st to 3rd semester as resources for the patient cases.
- 2) APTA Membership required for Member Only documents.
- 3) Library access to AccessPhysiotherapy resources

Recommended Textbooks and Other Learning Resources:

- 1) As recommended on Black Board

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 email 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/studentaffairs/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/academicintegrity.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:
 - *Treat this course as you would a job. Inform the instructor of any expected absences, tardiness, or early departures as soon as possible.*
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:
 - *N/A*
3. **Electronic Devices:** Refer to current DPT Student Handbook “Electronic Devices” for DPT Program policy. Additional course-specific policy is as follows:
 - *N/A*
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 is expected at all times.*
5. **Late or Missed Assignments and Assessments Policy:** See current DPT Student Handbook “Written Examination Policy”. Additional course-specific policy is as follows:
 - *Late assignments will incur a 10% penalty per day. After 3 days (72 hours), the assignment will not be accepted and will result in a grade of 0.*
6. **Skills Check Policy:**
 - *N/A*
7. **Practical Exam Policy:**
 - Refer to the DPT Student Handbook “Practical Exam Policy” for details.
 - Rubric for the practical exam will be posted on Black Board no less than 4 weeks prior to the exam.
 - The practical exam in this class will be an oral examination completed by Zoom or other virtual platform.

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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).

Date	Topic	Preparation Materials	Reading and Learning Objectives
Thursday Jan 21 2:30 -4:00	Course overview Systematic Review assignment	Syllabus	<ol style="list-style-type: none"> 1. Explain the grading requirements for this class. 2. Describe the process to complete a systematic review. 3. Determine a PICO question to be investigated as a team. 4. Explain the purpose of a PRISMA diagram 5. List tools that can be used to assess the qualities of an article.
Thursday Jan 28 2:30 -3:30	Simucase introduction Asynchronous lecture on systems reviews.		<ol style="list-style-type: none"> 1. List the elements of a systems review that should be completed in an acute care evaluation. 2. Explain what elements of a systems review can be completed concurrently.
Thursday Feb 4 2:30 -3:30	<ul style="list-style-type: none"> • ICF • Put it all together 	<ul style="list-style-type: none"> • ICF beginners guide 	<ol style="list-style-type: none"> 3. Discuss how IV, oxygen, and foley tube placements may change how the systems review is completed. 4. Discuss how the results of the systems review drive the evaluation of a patient in the acute care.
Thursday Feb 11 2:30 -3:30	<ul style="list-style-type: none"> • Assistive device prescription for gait and decision making 	<ul style="list-style-type: none"> • Patient care skills course materials • Patient Care text • <i>APTA Guide to PT Practice</i> 	<ol style="list-style-type: none"> 5. Discuss the rationale for the use of a single point cane, quad cane, front wheeled walker, standard walker, and crutches. 6. Explain the rationale for prescribing each assistive device: single point cane, quad cane, front wheel walker, standard walker, axillary crutches, and forearm crutches.
Thursday Feb 18 2:30-3:30	<ul style="list-style-type: none"> • Plan of Care • PT Diagnosis 		<ol style="list-style-type: none"> 7. Prescribe an appropriate assistive device for given patient scenarios.
Thursday Feb 25 2:30 -3:30	<ul style="list-style-type: none"> • Documentation 		<ol style="list-style-type: none"> 8. Define the elements of the ICF model of disability/enablement. 9. Explain why patients with the same medical diagnosis may have different impairments.
Thursday March 4 2:30 -3:30	Guest Lecture – Nutrition Lecture		<ol style="list-style-type: none"> 10. Differentiate between the individual elements of the ICF

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Thursday March 11 2:30 -3:30	Midterm Exam		model (body structures vs functions, activities vs participation). 11. Document an evaluation of a simulated patient.
Thursday March 18 NO CLASS	SPRING BREAK		
Thursday March 25 2:30-3:30	<ul style="list-style-type: none"> Creating a plan of care and home exercise program 		<ol style="list-style-type: none"> Develop a plan of care for an acute care patient with various diagnoses. Explain the plan of care to the hypothetical patient. Create an exercise plan for the patient. Teach the exercise plan to the patient and a caregiver. Determine the PT diagnosis for patients in the acute care and post-acute settings Differentiate between different discharge settings for a patient discharging from the acute care setting. Apply appropriate precautions (infection control and surgical) to common acute care diagnoses. Create a plan of care for common acute care diagnoses. Recommend discharge plan for common acute care diagnoses. Recommend appropriate DME for common acute care diagnosis. Discuss the elements of a home assessment and its implications.
Thursday April 1 2:30-3:30	<ul style="list-style-type: none"> Discharge locations and plans 		
Thursday April 8 2:30-3:30	<ul style="list-style-type: none"> Infection Control 		
Thursday April 15 2:00-5:00	Final EXAM		
Thursday April 22 nd 2:30-3:30	<ul style="list-style-type: none"> Home assessment 		
Tuesday April 27	Oral clinical reasoning evaluation – sign-up will be available There will be a short written portion of this prior to your scheduled time.		
Wednesday April 28			
Thursday April 29			
Thursday May 6 2:00-2:30	Course wrap up	Final exam retake as needed 3:00 – 6:00	

