

Request for Graduate Course Change

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHP

Dept/Division: School of PT

Current Alpha Designator/Number: PT 721

Contact Person: Neil Evans

Phone: 6-5617

CURRENT COURSE DATA:

Course Title: Applied Exercise Physiology and Therapeutic Exercise

Alpha Designator/Number:


P	T		7	2	1				
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Title Abbreviation:

A	p	p	I		E	x		P	h	y	s		&		T	h	e	r		E	x				
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1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u></u>	Date <u>3/23/15</u>
Registrar <u></u>	Date <u>3/23/15</u>
College Curriculum Chair <u></u>	Date <u>4/3/15</u>
Graduate Council Chair <u></u>	Date <u>5-20-15</u>

Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☒ YES ☐ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From 4

To 3, Since content is moving out of this course the credit hours are being adjusted

Change in COURSE CONTENT: ☒ YES ☐ NO

From The course currently has content related to exercise physiology and therapeutic exercise.

To Exercise physiology only.

Rationale Since the therapeutic exercise will be removed and placed into PT 732 therapeutic interventions, the content is shortened and includes only the exercise physiology material.

Request for Graduate Course Change-Page 4

College: CPH

Department: School of PT

Course Number/Title PT 721/ Applied Exercise Physiology

1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

NOT Applicable

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

NOT Applicable

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. required to secure these items. (NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

NOT Applicable

Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

COURSE DESCRIPTION CHANGE

Department:

School of Physical Therapy

Course Number and Title:

PT 721 Applied Exercise Physiology

Rationale:

The therapeutic exercise is being removed from this course and being added into PT 732 Therapeutic Interventions. Therefore the course description should change to reflect the content being taught within the course.

Course Description (old):

Physiological effects of exercise and training in healthy individuals and individuals with pathological dysfunction. Includes exercises for joint and muscle mobility, muscle strength, cardiopulmonary, and neuromuscular function.

Course Description: (new)

Physiological effects of exercise and training in healthy individuals and individuals with pathological dysfunction.

Credit hours:

3

Catalog Description:

Physiological effects of exercise and training in healthy individuals and individuals with pathological dysfunction.

COURSE TITLE CHANGE

Department:

School of Physical Therapy

Current Course Number/Title:

PT 721 Applied Exercise Physiology & Therapeutic Exercise

New Course Title:

PT 721 Applied Exercise Physiology

Rationale:

New

**Marshall University
School of Physical Therapy**

Course Title/Number	PT 721: Applied Exercise Physiology and Therapeutic Exercise in Rehab
Semester/Year	Fall 2016
Days/Time	Monday 9-11AM Wednesday 9-11AM
Location	SOPT 111
Instructors	Terry Shepherd, PhD Neil Evans, PT, DPT, OCS, CSCS
Office	Henderson 2012 (Shepherd) SOPT 133 (Evans)
Phone	304-696-3186 (Shepherd) 304-696-5617 (Evans)
E-Mail	shephert@marshall.edu (Shepherd) evansn@marshall.edu (Evans)
Office/Hours	By Appointment (Shepherd) By Appointment (Evans)
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description: From Catalog

Physiological effects of exercise and training in healthy individuals and individuals with pathological dysfunction. Includes exercises for joint and muscle mobility, muscle strength, cardiopulmonary, and neuromuscular function.

By the end of this course the students will be able to meet all of the following student learning outcomes.

Course Student Learning Outcomes	CAPTE Criteria	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed in this Course
1) Discuss specific characteristics of exercise and metabolism including:	CC-1	Reading assignments	Written Exam

<ul style="list-style-type: none"> a) The relationship between exercise intensity/duration and the bioenergetics pathways responsible for the production of ATP during various types of exercise. b) The factors that impact the selection and regulation of fuel during various types of exercise. c) The metabolic events that occur during the recovery from various exercise intensities. d) The relationship between exercise and blood lactate concentrations. 		Lecture Laboratory Examples/ practice	Laboratory Report/ Case examples
2) Discuss the relationship between exercise and endocrine function, including the role of hormones in the maintenance of blood glucose concentration and the mobilization of muscle glycogen and free fatty acids during graded and prolonged exercise.	CC-1	Reading Assignments Lecture	Written Exam
3) Discuss cardiovascular and pulmonary responses to exercise including: <ul style="list-style-type: none"> a) The physiologic adaptations of the cardiovascular and pulmonary systems that occur with prolonged bed rest, submaximal and maximal exercise. b) The differences in cardiovascular and pulmonary responses to exercise in conditioned vs. unconditioned people. c) The differences in cardiovascular and pulmonary responses to static exercise vs. dynamic exercise and upper extremity vs. lower extremity exercise. 	CC-1	Reading Assignments Lecture Research Articles Laboratory Examples/Practice	Written Exam Laboratory Report
(4). Demonstrate the ability to competently carry out exercise testing, and assessment and develop	CC-5.30	Reading Assignments Lecture Laboratory	Written Exam Laboratory Cases Laboratory Report

and carry out an exercise plan for patients referred to physical therapy including: <ul style="list-style-type: none"> a) The ability to select and administer exercise test protocols which are safe and appropriate relative to the age and health status of the patient. b) The ability to identify patients for whom physician supervision is recommended during maximal and submaximal graded exercise testing. c) The ability to recognize signs/symptoms of patients in which exercise should be deferred, delayed or terminated. d) The ability to administer a submaximal graded exercise test; and measuring heart rate and blood pressure. e) The ability to interpret test results. f) The ability to provide specific written modification for an age appropriate exercise prescription (e.g., child, adolescent, geriatric). 		Examples/Practice	Lab Check-offs
6)Identify in writing and demonstrate in laboratory, the aspects of a comprehensive, individualized health-fitness assessment and community wellness screening and exercise treatment plan including: <ul style="list-style-type: none"> a) Identity use of a health history to determine cardiovascular disease risk factors. b) Identity evaluation of aerobic capacity, and body composition. c) Identify and develop a comprehensive exercise plan using exercise physiology principles. 	CC- 5.30; 5.51	Reading assignments Lecture Laboratory Examples/Practice	Written Exam Laboratory Report
7) Describe the measurement principles and accuracy of common	CC-5.30	Reading assignments Lecture	Written Exam Laboratory Report

methods to measure body composition and describe recommended ranges for percent body fat based on age and gender and demonstrate the ability to assess body composition using a variety of methods to measure body composition.		Laboratory Examples/Practice	
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Texts and Materials

Required:

McArdle, WD, Katch, FI, Katch, VL. Exercise Physiology: Nutrition, Energy, and Human Performance, 7th ed. Lippincott Williams & Wilkins, Baltimore, MD. 2010.

Sphygmomanometer, Stethoscope, and pulse oximetry for labs

Computer with Microsoft Excel

Recommended:

ACSM'S Guidelines for Exercise Testing and Prescription, American College of Sports Medicine. Lippincott Williams & Wilkins, 9th edition, 2013.

Course Requirements / Due Dates

In order to successfully pass PT 721 students will need to have a combined average over 69.50% on all graded exams and assignments. Students should expect to spend an average of 8-12 hours of time outside of class time to be successful.

Lab Reports are due 1 week after the lab has been performed.

Case Sheets will be due at the next scheduled class unless otherwise indicated.

Grading Policy

Unit Exam I	100	
Unit Exam II	100	
Unit Exam III	100	
Lab Reports (4 @ 20 pts. each)	80	
GRADE	PERCENTAGE	
<i>A</i>	89.50-100	
<i>B</i>	79.50- 89.49	
<i>C</i>	69.50- 79.49	

F	< 69.50	
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Unit Exams: The unit exams are multiple choice/true or false formatted examinations that consist of 100 points possible on each exam. The exams will be administered during class time as scheduled on the syllabus. Each item will be statistically analyzed for appropriateness after the examination. Those items that average <50% for the entire class AND <60% of the upper quarter of students on the exam will be removed from the exam by adding a point

Lab Activities/Reports: This course includes lab activities. There will be laboratory activities that require participation in a group format to experience and develop knowledge pertaining to exercise physiology equipment utilization and applied therapeutic exercise. Students will be required to learn how to use equipment, administer and run physiological tests, interpret physiological tests, apply physiologic testing results to exercise prescription and present data in a complete laboratory report. The laboratory reports will be graded for completeness and accuracy. Additionally, students may be called upon to orally present the lab report to entire class at the discretion of the faculty.

Tentative Course Outline/Schedule

Date	Topics to be Covered	Assignments Reading, Labs, and Case Studies
01/12/15	Exercise Physiology: Dr. Shepherd <ul style="list-style-type: none"> Syllabus Review Energy Transfer: The bioenergetics of exercise. 	McArdle: 135 -152
01/14/15	Exercise Physiology: Dr. Shepherd <ul style="list-style-type: none"> Energy Transfer Continued Energy Expenditure for Various Activities 	McArdle: 199 -220
01/19/15	NO CLASS: MLK DAY	
01/21/15	Exercise Physiology: Dr. Shepherd <u>Lab#1</u> <ul style="list-style-type: none"> Metabolic Cart/indirect calorimetry/ technology VO2 max testing 	McArdle: 199 -220
01/26/15	Exercise Physiology: Dr. Shepherd <ul style="list-style-type: none"> Substrate Utilization during well fed, starvation, and exercise states 	McArdle: 199 -220

	<ul style="list-style-type: none"> • The Endocrinology of fuel metabolism • The Metabolic Profile 	
01/28/15	Exercise Physiology: Dr. Shepherd <u>Lab # 2</u> <ul style="list-style-type: none"> • Body Composition Assessment/Techniques • Resting Metabolic Rate/Indirect Calorimetry 	
02/02/15	Exam I	Exam I
02/04/15	Exercise Physiology: Dr. Shepherd <ul style="list-style-type: none"> • Ventilation • Gas Exchange and Partial Pressures 	McArdle:253 – 267
02/09/15	Exercise Physiology: Dr. Shepherd <ul style="list-style-type: none"> • Respiratory Responses to Exercise • Respiratory Control • Acid Base Balance 	McArdle:285 - 301
02/11/15	Exercise Physiology: Dr. Shepherd <u>Lab# 3</u> <ul style="list-style-type: none"> • Regression analysis and submax testing • PFT, MVV and Pulmonary Function demo 	
02/16/15	Exercise Physiology: Dr. Shepherd <ul style="list-style-type: none"> • Cardiovascular Response to Exercise • Cardiovascular control 	
02/18/15	Exercise Physiology: Dr. Shepherd <u>Lab# 4</u> Cardiopulmonary Exercise Testing (CEPET)	
02/23/15	Exercise Physiology: Dr. Shepherd <ul style="list-style-type: none"> • Metabolic Equations • Exercise Prescription 	

02/25/15	Exam II	Exam II
03/02/15	SPRING BREAK	
03/04/15	SPRING BREAK	

Old

**Marshall University
School of Physical Therapy**

Course Title/Number	PT 721: Applied Exercise Physiology and Therapeutic Exercise in Rehab
Semester/Year	Spring 2015
Days/Time	Monday 9-12AM Wednesday 9-12AM
Location	SOPT 111
Instructors	Terry Shepherd, PhD Neil Evans, PT, DPT, OCS, CSCS
Office	Henderson 2012 (Shepherd) SOPT 133 (Evans)
Phone	304-696-3186 (Shepherd) 304-696-5617 (Evans)
E-Mail	shephert@marshall.edu (Shepherd) evansn@marshall.edu (Evans)
Office/Hours	By Appointment (Shepherd) By Appointment (Evans)
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description: From Catalog

Physiological effects of exercise and training in healthy individuals and individuals with pathological dysfunction. Includes exercises for joint and muscle mobility, muscle strength, cardiopulmonary, and neuromuscular function.

By the end of this course the students will be able to meet all of the following student learning outcomes.

Course Student Learning Outcomes	CAPTE Criteria	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed in this Course
1) Discuss specific characteristics of exercise and metabolism including:	CC-1	Reading assignments	Written Exam

<ul style="list-style-type: none"> a) The relationship between exercise intensity/duration and the bioenergetics pathways responsible for the production of ATP during various types of exercise. b) The factors that impact the selection and regulation of fuel during various types of exercise. c) The metabolic events that occur during the recovery from various exercise intensities. d) The relationship between exercise and blood lactate concentrations. 		Lecture Laboratory Examples/ practice	Laboratory Report/ Case examples
2) Discuss the relationship between exercise and endocrine function, including the role of hormones in the maintenance of blood glucose concentration and the mobilization of muscle glycogen and free fatty acids during graded and prolonged exercise.	CC-1	Reading Assignments Lecture	Written Exam
3) Discuss cardiovascular and pulmonary responses to exercise including: <ul style="list-style-type: none"> a) The physiologic adaptations of the cardiovascular and pulmonary systems that occur with prolonged bed rest, submaximal and maximal exercise. b) The differences in cardiovascular and pulmonary responses to exercise in conditioned vs. unconditioned people. c) The differences in cardiovascular and pulmonary responses to static exercise vs. dynamic exercise and upper extremity vs. lower extremity exercise. 	CC-1	Reading Assignments Lecture Research Articles Laboratory Examples/Practice	Written Exam Laboratory Report
(4). Demonstrate the ability to competently carry out exercise testing, and assessment and develop	CC-5.30	Reading Assignments Lecture Laboratory	Written Exam Laboratory Cases Laboratory Report

<p>and carry out an exercise plan for patients referred to physical therapy including:</p> <ul style="list-style-type: none"> a) The ability to select and administer exercise test protocols which are safe and appropriate relative to the age and health status of the patient. b) The ability to identify patients for whom physician supervision is recommended during maximal and submaximal graded exercise testing. c) The ability to recognize signs/symptoms of patients in which exercise should be deferred, delayed or terminated. d) The ability to administer a submaximal graded exercise test; and measuring heart rate and blood pressure. e) The ability to interpret test results. f) The ability to determine a diagnosis for which the patient will receive physical therapy and develop an exercise program; or determine the need to refer the patient to another health professional for further evaluation and treatment. g) The ability to provide specific written modification for an age appropriate exercise prescription (e.g., child, adolescent, geriatric). 		Examples/Practice	Lab Check-offs
<p>5)Discuss the neuromuscular system's response to exercise, including:</p> <ul style="list-style-type: none"> a) The physiological adaptations that occur with prolonged bed rest and resistance exercise. b) The theories of muscle fatigue and delayed onset muscle soreness following exercise. c) The changes in strength and 	CC-1	Reading assignments Lecture Outside research articles	Written Exam

<p>endurance as a result of specific exercise programs.</p> <p>d) The changes in muscle fiber composition and myosin heavy chain transformation as a result of specific exercise programs.</p>			
<p>6)Identify in writing and demonstrate in laboratory, the aspects of a comprehensive, individualized health-fitness assessment and community wellness screening and exercise treatment plan including:</p> <p>a) Identity use of a health history to determine cardiovascular disease risk factors.</p> <p>b) Identity evaluation of aerobic capacity, strength, flexibility, and body composition.</p> <p>c) Identify and develop a comprehensive exercise plan using exercise physiology principles.</p>	CC- 5.30; 5.51	<p>Reading assignments</p> <p>Lecture</p> <p>Laboratory</p> <p>Examples/Practice</p>	<p>Written Exam</p> <p>Laboratory Report</p>
<p>7) Describe the measurement principles and accuracy of common methods to measure body composition and describe recommended ranges for percent body fat based on age and gender and demonstrate the ability to assess body composition using a variety of methods to measure body composition.</p>	CC-5.30	<p>Reading assignments</p> <p>Lecture</p> <p>Laboratory</p> <p>Examples/Practice</p>	<p>Written Exam</p> <p>Laboratory Report</p>
<p>8) Discuss and implement the various types of resistance training in a laboratory setting or case scenario as appropriate throughout the lifespan including.</p> <ul style="list-style-type: none"> • Isometric • Isotonic concentric • Isotonic eccentric • Isokinetic 		<p>Reading assignments</p> <p>Lecture</p> <p>Laboratory Examples/ practice</p> <p>Case Studies</p>	<p>Written examination</p> <p>Case study</p> <p>Laboratory assignments</p> <p>Laboratory Check-offs</p>
<p>9) Discuss and implement exercises specific to balance training in a laboratory setting and case scenario</p>		<p>Reading assignments</p> <p>Lecture</p> <p>Laboratory Examples/</p>	<p>Written examination</p> <p>Case study</p> <p>Laboratory</p>

as appropriate.		practice Case Studies	assignments
10) Discuss and implement appropriate peripheral joint mobilizations in a laboratory setting and case scenario as appropriate, citing appropriate contraindications and precautions that may be present.		Reading assignments Lecture Laboratory examples/ practice Case Studies	Written examination Case study Laboratory assignments
11) Design and safely perform an appropriate exercise program for a patient using a case history on a fellow student, incorporating flexibility techniques, ROM techniques, strengthening techniques, and neuromuscular re-education techniques when appropriate.		Reading assignments Lecture Laboratory examples/practice Case Studies	Written examination Case study Laboratory assignments Laboratory Check- offs
12) Document appropriate skilled interventions demonstrating safe and effective techniques as indicated in each of the case studies presented.		Case Studies	Case Studies Laboratory Check- offs
13) Recognize indications for Active, Active-Assist, and Passive Range of Motion and demonstrate correct employment of each technique	CC-5.39a	Reading assignments Lecture/class discussion Case studies Demonstration/Lab experiences	Written Examination Case Study Laboratory assignments

Texts and Materials

Required:

Kisner, K, Colby, LA. Therapeutic Exercise: Foundations and Techniques, 6th ed. F.A. Davis, Philadelphia, PA. 2012.

McArdle, WD, Katch, FI, Katch, VL. Exercise Physiology: Nutrition, Energy, and Human Performance, 7th ed. Lippincott Williams & Wilkins, Baltimore, MD. 2010.

Sphygmomanometer, Stethoscope, and pulse oximetry for labs

Computer with Microsoft Excel

Recommended:

ACSM'S Guidelines for Exercise Testing and Prescription, American College of Sports Medicine. Lippincott Williams & Wilkins, 9th edition, 2013.

Course Requirements / Due Dates

In order to successfully pass PT 721 students will need to have a combined average over 69.50% on all graded exams and assignments. Students should expect to spend an average of 8-12 hours of time outside of class time to be successful.

Lab Reports are due 1 week after the lab has been performed.

Case Sheets will be due at the next scheduled class unless otherwise indicated.

Grading Policy

Unit Exam I	100
Unit Exam II	100
Unit Exam III	100
Unit Exam IV	100
Lab Reports (4 @ 20 pts. each)	80
Lab Check-off	50
Ther Ex. Case Sheets (3 @ 10 each)	30

GRADE	PERCENTAGE
<i>A</i>	89.50-100
<i>B</i>	79.50- 89.49
<i>C</i>	69.50- 79.49
<i>F</i>	< 69.50

Unit Exams: The unit exams are multiple choice/true or false formatted examinations that consist of 100 points possible on each exam. The exams will be administered during class time as scheduled on the syllabus. Each item will be statistically analyzed for appropriateness after the examination. Those items that average <50% for the entire class AND <60% of the upper quarter of students on the exam will be removed from the exam by adding a point

Lab Activities/Reports: This course includes lab activities. There will be laboratory activities that require participation in a group format to experience and develop knowledge pertaining to exercise physiology equipment utilization and applied therapeutic exercise. Students will be required to learn how to use equipment, administer and run physiological tests, interpret physiological tests, apply physiologic testing results to exercise prescription and present data in a complete laboratory report. The laboratory reports will be graded for completeness and accuracy. Additionally, students may be called upon to orally present the lab report to entire class at the discretion of the faculty.

Laboratory Check-offs: You will have one laboratory check off over selection and implementation of appropriate therapeutic exercises.

Case Sheets: Students will be given 3 “case sheets” during selected laboratory activities to reinforce the information that has been presented in the lecture and laboratory setting. These sheets will contain questions that will require students to stay on task and be organized in a way to encourage critical thinking skills. The pertinent information for the cases will be introduced before the case sheets are assigned and students will work in small groups to answer stimulus questions and administer treatment while synthesizing all of the information supplied.

Tentative Course Outline/Schedule

Date	Topics to be Covered	Assignments Reading, Labs, and Case Studies
01/12/15	Exercise Physiology: Dr. Shepherd <ul style="list-style-type: none"> Syllabus Review Energy Transfer: The bioenergetics of exercise. 	McArdle: 135 -152
01/14/15	Exercise Physiology: Dr. Shepherd <ul style="list-style-type: none"> Energy Transfer Continued Energy Expenditure for Various Activities 	McArdle: 199 -220
01/19/15	NO CLASS: MLK DAY	
01/21/15	Exercise Physiology: Dr. Shepherd <u>Lab#1</u> <ul style="list-style-type: none"> Metabolic Cart/indirect calorimetry/ technology VO2 max testing 	McArdle: 199 -220
01/26/15	Exercise Physiology: Dr. Shepherd <ul style="list-style-type: none"> Substrate Utilization during well fed, starvation, and exercise states The Endocrinology of fuel metabolism The Metabolic Profile 	McArdle: 199 -220
01/28/15	Exercise Physiology: Dr. Shepherd <u>Lab # 2</u> <ul style="list-style-type: none"> Body Composition Assessment/Techniques Resting Metabolic Rate/Indirect Calorimetry 	

02/02/15	Exam I	Exam I
02/04/15	Exercise Physiology: Dr. Shepherd <ul style="list-style-type: none"> • Ventilation • Gas Exchange and Partial Pressures 	McArdle:253 – 267
02/09/15	Exercise Physiology: Dr. Shepherd <ul style="list-style-type: none"> • Respiratory Responses to Exercise • Respiratory Control • Acid Base Balance 	McArdle:285 - 301
02/11/15	Exercise Physiology: Dr. Shepherd <u>Lab# 3</u> <ul style="list-style-type: none"> • Regression analysis and submax testing • PFT, MVV and Pulmonary Function demo 	
02/16/15	Exercise Physiology: Dr. Shepherd <ul style="list-style-type: none"> • Cardiovascular Response to Exercise • Cardiovascular control 	
02/18/15	Exercise Physiology: Dr. Shepherd <u>Lab# 4</u> Cardiopulmonary Exercise Testing (CEPET)	
02/23/15	Exercise Physiology: Dr. Shepherd <ul style="list-style-type: none"> • Metabolic Equations • Exercise Prescription 	
02/25/15	Exam II	Exam II
03/02/15	SPRING BREAK	
03/04/15	SPRING BREAK	
03/09/15	Lecture: Introduction to Therapeutic Exercise	K & C: Chapter 1
03/11/15	Lecture: Aerobic Conditioning	K & C: Chapter 7

	Lab: 6 minute walk test; sub-max step test Case Examples	
03/16/15	Lecture: Therapeutic Exercise for Mobility (ROM/Flexibility) Lab: ROM/Flexibility	K & C: Chapters 3/4
03/18/15	Lecture: Therapeutic Exercise for Mobility (Joint Mobilization) Lab: Joint Mobilization	K & C: Chapter 5
03/23/15	Lecture: Proprioceptive Neuromuscular Facilitation Lab: PNF Diagonals and facilitation techniques	K & C: 93-96; 207-214
03/25/15 ½ class at SOPT & ½ at Henderson	Lab: Mobility Principle Application (multiple case studies) Lab: Field trip to Dr. Shepherd's lab for Bod Pod demonstration	Handouts in Class
03/30/15	Exam III Lecture: Principles of Motor Unit Recruitment and Neurophysiology of Muscle (Sliding Filament Theory)	EXAM III McArdle: Chapter 18/19
04/01/15	Lecture: Therapeutic Exercise for Strengthening (isometric, concentric, eccentric training; opened vs. closed kinetic chain; plyometrics, core strengthening) Lab: Strength Training Case Examples	K & C: Chapter 6; 315-323; 432; 446-448
04/06/15	Lecture: Muscle Adaptation to Training (Hypertrophy, Atrophy, Muscle fiber/myosin heavy chain transformation, and DOMS)	McArdle: Chapter 22 Outside Readings (TBA)
04/08/15	Lecture: Therapeutic Exercise for Balance Lab: Balance Progression Age considerations	K & C: Chapter 8
04/13/15	Lecture: Special Considerations Aquatics Lecture: Special Considerations Pediatric and Geriatric Populations Lecture: Special Considerations Chronic Pain	K & C: Chapter 9; McArdle: 831-853 K & C: 325-326; 338-339
04/15/15 At OLBH	Lab: Bellefonte Pool Demonstration	
04/20/15	LAB Skill Check-offs	

04/22/15	LAB Skill Check-offs (If needed)	
04/29/15	Exam IV	EXAM IV

Request for Graduate Course Change

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHP

Dept/Division: Physical Therapy

Current Alpha Designator/Number: PT 731

Contact Person: Penny Kroll

Phone: 304-696-5614

CURRENT COURSE DATA:

Course Title: Professional Practice I

Alpha Designator/Number: P T 7 3 1

Title Abbreviation: C l i n i c a l S k i l l s

1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
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Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u><i>Penny Kroll</i></u>	Date <u><i>3/23/15</i></u>
Registrar <u><i>Robert Anderson</i></u>	Date <u><i>3/23/15</i></u>
College Curriculum Chair <u><i>Laruna Gravano</i></u>	Date <u><i>4/13/15</i></u>
Graduate Council Chair <u><i>J Christofero</i></u>	Date <u><i>5-20-15</i></u>

College: COHP Department/Division: Physical Therapy Alpha Designator/Number: PT 731

Change in CATALOG TITLE: ☒ YES ☐ NO

If Yes, Rationale	The name of Clinical Skills II is being changed to Therapeutic Interventions so that the title will be represent the content being taught in the course. Since there will no longer be a Clinical Skills II, we seek to remove the "I" from the title of PT 731.
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If Yes, Rationale	
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If Yes, Rationale	
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Rationale	
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If Yes Rationale	
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Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

To

Change in COURSE CONTENT: ☐ YES ☒ NO (May attach separate page if needed)

From

To

Rationale

Request for Graduate Course Change-Page 4

College: COHP _____

Department: Physical Therapy _____

Course Number/Title PT 731 _____

1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

Not Applicable

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

Not Applicable

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. required to secure these items. (NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

Not Applicable

Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

COURSE DESCRIPTION CHANGE

Department:
Course Number and Title:
Rationale:
Course Description (old)
Course Description: (new)
Catalog Description:

COURSE NUMBER CHANGE

Department:
Current Course Number/Title:
New Course Number:
Rationale:
Catalog Description:
Credit hours:

COURSE TITLE CHANGE

Department:
Current Course Number/Title:
New Course Title:
Rationale:
Catalog Description:

COURSE DESCRIPTION CHANGE

Department: Physical Therapy
Current Course number and Title: PT 731 Clinical Skills I
New Course Title: PT 731 Clinical Skills

Rationale:

The name of Clinical Skills II is being changed to Therapeutic Interventions so that the title will be represent the content being taught in the course. Since there will no longer be a Clinical Skills II, we seek to remove the "I" from the title of PT 731.

Course Description : Theory/practice of essential physical therapy skills, including clinical decision making , interview, postural and functional assessment, safe patient handling techniques of positioning, bed mobility, transfers, and use of assistive devices.

(New)

Course Number	PT 731
Title	Clinical Skills
Semester/Year	Fall 2014
Days/Time	Mondays/Wednesdays 9-12 3 credits, 45 adjusted hours
Location	SMEC Room 113
Instructor	Saurabh Mehta, PT,
Office	SMEC Room 129
Phone	304-696-5620
E-Mail	Mehta@marshall.edu
Office/Hours	TBD
Co-Instructor	Tamara N. Gravano, PT, DPT, GCS
Office	SMEC Room 135
Phone	304-696-5616
E-Mail	Gravano@marshall.edu
Office/Hours	Tuesday and Thursday 10-12 and by appointment
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description: From Catalog

Credits: 3

This course uses both lecture and laboratory to cover basic evaluation skills including clinical decision making, history taking, postural and functional assessment, and safe patient handling techniques of positioning, bed mobility, transfers, and use of assistive devices. The student must have successfully completed all prior curricular course work.

Course Student Learning Outcomes Upon Completion of this course, the student will:	How Practiced in this Course	How Assessed in this Course
1. Formulate and conduct an effective and efficient physical therapy interview and physical examination of mock patients with movement and/or related dysfunctions.	Reading assignments Lecture/class discussion Case studies (including small group discussions about case studies) Demonstration/Lab experiences Peer teaching of didactic information and psychomotor skills	Class Participation Written Exam Mini Skills Check-offs Clinic Documentation Clinic Visit Skills Performance
2. Articulate, verbally and in writing, the findings obtained from examination of patients with movement and/or related dysfunctions.	Reading assignments Lecture/class discussion Case studies (including small group	Written Examination Mini Skills Check-offs Clinic Documentation

	discussions about case studies) Demonstration/Lab experiences Peer teaching of didactic information and psychomotor skills	Clinic Visit Skills Performance
3. Demonstrate cultural competence during mock patient-therapist communication episodes.	Reading assignments Lecture/class discussion Case studies (including small group discussions about case studies) Demonstration/Lab experiences Peer teaching of didactic information and psychomotor skills	Class Participation Written Examination Mini Skills Check-offs Clinic Documentation Clinic Visit Skills Performance
4. Collect appropriate health information from a patient or client's medical record, subjective history, and data from quantitative and qualitative tests/measures necessary to formulate a complete physical therapy evaluation, diagnosis, and prognosis.	Reading assignments Lecture/class discussion Case studies (including small group discussions about case studies) Demonstration/Lab experiences Peer teaching of didactic information and psychomotor skills	Written Examination Mini Skills Check-offs Clinic Documentation Clinic Visit Skills Performance
5. Perform a complete basic patient/client examination of cognitive, neuromusculoskeletal, cardiopulmonary and integumentary integrity, and functional mobility in a safe and efficient manner.	Reading assignments Lecture/class discussion Case studies (including small group discussions about case studies) Demonstration/Lab experiences Peer teaching of didactic information and psychomotor skills	Class Participation Written Examination Mini Skills Check-offs Clinic Documentation Clinic Visit Skills Performance
6. Recognize and implement safety precautions and direct examinations to improve safety and reduce risk of injury and infection in the clinical setting.	Reading assignments Lecture/class discussion Case studies (including small group discussions about case studies) Demonstration/Lab experiences Peer teaching of didactic information and psychomotor skills Peer grading	Class Participation Written Examination Mini Skills Check-offs Clinic Documentation Clinic Visit Skills Performance
7. Formulate appropriate clinical questions to guide physical therapy practice decisions.	Reading assignments Lecture/class discussion Case studies (including small group discussions about case studies) Demonstration/Lab experiences Peer teaching of didactic information and psychomotor skills	Class Participation Written Examination Mini Skills Check-offs Clinic Documentation Clinic Visit Skills Performance
8) Effectively and efficiently evaluate and perform dependent and assisted mobility skills with patients and/or caregivers.	Reading assignments Lecture/class discussion Demonstration/Lab experiences Peer teaching of didactic information and psychomotor skills	Class Participation Written Examination Mini Skills Check-offs Clinic Documentation Clinic Visit Skills Performance

9) Evaluate basic aspects of correct wheelchair fit and functional mobility under various conditions with regard to the lifespan.	Reading assignments Lecture/class discussion Demonstration/Lab experiences Peer teaching of didactic information and psychomotor skills	Written Examination Mini Skills Check-offs Clinic Documentation Clinic Visit Skills Performance
10) Demonstrate effective skills in applying therapeutic massage as appropriate.	Participate in student-led group learning sessions, where a group of students will prepare and deliver content in lecture and lab session facilitated by the course advisor.	Group presentation Participation in lab Quiz Skills Check-off

Required Texts, Additional Reading, and Other Materials

1. (J) Johansson, C & Chinworth, S.(2012). *Mobility in Context: Principles of Patient Care Skills*. FA Davis.
2. (R) Reese, N. *Muscle and Sensory Testing*.(2012) Third Ed. Elsevier.
3. Other handouts as provided.

All components of the Physical Therapist's Essentials "PT Kit" will be required. Kits and individual components are provided by the SOPT.

Kit includes:

- 54" gait belt
- 12" goniometer
- 6" goniometer
- Dual head stethoscope
- Sphygmomanometer (adult cuff)
- Taylor percussion hammer (reflex hammer)
- Measuring tape
- Pen light
- Stop Watch
- Pulse Oximeter

Course Requirements / Due Dates

Course Requirements

Class participation is demonstrated by timely completion of all assigned readings and/or written homework assignments prior to the class for which they are assigned. Points for class preparation and participation will be based on the student's individual performance during each scheduled class session.

Other assignments may include but are not limited to: documentation from clinic visits and professionalism demonstrated during peer and instructor interactions is factored into your final grade.

A portion of the grades earned for completion of documentation and participation during Clinic Visits will also be reflected in the overall course grades. See below for further details.

See Course Schedule Below for due dates

Grading Policy

Grading Criteria:			
(2) Written Exams; Mid-Term (20%), Final (20%)	40%	SOPT Grading Criteria:	
Quizzes 4	20%	89.50 – 100	A
Mini Skills Check-offs (3)	30%	79.50- 89.49	B
2 Clinic Visit Skills Performance	10%	69.50-79.49	C
	100 %	<69.50	F

Attendance Policy

Please see the School of Physical Therapy Student Handbook for details. Lab attire is required on days where we have lab in class. Please consider clothing which allows full unrestricted access and movement as necessary. Refer to Student handbook for details. If lecture only, please wear lecture attire.

Course Schedule

Week	Content	Required Prior to Class
1 Mon 8/18	Qualitative Data Collection: Chart Review, Initial Patient Interview Gross Cognitive Assessment, (1.5hr lecture, 1.5 hr lab)	J&C: 16-36, Diff. Dx Text: 31-87
Wed 8/20	Vitals Assessment (1hr lecture, 2 hr lab)	J&C: 108-136
2 Mon 8/25	Integumentary Assessment (1hr lecture, 2 hr lab)	
Wed 8/27	Neuro Exam 1: Deep Tendon Reflexes, Gross Balance screening Dermatomes-Light touch only, Myotomes (3hr lecture)	Quiz 1, Reading on MUOnline
3 Mon 9/01	No Class Labor Day	-----
Wed 9/03	Neuro Exam Lab and Upper/Lower Qtr Screen(3 hr lab)	R: 507-514, 487-489, 492-493
4 Mon 9/08	Mini Skills Check off 1 (Vitals, integ, neuro)	
Wed 9/10	Lifespan Considerations in Measurement: Pediatrics (1hr lecture, 2 hr lab)	Quiz 2 R: 401-435 Add. Reading on Blackboard/MUOnline
5 Mon 9/15	<i>Clinic Visit: Patient/Client assessment (vitals/integ/neuro) (Each student is assigned one hour time slot in a small group of 3)</i>	Clinic Attire
Wed 9/17	Adv. Functional Strength Measures (1hr lecture, 2 hr lab)	R: 378-399
6 Mon 9/22	Lifespan Considerations in Measurement: Geriatrics (1hr lecture, 2 hr lab)	R: 329-377
Wed 9/24	Review day- practice lab cases	Open lab with lab assistants
7 Mon 9/29	Dead Day	

Wed 10/01	Practical exam	
Friday 10/03 TIME TBA	Midterm Written Exam	-----
8 10/6-10	Fall Break Week- No Class	-----
9 Mon 10/13	Bed Mobility and Positioning (Lecture and Lab)	J&C: Chap 2, 10
Wed 10/15	Bed Mobility and Transfers (Lab)	J&C Chap 8 –pp201-219, Chap 11
10 Mon 10/20	Wheelchair Management (Lecture and Lab) (Guest: Paula Voithofer of Pride Mobility)	J&C: Chap 12
Wed 10/22	Wheelchair Management (Lecture and Lab) Quiz 3	J&C Ch 8 pp 181-200
11 Mon 10/27	Skills Check off 2: Bed mobility/Transfers/WC management Each student assigned 20 min time slot	
Wed 10/29	Power-assist devices Demonstration and Lab: Mitchell Moore of Arjo Huntleigh	J&C Review Chap 8
12 Mon 11/3	Gait with Assistive Devices I; (Lecture and Lab)	J&C: Chap 14
Wed 11/5	Gait on Stairs and uneven surfaces with AD (lab)	J&C: Chap 14
13 Mon 11/10	Gait/Mobility Skills check off 3 Each student assigned one 20 min time slot (3 graders)	
Friday 11/14 1:30-4:30	Clinic Visit: Transfers & Gait Assessment (Each student is assigned one hour time slot)	Clinic Attire
14 Mon 11/17	Therapeutic Massage (Lecture and Lab) Lab attire Quiz 4	Reading on Black Board (Andrade: pp 153-213, 307-395)
Wed 11/19	Alternate Date: Hospital/clinic visit- Transfers, GT w/AD Each student assigned 1 hr time slot. (Open Lab if not needed)	Wear Clinic attire.
15 Mon 11/24	Practical Case review Day-Open Lab	Lab assistants available
Wed 11/26	Thanksgiving No Class	
16 Mon 12/1	Dead Day	

Tues 12/2	Practical Exam <i>Each individual student time TBA</i>	
Wed 12/3	Written Exam day	

***** Schedule subject to change.**

(OLD)

Course Number	PT 731
Title	Clinical Skills I
Semester/Year	Fall 2014
Days/Time	Mondays/Wednesdays 9-12 3 credits, 45 adjusted hours
Location	SMEC Room 113
Instructor	Saurabh Mehta, PT,
Office	SMEC Room 129
Phone	304-696-5620
E-Mail	Mehta@marshall.edu
Office/Hours	TBD
Co-Instructor	Tamara N. Gravano, PT, DPT, GCS
Office	SMEC Room 135
Phone	304-696-5616
E-Mail	Gravano@marshall.edu
Office/Hours	Tuesday and Thursday 10-12 and by appointment
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description: From Catalog

Credits: 3

This course uses both lecture and laboratory to cover basic evaluation skills including clinical decision making, history taking, postural and functional assessment, and safe patient handling techniques of positioning, bed mobility, transfers, and use of assistive devices. The student must have successfully completed all prior curricular course work.

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- 6" goniometer
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- Sphygmomanometer (adult cuff)
- Taylor percussion hammer (reflex hammer)
- Measuring tape
- Pen light
- Stop Watch
- Pulse Oximeter

Course Requirements / Due Dates

Course Requirements

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A portion of the grades earned for completion of documentation and participation during Clinic Visits will also be reflected in the overall course grades. See below for further details.

See Course Schedule Below for due dates

Grading Policy

Grading Criteria:

(2) Written Exams; Mid-Term (20%), Final (20%)	40%
Quizzes 4	20%
Mini Skills Check-offs (3)	30%
2 Clinic Visit Skills Performance	10%
	100 %

SOPT Grading Criteria:

89.50 – 100	A
79.50- 89.49	B
69.50-79.49	C
<69.50	F

Attendance Policy

Please see the School of Physical Therapy Student Handbook for details. Lab attire is required on days where we have lab in class. Please consider clothing which allows full unrestricted access and movement as necessary. Refer to Student handbook for details. If lecture only, please wear lecture attire.

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15 Mon 11/24	Practical Case review Day-Open Lab	Lab assistants available
Wed 11/26	Thanksgiving No Class	
16 Mon 12/1	Dead Day	

Tues 12/2	Practical Exam <i>Each individual student time TBA</i>	
Wed 12/3	Written Exam day	

***** Schedule subject to change.**

Request for Graduate Course Change

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHP

Dept/Division: School of PT

Current Alpha Designator/Number: PT 732

Contact Person: Neil Evans

Phone: 6-5617

CURRENT COURSE DATA:

Course Title: Clinical Skills II

Alpha Designator/Number:



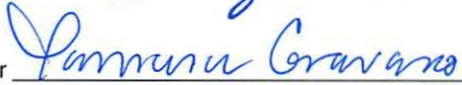

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Title Abbreviation:

C	I	I	n		S	k	i	I	I	s		I	I						
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1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

Signatures: If disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u></u>	Date <u>3/23/15</u>
Registrar <u></u>	Date <u>3/23/15</u>
College Curriculum Chair <u></u>	Date <u>4/13/15</u>
Graduate Council Chair <u></u>	Date <u>5-20-15</u>

Alpha Designator/Number: PT 732

Page 2 of 5

Request for Graduate Course Change - Page 3

Change in **COURSE CREDIT HOURS**: ☒ YES ☐ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From 2 credits

To 3 credits. The increase in credit hours is needed in order to provide enough contact time to cover the new material being added to the course. For example, content from the therapeutic exercise portion of PT 721 is being added into this course as well as teaching and learning objectives. Please refer to the attached syllabus.

Change in **COURSE CONTENT**: ☒ YES ☐ NO

From The course currently contains physical, thermal, and mechanical modalities.

To The physical, thermal, and mechanical modalities will continue to be taught and in addition there will be additional course objectives added to this course including therapeutic exercise and teaching and learning.

Rationale All of the content being covered in separate courses makes it difficult for students to incorporate this knowledge. Since all of the content could fall under therapeutic interventions, the faculty feel that this change will allow students to consolidate all the information into appropriate application. Additionally, the current delivery of teaching and learning provides students with theory but fails to provide students with application. The faculty feel that instructing appropriate interventions will provide students the opportunity to develop these skills.

Request for Graduate Course Change-Page 4

College: COHP _____

Department: School of PT _____

Course Number/Title PT 732 Therapeutic Interventions _____

1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

Not Applicable

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

PT 753: Professional Practice II

Additionally, PT 721 Applied Ex Phys and Ther Ex in Rehab will be modified by eliminating one credit hour.

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. required to secure these items. (NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

Not Applicable

Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

COURSE DESCRIPTION CHANGE

Department:

School of Physical Therapy

Course Number and Title:

PT 732 Therapeutic Interventions

Rationale:

There is new material being shifted into this course which does effectively change the description of the course.

Course Description (old):

This 2 credit course uses both lecture and laboratory covering the theory and practice of essential physical therapy skills that include electrotherapeutic modalities and soft tissue massage.

Course Description: (new):

This 3 credit hour course introduces students to teaching and learning principles through the application of physical, thermal, and mechanical modalities and therapeutic interventions. Therapeutic interventions include activities to improve joint and muscle mobility, muscle strength, cardiopulmonary, and neuromuscular function.

Catalog Description:

This 3 credit hour course introduces students to teaching and learning principles through the application of physical, thermal, and mechanical modalities and therapeutic interventions. Therapeutic interventions include activities to improve joint and muscle mobility, muscle strength, cardiopulmonary, and neuromuscular function.

COURSE TITLE CHANGE

Department:

School of Physical Therapy

Current Course Number/Title:

PT 732 Clinical Skills II

New Course Title:

PT 732 Therapeutic Interventions

Rationale:

New

Course Title/Number	PT 732 Therapeutic Interventions
Semester/Year	Spring 2016
Days/Time	Tuesday and Thursdays 2:00 pm – 5:00 pm 75 classroom hours (60 Lab/15 Lecture)
Location	SMEC Room 113
Course Coordinator/Instructor	Saurabh Mehta, PT, PhD
Office	SMEC Room 129
Phone	304-696-5620
E-Mail	mehtas@marshall.edu
Office/Hours	by appointment
Additional Instructor	Neil Evans, PT, DPT, OCS, CSCS
Office Phone	304-696-5617
E-Mail	evansn@marshall.edu
Additional Instructor	Rania Karim, PT, DPT, GCS, CEEAA
Office Phone	304-696-5604
E-Mail	karimr@marshall.edu
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Credit Hours: 3 hours (75 contact hours)

Course Description: This 3 credit hour course introduces students to teaching and learning principles through the application of physical, thermal, and mechanical modalities and therapeutic interventions. Therapeutic interventions include activities to improve joint and muscle mobility, muscle strength, cardiopulmonary, and neuromuscular function.

1). Demonstrate the ability to competently carry out exercise testing, and assessment and develop and carry out an exercise plan for patients referred to physical therapy including: a) The ability to recognize signs/symptoms of patients in which exercise should be deferred, delayed or terminated. b) The ability to administer a	CC-5.30	Reading Assignments Lecture Laboratory Examples/Practice	Written Exam Laboratory Cases Laboratory Report Lab Check-offs
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<p>submaximal graded exercise test; and measuring heart rate and blood pressure.</p> <p>c) The ability to interpret test results.</p> <p>d) The ability to determine a diagnosis for which the patient will receive physical therapy and develop an exercise program; or determine the need to refer the patient to another health professional for further evaluation and treatment.</p> <p>e) The ability to provide specific written modification for an age appropriate exercise prescription (e.g., child, adolescent, geriatric).</p>			
<p>2)Discuss the neuromuscular system's response to exercise, including:</p> <p>a) The physiological adaptations that occur with prolonged bed rest and resistance exercise.</p> <p>b) The theories of muscle fatigue and delayed onset muscle soreness following exercise.</p> <p>c) The changes in strength and endurance as a result of specific exercise programs.</p> <p>d) The changes in muscle fiber composition and myosin heavy chain transformation as a result of specific exercise programs.</p>	CC-1	<p>Reading assignments</p> <p>Lecture</p> <p>Outside research articles</p>	Written Exam
<p>3)Identify in writing and demonstrate in laboratory, the aspects of a comprehensive, individualized health-fitness assessment and community wellness screening and exercise treatment plan including:</p> <p>a) Identity use of a health history to determine cardiovascular disease risk factors.</p>	CC- 5.30; 5.51	<p>Reading assignments</p> <p>Lecture</p> <p>Laboratory</p> <p>Examples/Practice</p>	Written Exam Laboratory Report

<p>b) Identify evaluation of aerobic capacity, strength, and flexibility.</p> <p>c) Identify and develop a comprehensive exercise plan.</p>			
<p>4) Discuss and implement the various types of resistance training in a laboratory setting or case scenario as appropriate throughout the lifespan including.</p> <ul style="list-style-type: none"> • Isometric • Isotonic concentric • Isotonic eccentric • Isokinetic 		<p>Reading assignments</p> <p>Lecture</p> <p>Laboratory Examples/ practice</p> <p>Case Studies</p>	<p>Written examination</p> <p>Case study</p> <p>Laboratory assignments</p> <p>Laboratory Check-offs</p>
<p>5) Discuss and implement exercises specific to balance training in a laboratory setting and case scenario as appropriate.</p>		<p>Reading assignments</p> <p>Lecture</p> <p>Laboratory Examples/ practice</p> <p>Case Studies</p>	<p>Written examination</p> <p>Case study</p> <p>Laboratory assignments</p>
<p>6) Discuss and implement appropriate peripheral joint mobilizations in a laboratory setting and case scenario as appropriate, citing appropriate contraindications and precautions that may be present.</p>		<p>Reading assignments</p> <p>Lecture</p> <p>Laboratory examples/ practice</p> <p>Case Studies</p>	<p>Written examination</p> <p>Case study</p> <p>Laboratory assignments</p>
<p>7) Design and safely perform an appropriate exercise program for a patient using a case history on a fellow student, incorporating flexibility techniques, ROM techniques, strengthening techniques, and neuromuscular re-education techniques when appropriate.</p>		<p>Reading assignments</p> <p>Lecture</p> <p>Laboratory examples/practice</p> <p>Case Studies</p>	<p>Written examination</p> <p>Case study</p> <p>Laboratory assignments</p> <p>Laboratory Check-offs</p>
<p>8) Document appropriate skilled interventions demonstrating safe and effective techniques as indicated in each of the case studies presented.</p>		<p>Case Studies</p>	<p>Case Studies</p> <p>Laboratory Check-offs</p>
<p>9) Recognize indications for Active, Active-Assist, and Passive Range of Motion and demonstrate correct employment of each technique</p>	CC-5.39a	<p>Reading assignments</p> <p>Lecture/class discussion</p> <p>Case studies</p>	<p>Written Examination</p> <p>Case Study</p> <p>Laboratory assignments</p>

		Demonstration/Lab experiences	
10) Recognize and implement safety precautions and direct examinations to improve safety and reduce risk of injury and infection in the clinical setting.	CC 5.43	Reading assignments Lecture/class discussion Demonstration/Lab experiences Peer teaching of didactic information and psychomotor skills	Class Participation Written Examination Mini Skills Check-offs Clinic Documentation Clinic Visit Skills Performance Quizzes
11) Demonstrate effective skills in applying appropriate intervention techniques: therapeutic massage as appropriate, electrotherapeutic modalities, physical agents and mechanical modalities throughout the lifespan.	CC-5.39	Reading assignments Lecture/class discussion Case studies (including small group discussions about case studies) Demonstration/Lab experiences Peer teaching of didactic information and psychomotor skills Peer grading	Class Participation Written Examination Mini Skills Check-offs Quizzes
12) Discuss the roles of learning styles, adherence variables and predictors, communication styles, and health literacy and beliefs in planning successful learning experiences in patient and health education.	CC-5.41,5.50,5.51,5.52	Lecture Small group discussions	Exam questions Assignment
13) Compare and contrast adult learning with that of a child as well as basic principles of educating diverse populations.	CC-5.17,5.18,5.26,5.41	Lecture Small group discussions Experiential lab	Exam questions Assignment
14) Devise and implement an effective, patient-centered education plan of care with the outcome of increasing patient adherence and empowerment.	CC-5.9,5.26,5.34,5.35,5.41	Lecture Small group discussions Experiential lab	Exam questions

15) Apply the concepts of program evaluation to the development, implementation, and evaluation of quality improvement measurements and patient outcomes assessments.	CC- 5.12,5.13, 5.45, 5.46, 5.47,5.48	Lecture Small group discussions	Exam questions
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Required Texts, Additional Reading, and Other Materials

1. Cameron, M.H. (2013). *Physical Agents in Rehabilitation: From Research to Practice*. (4th ed.) Elsevier Saunders Publications.
2. Kisner, K, Colby, LA. Therapeutic Exercise: Foundations and Techniques, 6th ed. F.A. Davis, Philadelphia, PA. 2012
3. Plack M and Driscoll M. *Teaching and Learning in Physical Therapy from Classroom to Clinic*. 2011. Thorofare, NJ. SLACK Incorporated
4. Other handouts as provided.

Some components of the Physical Therapist's Essentials "PT Kit" will be required.

Kit includes:	Stethoscope	Cloth measuring tape
	Sphygmomanometer (adult cuff)	Reusable pen light
	Taylor percussion hammer (reflex hammer)	Stop Watch
	Lister bandage scissor	Pulse Oximeter

Course Requirements

Class participation is demonstrated by timely completion of all assigned readings and/or written homework assignments prior to the class for which they are assigned. Points for class preparation, participation, and presentation will be based on the student's individual performance during each scheduled class session or clinical visit.

Other assignments may include but are not limited to: documentation, skill check offs, outside homework assignments, and pre-class quizzes.

Grading Criteria:

3 Exams (15% each)	45%
10 pre-class quizzes	15%
2 Skill check offs (15% each)	30%
HEP project	10%

SOPT Grading Policy:

89.50 – 100	A
79.50- 89.49	B
69.50-79.49	C
<69.50	F

Attendance Policy: Please see the School of Physical Therapy Student Handbook for details.

Tentative Course Schedule

Date	Content	Required Prior to Class	Assessment
Week 1	Introduction to Modalities Introduction to Therapeutic Interventions Introduction to Teaching and Learning		
Week 2	Cryotherapy/Thermotherapy Increasing Mobility		Quiz on Bb
Week 3	Therapeutic Massage/ Advanced massage techniques		Quiz on Bb
Week 4	Ultrasound		Quiz on Bb
Week 5	PNF		Exam 1
Week 6	Aerobic Conditioning		Skill Check off
Week 7	Principles of Muscle Recruitment and Neurophysiology		Quiz on Bb
Week 8	Electrical Stimulation for muscle contraction Increasing strength		Quiz on Bb
Week 9	Electrical Stimulation for pain		Quiz on Bb
Week 10	Muscle Adaptation to Training		Exam 2
Week 11	Mechanical Modalities		Quiz on Bb
Week 12	Increasing balance		Quiz on Bb
Week 13	UV, LASER, Diathermy		Quiz on Bb
Week 14	Aquatics and Whirlpool		Quiz on Bb Project DUE
Week 15	Using technology to help with teaching Special Considerations		Skill Check off
Week 16			Final Exam

Old

Course Title/Number	PT 732-Clinical Skills II
Semester/Year	Spring 2013
Days/Time	Tuesdays 1-4pm, Thursdays 10-12 45 classroom hours (35.5 Lab/9.5 Lecture)
Location	SMEC Room 111
Course Coordinator/Instructor	Tamara N. Gravano, PT, DPT, GCS
Office	SMEC Room 135
Phone	304-696-5616
E-Mail	Gravano@marshall.edu
Office/Hours	Tuesday and Wednesday 10-12 and by appointment
Additional Instructor	Neil Evans, PT, DPT, OCS
Office	SMEC 133
Phone	304-696-5617
E-Mail	Evansn@marshall.edu
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description: From Catalog

This 3 credit course uses both lecture and laboratory covering the theory and practice of essential physical therapy skills, including clinical decision making methodology, modalities, and safe patient handling techniques of positioning, bed mobility, transfers, and use of assistive devices.

Course Student Learning Outcomes Upon Completion of this course, the student will:	How Practiced in this Course	How Assessed in this Course
1) Collect appropriate health information from a patient or client's medical record, subjective history, and data from quantitative and qualitative tests/measures necessary to formulate a complete physical therapy evaluation, diagnosis, and prognosis. (CC 5.28-5.34)	Reading assignments Lecture/class discussion Case studies (including small group discussions about case studies) Demonstration/Lab experiences Peer teaching of didactic information and psychomotor skills	Class Participation Written Exam Mini Skills Check-offs Clinic Documentation Clinic Visit Skills Performance
2) Perform a complete patient/client examination in a safe and efficient manner. (CC 5.35)	Reading assignments Lecture/class discussion Case studies (including small group discussions)	Written Examination Mini Skills Check-offs Clinic Documentation Clinic Visit Skills

	about case studies) Demonstration/Lab experiences Peer teaching of didactic information and psychomotor skills	Performance
3) Effectively and efficiently evaluate and perform dependent and assisted mobility skills with patients and/or caregivers. (CC 5.30: d,i)	Reading assignments Lecture/class discussion Demonstration/Lab experiences Peer teaching of didactic information and psychomotor skills	Class Participation Written Examination Mini Skills Check-offs Clinic Documentation Clinic Visit Skills Performance
4) Evaluate basic aspects of correct wheelchair fit and functional mobility under various conditions with regard to the lifespan. (CC 5.30 d,i)	Reading assignments Lecture/class discussion Demonstration/Lab experiences Peer teaching of didactic information and psychomotor skills	Written Examination Mini Skills Check-offs Clinic Documentation Clinic Visit Skills Performance
5) Recognize and implement safety precautions and direct examinations to improve safety and reduce risk of injury and infection in the clinical setting. (CC 5.43)	Reading assignments Lecture/class discussion Demonstration/Lab experiences Peer teaching of didactic information and psychomotor skills	Class Participation Written Examination Mini Skills Check-offs Clinic Documentation Clinic Visit Skills Performance Quizzes
6) Demonstrate effective skills in applying appropriate intervention techniques: therapeutic massage as appropriate, electrotherapeutic modalities, physical agents and mechanical modalities throughout the lifespan. (CC-5.39)	Reading assignments Lecture/class discussion Case studies (including small group discussions about case studies) Demonstration/Lab experiences Peer teaching of didactic information and psychomotor skills Peer grading	Class Participation Written Examination Mini Skills Check-offs Quizzes

Required Texts, Additional Reading, and Other Materials

1. Minor M, Minor S. *Patient Care Skills*. 2010 (6th ed) Norwalk, CT: Pearson. **(Required)**
2. Cameron, M.H. (2013). *Physical Agents in Rehabilitation: From Research to Practice*. (4th ed.) Elsevier Saunders Publications. **(Required)**
3. Pierson FM, Fairchild SL (2008). *Principles and Techniques of Patient Care*. (4th Ed). St. Louis, MO, Saunders Elsevier. (Optional)
4. Other handouts as provided.

All components of the Physical Therapist's Essentials "PT Kit" will be required.
Kits and individual components will be provided by the SOPT.

Kit includes:

- 54" gait belt
- 6 & 12" goniometer
- Dual head stethoscope
- Sphygmomanometer (adult cuff)
- Taylor percussion hammer (reflex hammer)
- Lister bandage scissor
- Cloth measuring tape
- Reusable pen light
- Stop Watch
- Pulse Oximeter

Course Requirements

Class participation is demonstrated by timely completion of all assigned readings and/or written homework assignments prior to the class for which they are assigned. Points for class preparation and participation will be based on the student's individual performance during each scheduled class session and clinical visit.

Other assignments may include but are not limited to: documentation from clinic visits and professionalism demonstrated during peer and instructor interactions is factored into your final grade.

A portion of the grades earned for performance and documentation during Clinic Visits will also be reflected in the overall course grades.

See Course Schedule Below for due dates

Grading Criteria:

(2) Written Exams; Mid-Term (20%), Final (20%)	40%
Mini Skills Check-offs (3)	30%
Clinic Documentation (3)	5%
Clinic Visit Skills Performance (3)	5%
Modalities Quizzes (3)	15%
<u>Modalities Lab Questions (5)</u>	<u>5%</u>
	*100 %

Attendance Policy: Please see the School of Physical Therapy Student Handbook for details.

Course Schedule

Week	Content	Required Prior to Class
1		
Tues 1/15	Course Intro; Bed Mobility and Transfers I (Lecture and Lab)	M&M Ch 5&8
Thur 1/17	Bed Mobility and Transfers II (Lab)	M&M Ch 5&8
2		
Tues 1/22	Human Movement II – Dr. Rine	See syllabus for PT 712 Lecture attire
Thur 1/24	Transfers Infection Control; Universal Precautions (Lecture and Lab) Meet in St. Mary's School of Nursing Lobby	M&M Ch 3;

3	Tue 1/29	Wheelchair Management (Lecture and Lab)	M&M Ch 7
	Thur 1/31 10-1pm	Hospital visit- Chart review and Transfers Each student assigned 1 hr time slot	Wear Clinic Attire
4	Tue 2/5	Gait with Assistive Devices I; (Lecture and Lab)	M&M Ch 9 <i>Hospital Visit doc. due</i>
	Thur 2/7	Gait and Wheel Chair Management (Lab)	M&M Ch 9
5	Tues 2/12	Gait on Stairs and uneven surfaces with AD (lab)	M&M Ch 9
	Thur 2/14 10-1	Mobility Skills check off 1 Each student assigned one 20 min time slot (3 graders)	Wear Clinic attire
6	Tue 2/19	Mobility Skills check off 2 Each student assigned one 20 min time slot (3 graders)	Wear Clinic attire
	Thur 2/21 10-1pm	Hospital/clinic visit- GT w/AD Each student assigned 1 hr time slot	Wear Clinic attire
7	Tues 2/26	Therapeutic Massage (Lecture and Lab) Lab attire	Reading on Black Board (Andrade: pp 153-213, 307-395)
	Thur 2/28	Dead Day	Hospital Documentation due
	Fri Mar 1	Midterm Exam (Time TBA)	
8	Tue 3/5 & Thur 3/7	Spring Break Week No Class	
9	Tue 3/12	Inflammation and Tissue Repair Pain Gating	Cameron Chapters 3 & 4
	Thur 3/14	Tone Abnormalities Motion Restrictions	Cameron Chapters 5 & 6
10	Tue 3/19	Thermal Agents: Cold and Heat Ultrasound	Cameron Chapters 7, 8, & 9 Quiz #1
	Thur 3/21	Hospital Visit, Live Patient Evaluation for Presentation Each Student Assigned 1 hr time slot	Bring lab coat, badge, Eval equip.
	Fri 3/22 (if nec)	Hospital Visit, Live Patient Evaluation for Presentation Each Student Assigned 1 hr time slot	Bring lab coat, badge, Eval equip.
11	Tue 3/26	LAB #1: Thermal Agents LAB	Therapeutic Modalities Lab Manual
	Thur 3/28	UV, LASER, Diathermy	Cameron Chapters 10, 15, & 16
12	Tue 4/2	LAB #2: Ultrasound LAB LAB #3: UV, LASER, Diathermy LAB	Therapeutic Modalities Lab Manual
	Thur 4/4	Mechanical Agents: Traction, Compression	Cameron Chapters 18 & 19 Quiz #2
13	Tues 4/9	LAB #4: Mechanical Agents: Traction, Compression LAB	Therapeutic Modalities Lab Manual
	Thur 4/11	Electrical Stimulation	Cameron Chapters 11, 12, 13, & 14
14	Tues 4/16	LAB #5: Electrical Stimulation LAB	Therapeutic Modalities Lab Manual
	Thur 4/18	EBP for Modalities	Handouts; Assigned Readings Quiz #3
	Fri 4/19 @ 1-5PM	Guest Presentation: Bill Drischoll from Dynatronics	

15 Tue 4/23	Open Lab	--- -- -- -- --
Thur 4/25	Skills check off 3 Students Assigned one 15 min time slot	
Fri 4/26 IF NEEDED	Skills check off 3 Students Assigned one 15 min time slot	
16 Tue 4/30	Dead Day	
Wed 5/1	Practical Exam (Graded in Cases Course)	
Thur 5/2	Written Final Exams	
Fri 5/3	DPT I Clinical Case Presentation Day (Time TBA)	

Request for Graduate Course Change

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHP

Dept/Division: Physical Therapy

Current Alpha Designator/Number: PT 747

Contact Person: Penny Kroll, PT, PhD

Phone: 304-606-5614

CURRENT COURSE DATA:

Course Title: Applied Exercise Physiology and Therapeutic Exercise

Alpha Designator/Number:

P	T	7	4	7					
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Title Abbreviation:

P	h	a	r	m	a	c	o	l	o	g	y		i	n		R	e	h	a	b				
---	---	---	---	---	---	---	---	---	---	---	---	--	---	---	--	---	---	---	---	---	--	--	--	--

1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u></u>	Date <u>3/23/15</u>
Registrar <u></u>	Date <u>3/23/15</u>
College Curriculum Chair <u></u>	Date <u>4/3/15</u>
Graduate Council Chair <u></u>	Date <u>5-20-15</u>

Alpha Designator/Number: PT 747

Page 2 of 5

Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☒ YES ☐ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From 1 credits

To 2 credits

Change in COURSE CONTENT: ☐ YES ☒ NO (May attach separate page if needed)

From This course has been under credited for the content that must be covered, therefore we wish to increase the credits for the course to 2 to allow more time to cover the content.

To No change in content just the number of hours allowed to present content.

Rationale The therapeutic exercise content is being moved to another course which is a more appropriate fit.

Request for Graduate Course Change-Page 4

College: COHP

Department: Physical Therapy

Course Number/Title PT 747 Pharmacology in Rehabilitation

1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. required to secure these items. (NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

COURSE DESCRIPTION CHANGE

Department: School of Physical Therapy

Course Number and Title: PT 747 Pharmacology in Rehabilitation

Rationale: This course has been under credited for the content that must be covered, therefore we wish to increase the credits for the course to 2 to allow more time to cover the content.

Course Description (old): Examination of the effects of commonly used prescription, over the counter, and homeopathic drugs. Focus on methods of action, indications, contraindications, side effects and impact on physical therapy patients.

Course Description: (new): No change in Description

(old)

Course Title/Number	PT 747 Pharmacology in Rehabilitation
Semester/Year	Summer 2013
Days/Time	Tuesday (1-2:30) (10 wks)
Location	SOPT SMEC Room 113
Instructor	Dr. Sujoy Bose, PT, DPT, CCS
Office	SOPT Rm. 128
Phone	Dr. Bose: 304-696-5615
E-Mail	Boses@marshall.edu
Office/Hours	Tuesday/Thursday 10:30-12:00
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description: From Catalog

Credit Hours: 1

Examination of the effects of commonly used prescription, over the counter and homeopathic drugs. Focus on method of action, indications, contraindications, side effects and impact on physical therapy patients.

Course Student Learning Outcomes and Assessment Measures: The table below shows the following relationships: How each student learning outcomes will be practiced and assessed in the course.

Course Student Learning Outcomes. Students will:	How Practiced in this Course	How Assessed in this Course
1. Describe how drugs are administered, absorbed, distributed, distribution, stored, metabolized and eliminated. (CC-1)	Lecture/discussion In-class case activity	Case Report Exam Questions
2. Identify general drug categories for therapeutic care of specific problems (CC-1. CC-2)		
3. Classify drugs as to their actions on different body organs. (CC-1)	Lecture/discussion In-class case activity	Case Report Exam Questions
4. Discuss how dysfunctions of various organs/systems can affect drugs administration, absorption, distribution and elimination, and how drug dosages are adjusted due to organ/systems dysfunction. (CC-1, CC-2, CC-5.19, CC-5.22, CC-5.23)	Lecture/discussion In-class case activity	Case Report Exam Questions
5. Identify dangers of improper drug use, administration and metabolism. (CC-1, CC-2, CC-5.19, CC-5.22, CC-5.23, CC-5.27, CC-5.31)	Lecture/discussion In-class case activity	Case Report Exam Questions

6. <i>Evaluate potential therapeutic and adverse reactions of different drugs and between specific drugs and various physical therapy interventions. (CC-1, CC-2, CC-5.19, CC-5.22, CC-5.23, CC-5.27, CC-5.31)</i>	Lecture/discussion In-class case activity	Case Report Exam Questions
7. <i>Identify problems for the practice of physical therapy arising from drug actions/interactions particularly in relationship to those between physical agents utilized in physical therapy practice and therapeutic drugs. (CC-1, CC-2, CC-5.19, CC-5.22, CC-5.23, CC-5.27, CC5.31)</i>	Lecture/discussion In-class case activity	Case Reports Exam questions
8. <i>Plan specific strategies for applying physical therapy therapeutic interventions in patients taking medication for selected dysfunctions treated by physical therapists (i.e. musculoskeletal dysfunction, Parkinson's Disease, various cardiopulmonary dysfunctions and diabetic medications. (CC-1, CC-2, CC-5.19, CC-5.22, CC-5.23, CC-5.26, CC-5.43, CC-5.44)</i>	Lecture/discussion In-class case activity	Case Report Exam questions

Required Texts, Additional Reading, and Other Materials

1. Gladson B. *Pharmacology for Rehabilitation Professionals, 2nd Edition*. St. Louis, Missouri: Elsevier Saunders, 2011.
2. Ciccone CD. *Davis's Drug Guide for Rehabilitation Professionals*. Philadelphia: FA Davis, 2013.

Course Requirements / Due Dates: See Course Schedule Below for quiz/exam/assignment dates

1. Examinations (2)
2. In-class cases assignments: Answer assigned questions related to the case –due at the end of the class in which is it assigned.

Grading Policy

In Class Activities (10 points each)	50%	Grading Scale:	
Exam I (25 points)	25%	89.5% - 100.0%	A
Exam II (25 points)	25%	79.5% - 89.49%	B
Total	100%	70.0% - 79.49%	C
		Below 70.0%	F (non-passing)

Attendance Policy

[Please see the School of Physical Therapy Student Handbook for details].

Computer Requirements

Students must have access to Internet for research of evidence, and Blackboard to access course documents, notes, and other materials and for examination.

Course Outline/Schedule: The following topics will be covered.

Date	Session	Content	Required Readings Prior to Class
5/20	1	Principles of Pharmacology <ol style="list-style-type: none"> 1. Pharmacodynamics 2. Pharmacokinetics 3. Adverse Drug Reactions 4. Anti-infective and Anti-Cancer Agents 5. Antimicrobial Agents 6. Antiviral and Drugs for Fungal Infections 7. Cytotoxic Agents and Immune Modulation 	Section 1. Ch 1-4 Sec 8 – Ch. 33, 34, 35 Sec. B – Ch. 36 Page#s announced to be announced on BB & Lecture material
5/22		<i>Case 1</i>	
5/27	2	Autonomic and Cardiovascular Pharmacology <ol style="list-style-type: none"> 1. Drugs acting on ANS 2. Antihypertensive Agents 3. Drug for Atherosclerosis 4. Drugs for CHF and Arrhythmias 5. Drugs for Pulmonary Disorders 	Section 2 – See Powerpoint Lecture...
5/29		<i>Case 2</i>	
6/3	3	Neurologic Pharmacology <ol style="list-style-type: none"> 1. Drugs for Epilepsy and ADD/ADHD 2. Antispasticity Meds & Muscle Relaxants 3. Drugs for Degenerative Neurologic Disorders 4. Drugs for Depression and Anxiety 5. Drugs for Schizophrenia and Bipolar Illness 	Section 5
6/5		<i>Case 3</i>	
6/10		<i>Exam I on material in Sessions 1 & 2 only</i>	Section 3 and 4
6/12	4	Pain Control <ol style="list-style-type: none"> 1. Anesthetic Agents 2. Drugs for Pain and Inflammation 3. Drugs for Arthritis-Related Conditions Endocrine Pharmacology <ol style="list-style-type: none"> 1. Selective Topics in Pharmacology Drugs for Osteoporosis and Diabetes	
6/17		<i>Case 4</i>	
6/19	5	Special Topics in Pharmacology <ol style="list-style-type: none"> 1. Drugs for Gastrointestinal Disorders 2. Vitamins and Minerals 3. Complementary/Alternative Medicine 4. Drugs of abuse Exploring Drug-Exercise Interactions	Section 7
6/24		<i>Case 5</i>	
6/26		<i>Final exam on material in Session 3-5</i>	



Marshall University
School of Physical Therapy
PT 747 Pharmacology in Rehabilitation
SYLLABUS

(New)

Course Title/Number	PT 747 Pharmacology in Rehabilitation
Semester/Year	Summer 2015
Days/Time	Wednesdays 3pm – 5:30pm
Location	SOPT SMEC Room 113
Instructor	Dr. Sujoy Bose, PT, DPT, CCS
Office	SOPT Rm. 128
Phone	Dr. Bose: 304-696-5615
E-Mail	bores@marshall.edu
Office/Hours	Open Door Policy; Or, By Appointment
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description: From Catalog

Credit Hours: 2

Examination of the effects of commonly used prescription, over the counter, and homeopathic drugs. Focus on methods of action, indications, contraindications, side effects and impact on physical therapy patients.

Course Student Learning Outcomes and Assessment Measures: The table below shows the following relationships: How each student learning outcomes will be practiced and assessed in the course.

Course Student Learning Outcomes. Students will:	How Practiced in this Course	How Assessed in this Course
1. Describe how drugs are administered, absorbed, distributed, distribution, stored, metabolized and eliminated. (CC-1)	Lecture/discussion In-class case activity	Case Report Exam Questions
2. Identify general drug categories for therapeutic care of specific problems (CC-1. CC-2)		
3. Classify drugs as to their actions on different body organs. (CC-1)	Lecture/discussion In-class case activity	Case Report Exam Questions
4. Discuss how dysfunctions of various organs/systems can affect drugs administration, absorption, distribution and elimination, and how drug dosages are adjusted due to organ/systems	Lecture/discussion In-class case activity	Case Report Exam Questions



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School of Physical Therapy
PT 747 Pharmacology in Rehabilitation
SYLLABUS

dysfunction. (CC-1, CC-2, CC-5.19, CC-5.22, CC-5.23)		
5. Identify dangers of improper drug use, administration and metabolism. (CC-1, CC-2, CC-5.19, CC-5.22, CC-5.23, CC-5.27, CC-5.31)	Lecture/discussion In-class case activity	Case Report Exam Questions
6. Evaluate potential therapeutic and adverse reactions of different drugs and between specific drugs and various physical therapy interventions. (CC-1, CC-2, CC-5.19, CC-5.22, CC-5.23, CC-5.27, CC-5.31)	Lecture/discussion In-class case activity	Case Report Exam Questions
7. Identify problems for the practice of physical therapy arising from drug actions/interactions particularly in relationship to those between physical agents utilized in physical therapy practice and therapeutic drugs. (CC-1, CC-2, CC-5.19, CC-5.22, CC-5.23, CC-5.27, CC5.31)	Lecture/discussion In-class case activity	Case Reports Exam questions
8. Plan specific strategies for applying physical therapy therapeutic interventions in patients taking medication for selected dysfunctions treated by physical therapists (i.e. musculoskeletal dysfunction, Parkinson's Disease, various cardiopulmonary dysfunctions and diabetic medications. (CC-1, CC-2, CC-5.19, CC-5.22, CC-5.23, CC-5.26, CC-5.43, CC-5.44)	Lecture/discussion In-class case activity	Case Report Exam questions

Required Texts, Additional Reading, and Other Materials

1. Ciccone CD. *Davis's Drug Guide for Rehabilitation Professionals*. Philadelphia: FA Davis, 2013.

Suggested additional reading:

2. Costanzo, LS. *Physiology*, 4th or 5th Edition. Philadelphia, PA: Saunders-Elsevier

Course Format / Requirements / Due Dates:

LEARNING OPPORTUNITIES:

1. Classroom activities
 - a. Lectures
 - b. Group Discussions
 - c. Case study analyses
 - d. Student presentations
2. Audiovisual Aids



Marshall University
School of Physical Therapy
PT 747 Pharmacology in Rehabilitation
SYLLABUS

- a. PowerPoint® Lecture Slides – These are not your official notes. You will need to make your own notes & supplement with your readings. This is vital.
3. **Examinations†** (Mid-term / Final): Final exam is comprehensive & covers entire subject matter.
4. **Cases assignments:** Answer assigned questions related to the case – Due end of week of assignment by Friday 8:00 pm
5. Five percent (5%) of the final grade in this class is subjectively based on professional behavior. **Professional behavior is construed to mean:** Coming to class on time, respectful attention, respectful language use in communication, attending to the lecture and refraining from studying for other classes during class time, playing games on your computers/mobile devices, and going to online sites not related to the course, being prepared to have active intellectual exchange in the class on assignments or lecture, notifying the professor ahead of time of an absence, and helping others in the class to feel that the classroom is a productive learning environment.

†Exams:

The examination component of the class is performance-based. **ALL EXAMS ARE CUMULATIVE.** It may be on computer or on paper at instructor discretion. The exam reflects your understanding of the material & not how hard you worked on your preparation. Exams can be reviewed with instructor after grading is complete. If any question appears ambiguous, please e-mail instructor one day in advance of a scheduled meeting with specifics of the question. Grading decision of the instructor is final.

Grading Policy

GRADING POLICY & WEIGHTING	
Cases - Class Discussions (@10% each)	50%
Midterm exam †	20%
Final Exam †	25%
Participation, Attendance, Behavior, Respect, & Attitude	5%
Total	100%

Grading Scale	
89.5-100%	A
79.5-89.49%	B
69.5-79.49%	C
< 69.5%	F (non-passing)
*Rubric for Case Grading will be provided separately	

Remediation Policy:

Cases will be graded based upon criteria outlined for each assignment. If a student is unable to complete an assignment by the scheduled due date, he/she is responsible for notifying the course coordinator in advance of the date, or in the case of an emergency, as soon as possible.

Student Responsibility: If a student feels that he/she is not doing satisfactory work at mid-term, the student is responsible for making an appointment with the course instructor and/or advisor to design a plan for improvement.



**Marshall University
School of Physical Therapy
PT 747 Pharmacology in Rehabilitation
SYLLABUS**

Attendance Policy

[Please see the School of Physical Therapy Student Handbook for details].

Computer Requirements

Students must have access to Internet for research of evidence, and Blackboard to access course documents, notes, and other materials and for examination.



Marshall University
School of Physical Therapy
PT 747 Pharmacology in Rehabilitation
SYLLABUS

Course Outline/Schedule: The following topics will be covered.

Date	Class #	Required Readings Prior to Class	Content	Text Chapter References	Assignments
5/20	1	Skeletal Muscle Physiology The physiology of Pain	Principles of Pharmacology <ul style="list-style-type: none"> Pharmacodynamics Pharmacokinetics Adverse Drug Reactions Introduction to Analgesics <ul style="list-style-type: none"> Skeletal Muscle Relaxants Anti-Inflammatory DMARDs & Anti-arthritis drugs Patient Controlled Analgesia Case Discussion	Section 1: Ch. 1-4 Section 3: Ch: 13 Section 4: Ch. 14-17	<i>Case 1 - Assigned</i>
5/27	2	Infectious conditions pathology Cancer Pathology	Case 1 Discussion Anti-infective Agents <ul style="list-style-type: none"> Antimicrobial Agents Antivirals Antifungals & Anti-parasitic Anti-Cancer Agents <ul style="list-style-type: none"> Cytotoxic Agents Immune Modulating Agents Case Discussion	Section 8: Ch. 33 Ch. 34 Ch. 35 Ch. 36-37	<i>Case 2 - Assigned</i>
6/3	3	Physiology of Autonomic Nervous & Cardiovascular System including Receptor types	Case 2 Discussion Autonomic Pharmacology <ul style="list-style-type: none"> Drugs acting on ANS Cardiovascular & Pulmonary Pharmacology <ul style="list-style-type: none"> Antihypertensive Agents Drugs for Atherosclerosis Drugs for CHF Drugs for Arrhythmias Case Discussion	Section 5: Ch. 18 - 20 Ch. 21-22	<i>Case 3 - Assigned</i>
6/10	4	Physiology of the Pulmonary System	Case 3- Discussion Pulmonary Pharmacology <ul style="list-style-type: none"> Respiratory Drugs Gastrointestinal Drugs <ul style="list-style-type: none"> Acid Blockers, PPI & Neutralizers 	Section 6: Ch. 26 - 27	<i>Case 4 - Assigned</i>



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			<ul style="list-style-type: none"> ▪ Antidiarrheals ▪ Laxatives ▪ Emetics & Anti-emetics ▪ Others 		
			Case Discussion		
6/17	5		Exam I	Cumulative upto date	
6/24	6	Endocrine Physiology including Different Hormones & their pathophysiology	Case 4 – Discussion Endocrine Pharmacology <ul style="list-style-type: none"> ▪ Drugs for Osteoporosis ▪ Pancreatic Hormones – Drugs for DM ▪ Adrenocorticoids ▪ Male & Female Hormones ▪ Thyroid & Parathyroid Drugs 	Section 7: Ch. 28 - 32	Case 5 - Assigned
			Case Discussion		
7/1	7		Case 5 – Discussion Neurologic Pharmacology <ul style="list-style-type: none"> ▪ Anesthetics – General / Local ▪ Drugs for Epilepsy and ADD/ADHD ▪ Drugs for Degenerative Neurologic Disorders Sedative-Hypnotics <ul style="list-style-type: none"> ▪ Drugs for Depression and Anxiety ▪ Drugs for Bipolar disorders Antipsychotic Drugs <ul style="list-style-type: none"> ▪ Schizophrenia 	Section 3: Ch. 11-12	
			Case Discussion		
7/8	8		Special Topics in Pharmacology <ul style="list-style-type: none"> ▪ Vitamins and Minerals ▪ Complementary/Alternative Medicine ▪ Drugs of abuse 	Section 8: Ch. 38 Appendix C (abused drugs)	
7/15	9		Make-Up / Catch-up Day... / Extra-tutoring session		
7/22	10		Final Exams	Cumulative	

Request for Graduate Course Change

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHP

Dept/Division: Physical Therapy

Current Alpha Designator/Number: PT 751

Contact Person: Penny Kroll, PT, PhD

Phone: 304-606-5614

CURRENT COURSE DATA:

Course Title: Professional Practice I

Alpha Designator/Number:

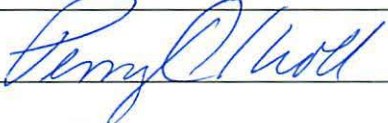


P	T	7	5	1					
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Title Abbreviation:

P	r	o	f		P	r	a	c	t	i	c	e	I						
---	---	---	---	--	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--

1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u></u>	Date <u>3/23/15</u>
Registrar <u></u>	Date <u>3/23/15</u>
College Curriculum Chair <u></u>	Date <u>4/13/15</u>
Graduate Council Chair _____	Date _____

Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☒ YES ☐ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

To

Change in COURSE CONTENT: ☐ YES ☒ NO (May attach separate page if needed)

From

To

Rationale

Request for Graduate Course Change-Page 4

College: COHP _____

Department: Physical Therapy _____

Course Number/Title PT 751 Professional Practice I _____

1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. required to secure these items. (NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

COURSE DESCRIPTION CHANGE

Department:
Course Number and Title:
Rationale:
Course Description (old)
Course Description: (new)
Catalog Description:

COURSE NUMBER CHANGE

Department:
Current Course Number/Title:
New Course Number:
Rationale:
Catalog Description:
Credit hours:

COURSE TITLE CHANGE

Department:
Current Course Number/Title:
New Course Title:
Rationale:
Catalog Description:

COURSE DESCRIPTION CHANGE

Department: School of Physical Therapy

Current Course Number and Title: PT 751 Professional Practice I

New Course Number/Title: PT 751 Legal & Ethical Issues in PT

Rational:

With the deletion of two Professional Practice courses in the past, using numbers in the name of the courses has lead to confusion. The change of the name of this and subsequent courses in the series clears up this confusion

Catalog Description: Development of cultural competence, analysis and practice of communications skills including patient-therapist interaction, documentation, professionalism, group dynamics and leadership; introduce students to legislative process, liability, and legal and ethical issues, including considerations of task delegation and supervision of patients/clients, physical therapist assistants, staff, and students.

Course Number	(old) PT 751
Title	Professional Practice I
Semester/Year	Fall 2014
Days/Time	Tuesdays 10-12 (unless otherwise indicated) (Contact Hrs: Lecture 28)
Location	SOPT SMEC Room 113
Instructor	Dr. Rania Karim, PT, DPT, GCS
Office	SOPT Room 146
Phone	304-696-5604
E-Mail	Karimr@marshall.edu
Office/Hours	Tuesdays/Thursdays 11-12
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description: From Catalog

Credit Hours: 2

This course introduces students to the development of cultural competence, analysis and practice of communications skills including documentation, professionalism, group dynamics and leadership; introduce students to legislative process, liability, and legal and ethical issues, including considerations of task delegation and supervision of patients/clients, physical therapist assistants, staff, and students.

The student must have successfully completed all prior curricular course work.

Course Student Learning Outcomes and Assessment Measures: The table below shows the following relationships: How each student learning outcomes will be practiced and assessed in the course.

Course Student Learning Outcomes. Students will:	How Practiced in this Course	How Assessed in this Course
1. Discuss and apply group psychology theories and features of effective teamwork to the field of physical therapy education and practice.	Lecture Small group discussions Experiential lab	Exam questions Assignment
2. Discuss the role of peer evaluation in physical therapy educational programs and differing practice settings as well as the benefits and drawbacks of multiple aspects of developing peer evaluation systems.	Lecture Small group discussions Experiential lab	Exam questions Assignment
3. Demonstrate the ability to consistently interact with patients, family members, and colleagues with sensitivity and tolerance to differences such as race/ethnicity, religion, gender, age, sexual orientation and disability.	Lecture Small group discussions Experiential lab	Class participation Exam question

4. Seek information, education and experiences aimed at broadening his/her ability to embrace and value differences.	Lecture Small group discussions	Class Participation
5. Recognize his/her own prejudices including the basis of those prejudices; and, describe the impact of prejudice on decision making.	Lecture Small group discussions	Class Participation
6. Select and implement a method for the purpose of constructing professional documents (written evaluation and progress notes, letters, exercise programs, etc.) that are organized in a logical format using non-judgmental, person-first language.	Lecture Small group discussions Experiential lab	Class Participation Exam Questions Assignment
7. Produce oral and written communications that use proper syntax and grammatical rules, and professional documentation that utilizes acceptable terminology and broadly recognized abbreviations.	Lecture Small group discussions Experiential lab	Assignment Exam Question
8. List and describe the different ethical theories as well as apply the different theories to clinical decision making processes.	Lecture Small group discussions Experiential lab activity	Exam questions
9. Describe and apply ethical decision making processes and explain the role of Professional Core Documents of the Physical Therapy Profession (APTA Code of Ethics and Guide to Professional Conduct) in these processes.	Lecture Small group discussions	Exam questions Assignment
10. Discuss the role of personal discernment in ethical, clinical decision-making and the roles that values, morals, and biases take in these processes.	Lecture Small group discussions	Exam questions
11. List and discuss in depth the principles of the APTA Code of Ethics and be able to apply them in a clinical case scenario.	Lecture Small group discussions Experiential lab	Exam questions Assignment
12. Recognize and maintain appropriate boundaries between professional and unprofessional interactions with patients, family members and colleagues.	Lecture Small group discussions Experiential lab	Exam questions
13. Demonstrate a general understanding of the legal system of America and identify the components of a legal action as well as discuss the difference among the legislative, executive and judicial branches of government as they apply to health care.	Lecture Small group discussions	Exam questions
14. Demonstrate an in depth understanding of the APTA Model Practice Act as well as the West Virginia State Physical Therapy Practice Act and all laws related to the administering and practice of physical therapy.	Lecture Small group discussions Experiential lab	Exam question Assignment

15. Identify the appropriate legislative body to make changes in various health care and physical therapy-related laws and regulations.	Lecture Small group discussions	Exam question
16. Discuss the legal requirements and regulations for delegating tasks of physical therapy practice and patient care to other professional personnel in physical therapy (ie. the Physical Therapist Assistant and technicians/aides).	Lecture Small group discussions Experiential lab	Exam question Assignment
17. Discuss all aspects that exist in the management of student physical therapists in the clinical setting from the aspect of educating, supervising and evaluating.	Lecture Small group discussions Experiential lab	Exam question Assignment
18. Identify the components that place the physical therapist at risk for a lawsuit or legal action as well as those that increase risk of fraud and abuse in various practice settings.	Lecture Small group discussions Experiential lab	Exam question
19. Define negligence and discuss the implications of negligence and how it correlates with malpractice.	Lecture Small group discussions	Exam question
20. Determine the factors to consider when purchasing professional liability insurance. as well as discuss a plan of action to resolve a potential breach of professional standards.	Lecture Small group discussions	Exam Question
21. Discuss the influence of medico-legal issues and regulations on client outcomes.	Lecture Small group discussions Experiential lab	Exam question

Required Texts, Additional Reading, and Other Materials

<ol style="list-style-type: none"> 1. Davis, C. M. (2011). <i>Patient/practitioner interaction: An experiential manual for developing the art of health care</i> (5th ed.). Thorofare, NJ: SLACK Inc. (ISBN 978-1-55642-994-1) 2. Pozgar GD. <i>Legal and Ethical Issues for Health Professionals</i>. 2013 (3rd ed.). Burlington, MA: Jones and Bartlett Learning. 3. American Physical Therapy Association (January, 2003). <i>Guide to physical therapist practice</i>. (2nd ed.). Alexandria, VA: APTA 4. American Physical Therapy Association: www.apta.org 5. Other handouts as provided.
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Recommended Text

<ol style="list-style-type: none"> 1. Kettenbach G. (2009). <i>Writing Patient/Client Notes, Ensuring Accuracy in Documentation, 4th Edition</i>. Philadelphia, PA: F.A. Davis Co. (ISBN 13: 978-0-8036-1878-7).
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Course Requirements / Due Dates: See Course Activities Assignment and Course Schedule Below for quiz/exam/assignment dates.

1. Individual Assignments
2. Group Assignments
3. Mid-term Comprehensive Examination
4. Final written Examination

Grading Policy

Individual Assignments (1 @ 10% each)	20%	Grading Scale:	
Group Projects (2 @ 10% each, 3 @ 5% each)	35%	90.0% - 100.0%	A
Mid-term Comprehensive Examination	2%	80.0% - 89.9%	B
Final Comprehensive Examination	25%	70.0% - 79.9%	C
Total	100%	Below 70.0%	F (non-passing)

Attendance Policy

[Please see the School of Physical Therapy Student Handbook for details].

Computer Requirements

Students must have access to internet for research of evidence, and Blackboard to access course documents, notes, and other materials and for examination.

Assignment 1: Due Thursday September 12th. Submit documentation based on a case provided in class (5%)

Group Project 1: Due TBD. Submit documentation based on the patient you saw in the clinic (5%)

Group Project 2: Due Tuesday September 24th. Work through an ethical scenario using the RIPS model. Submit your findings in the form of a formal paper. (10%)

Group Projects 3 and 4: Due Thursday November 14th. Assignment will be described in class. (10% and 5% respectively)

Group Projects 5 and 6: Due October 1st and November 26th. Assignment will be described in class (2.5% each)

Course Outline/Schedule: The following topics will be covered.

Week	Content	Required Prior to Class
1	Medical Record Documentation	K: 187-191 J of PT: Interviewing in PT
2	Documentation Documentation: Legal Aspects	K:187-191 APTA:
3	Professionalism and Ethics; Principles of Biomedical Ethics	P: Ch 1 (Intro-Ethical Relativism) Ch 1 (Principles of ethics –in search of economic justice –end of ch 1) D: Ch. 4
4	Identifying and Resolving Moral Dilemmas Case Discussion	APTA: Swisher LL, Arslanian LE, Davis CM. The realm-individual process-situation (RIPS) model of ethical decision-making Assignment 1 Due
5	Communicating with Cultural Sensitivity Professional Portfolio	D: Ch. 10
6	Communicating with Cultural Sensitivity	
7	Mid-Term Exams	
8	Fall Break	
9	Spirituality in Patient Care Health Behavior and Effective Patient Education Communicating with Persons who Have Disabilities	D: Ch 12 D: Chs. 13 and 14
10	Communicating with Persons who Have Disabilities ADA Guidelines Sexuality and Disability: Effective Communication	D: Ch. 15 Patient Care Skills: Ch.10
	Patient Rights and Responsibilities	Research, experimentation, and clinical trials- Nursing facilities) P: pp 441- 462 (Ch 14)
12	Supervision and Delegation of Task	APTA: 1) Guide pg 42, 2) levels of supervision, 3) student PT provision of service, 4) provision of PT interventions and related tasks, 5) direction and supervision of the PTA, 6) supervision of the student PTA 7) Implementing MDS 3.0: Use of therapy

		students, 8) use of students under Medicare Part B, 9) supervision under Medicare chart, 10) use of PTA under Medicare, 11) use of PT aides under Medicare 12) WV Board of PT law 16-1-8 'supervision of PT
	Patient Abuse/ Health Care Disparity Development of Law	P: pp 423-438 (Ch 13) P: pp 179-190 (Ch 5)
13	Introduction to Law/Risk Management Supervision and Delegation of Task	P: pp 193-231 (Ch 6)
14	Organizational Ethics and the Law: Conflicts of Interest	P: pp 267-272 (Ch 8 Accreditation of hospitals and conflicts of interest-Truthfulness in advertising), 288-306 (Ch 8 Avoiding conflict of interest-end of chapter)
15	Promoting ethics/making a claim	
16	Exam Week	

(new)

Course Number	PT 751
Title	Legal and Ethical Issues in Physical Therapy
Semester/Year	Fall 2014
Days/Time	Tuesdays 10-12 (unless otherwise indicated) (Contact Hrs: Lecture 28)
Location	SOPT SMEC Room 113
Instructor	Dr. Rania Karim, PT, DPT, GCS
Office	SOPT Room 146
Phone	304-696-5604
E-Mail	Karimr@marshall.edu
Office/Hours	Tuesdays/Thursdays 11-12
University Policies	<p>By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802</p> <p>Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment</p>

Course Description: From Catalog

Credit Hours: 2

This course introduces students to the development of cultural competence, analysis and practice of communications skills including documentation, professionalism, group dynamics and leadership; introduce students to legislative process, liability, and legal and ethical issues, including considerations of task delegation and supervision of patients/clients, physical therapist assistants, staff, and students.

The student must have successfully completed all prior curricular course work.

Course Student Learning Outcomes and Assessment Measures: The table below shows the following relationships: How each student learning outcomes will be practiced and assessed in the course.

Course Student Learning Outcomes. Students will:	How Practiced in this Course	How Assessed in this Course
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2. Discuss the role of peer evaluation in physical therapy educational programs and differing practice settings as well as the benefits and drawbacks of multiple aspects of developing peer evaluation systems.	Lecture Small group discussions Experiential lab	Exam questions Assignment
3. Demonstrate the ability to consistently interact with patients, family members, and colleagues with sensitivity and tolerance to differences such as race/ethnicity, religion, gender, age, sexual orientation and disability.	Lecture Small group discussions Experiential lab	Class participation Exam question

4. Seek information, education and experiences aimed at broadening his/her ability to embrace and value differences.	Lecture Small group discussions	Class Participation
5. Recognize his/her own prejudices including the basis of those prejudices; and, describe the impact of prejudice on decision making.	Lecture Small group discussions	Class Participation
6. Select and implement a method for the purpose of constructing professional documents (written evaluation and progress notes, letters, exercise programs, etc.) that are organized in a logical format using non-judgmental, person-first language.	Lecture Small group discussions Experiential lab	Class Participation Exam Questions Assignment
7. Produce oral and written communications that use proper syntax and grammatical rules, and professional documentation that utilizes acceptable terminology and broadly recognized abbreviations.	Lecture Small group discussions Experiential lab	Assignment Exam Question
8. List and describe the different ethical theories as well as apply the different theories to clinical decision making processes.	Lecture Small group discussions Experiential lab activity	Exam questions
9. Describe and apply ethical decision making processes and explain the role of Professional Core Documents of the Physical Therapy Profession (APTA Code of Ethics and Guide to Professional Conduct) in these processes.	Lecture Small group discussions	Exam questions Assignment
10. Discuss the role of personal discernment in ethical, clinical decision-making and the roles that values, morals, and biases take in these processes.	Lecture Small group discussions	Exam questions
11. List and discuss in depth the principles of the APTA Code of Ethics and be able to apply them in a clinical case scenario.	Lecture Small group discussions Experiential lab	Exam questions Assignment
12. Recognize and maintain appropriate boundaries between professional and unprofessional interactions with patients, family members and colleagues.	Lecture Small group discussions Experiential lab	Exam questions
13. Demonstrate a general understanding of the legal system of America and identify the components of a legal action as well as discuss the difference among the legislative, executive and judicial branches of government as they apply to health care.	Lecture Small group discussions	Exam questions
14. Demonstrate an in depth understanding of the APTA Model Practice Act as well as the West Virginia State Physical Therapy Practice Act and all laws related to the administering and practice of physical therapy.	Lecture Small group discussions Experiential lab	Exam question Assignment

15. Identify the appropriate legislative body to make changes in various health care and physical therapy-related laws and regulations.	Lecture Small group discussions	Exam question
16. Discuss the legal requirements and regulations for delegating tasks of physical therapy practice and patient care to other professional personnel in physical therapy (ie. the Physical Therapist Assistant and technicians/aides).	Lecture Small group discussions Experiential lab	Exam question Assignment
17. Discuss all aspects that exist in the management of student physical therapists in the clinical setting from the aspect of educating, supervising and evaluating.	Lecture Small group discussions Experiential lab	Exam question Assignment
18. Identify the components that place the physical therapist at risk for a lawsuit or legal action as well as those that increase risk of fraud and abuse in various practice settings.	Lecture Small group discussions Experiential lab	Exam question
19. Define negligence and discuss the implications of negligence and how it correlates with malpractice.	Lecture Small group discussions	Exam question
20. Determine the factors to consider when purchasing professional liability insurance. as well as discuss a plan of action to resolve a potential breach of professional standards.	Lecture Small group discussions	Exam Question
21. Discuss the influence of medico-legal issues and regulations on client outcomes.	Lecture Small group discussions Experiential lab	Exam question

Required Texts, Additional Reading, and Other Materials

<ol style="list-style-type: none"> 1. Davis, C. M. (2011). <i>Patient/practitioner interaction: An experiential manual for developing the art of health care</i> (5th ed.). Thorofare, NJ: SLACK Inc. (ISBN 978-1-55642-994-1) 2. Pozgar GD. <i>Legal and Ethical Issues for Health Professionals</i>. 2013 (3rd ed.). Burlington, MA: Jones and Bartlett Learning. 3. American Physical Therapy Association (January, 2003). <i>Guide to physical therapist practice</i>. (2nd ed.). Alexandria, VA: APTA 4. American Physical Therapy Association: www.apta.org 5. Other handouts as provided.
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Recommended Text

<ol style="list-style-type: none"> 1. Kettenbach G. (2009). <i>Writing Patient/Client Notes, Ensuring Accuracy in Documentation, 4th Edition</i>. Philadelphia, PA: F.A. Davis Co. (ISBN 13: 978-0-8036-1878-7).
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Course Requirements / Due Dates: See Course Activities Assignment and Course Schedule Below for quiz/exam/assignment dates.

1. Individual Assignments
2. Group Assignments
3. Mid-term Comprehensive Examination
4. Final written Examination

Grading Policy

Individual Assignments (1 @ 10% each)	20%	Grading Scale:	
Group Projects (2 @ 10% each, 3 @ 5% each)	35%	90.0% - 100.0%	A
Mid-term Comprehensive Examination	2%	80.0% - 89.9%	B
Final Comprehensive Examination	25%	70.0% - 79.9%	C
Total	100%	Below 70.0%	F (non-passing)

Attendance Policy

[Please see the School of Physical Therapy Student Handbook for details].

Computer Requirements

Students must have access to internet for research of evidence, and Blackboard to access course documents, notes, and other materials and for examination.

Assignment 1: Due Thursday September 12th. Submit documentation based on a case provided in class (5%)

Group Project 1: Due TBD. Submit documentation based on the patient you saw in the clinic (5%)

Group Project 2: Due Tuesday September 24th. Work through an ethical scenario using the RIPS model. Submit your findings in the form of a formal paper. (10%)

Group Projects 3 and 4: Due Thursday November 14th. Assignment will be described in class. (10% and 5% respectively)

Group Projects 5 and 6: Due October 1st and November 26th. Assignment will be described in class (2.5% each)

Course Outline/Schedule: The following topics will be covered.

Week	Content	Required Prior to Class
1	Medical Record Documentation	K: 187-191 J of PT: Interviewing in PT
2	Documentation Documentation: Legal Aspects	K:187-191 APTA:
3	Professionalism and Ethics; Principles of Biomedical Ethics	P: Ch 1 (Intro-Ethical Relativism) Ch 1 (Principles of ethics –in search of economic justice –end of ch 1) D: Ch. 4
4	Identifying and Resolving Moral Dilemmas Case Discussion	APTA: Swisher LL, Arslanian LE, Davis CM. The realm-individual process-situation (RIPS) model of ethical decision-making Assignment 1 Due
5	Communicating with Cultural Sensitivity Professional Portfolio	D: Ch. 10
6	Communicating with Cultural Sensitivity	
7	Mid-Term Exams	
8	Fall Break	
9	Spirituality in Patient Care Health Behavior and Effective Patient Education Communicating with Persons who Have Disabilities	D: Ch 12 D: Chs. 13 and 14
10	Communicating with Persons who Have Disabilities ADA Guidelines Sexuality and Disability: Effective Communication	D: Ch. 15 Patient Care Skills: Ch.10
	Patient Rights and Responsibilities	Research, experimentation, and clinical trials- Nursing facilities) P: pp 441- 462 (Ch 14)
12	Supervision and Delegation of Task	APTA: 1) Guide pg 42, 2) levels of supervision, 3) student PT provision of service, 4) provision of PT interventions and related tasks, 5) direction and supervision of the PTA, 6) supervision of the student PTA 7) Implementing MDS 3.0: Use of therapy

		students, 8) use of students under Medicare Part B, 9) supervision under Medicare chart, 10) use of PTA under Medicare, 11) use of PT aides under Medicare 12) WV Board of PT law 16-1-8 'supervision of PT
	Patient Abuse/ Health Care Disparity Development of Law	P: pp 423-438 (Ch 13) P: pp 179-190 (Ch 5)
13	Introduction to Law/Risk Management Supervision and Delegation of Task	P: pp 193-231 (Ch 6)
14	Organizational Ethics and the Law: Conflicts of Interest	P: pp 267-272 (Ch 8 Accreditation of hospitals and conflicts of interest-Truthfulness in advertising), 288-306 (Ch 8 Avoiding conflict of interest-end of chapter)
15	Promoting ethics/making a claim	
16	Exam Week	

Request for Graduate Course Deletion

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy (without signatures), to the Graduate Council Chair. If attachments included, merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and signed hard copy.**
4. Additionally, attach a copy of your written notification and any response(s) regarding this course deletion to other Departments/Divisions which advise students to enroll in this course as a prerequisite, co-requisite, or as an approved elective.

College Dept/Div.

Contact Person Phone

Current Course Number and Title

Rationale for Course Deletion

Final term and year this course is to be offered: Fall 20 Spring 20 Summer 20

Course being ADDED in place of this DELETION. NOTE: A course ADDITION request form is also required.

Course Number and Title Credit Hrs.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u><i>Perry A. Hull</i></u>	Date <u><i>3/23/15</i></u>
Registrar <u><i>Roberta Ferguson</i></u>	Date <u><i>3/23/15</i></u>
College Curriculum Chair <u><i>Carmona Cravens</i></u>	Date <u><i>4/13/15</i></u>
Graduate Council Chair <u><i>J Christofero</i></u>	Date <u><i>5-20-15</i></u>

Request for Graduate Course Deletion-Page 2

Please insert in the text box below your course deletion summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Rationale for deletion:

Final Term Offered:

Courses added (*if any*):

Department:

School of Physical Therapy

Course Number and Title:

PT 753 Professional Practice II

Rationale for deletion:

The course objectives can be moved into other courses. Therefore, this course is no longer needed. Course objectives are being proposed to be included into the PT 732 Therapeutic Intervention Course.

This proposal includes splitting this 2 hour course into one new course of 1 credit hour called PT 789 Musculoskeletal III and the other credit hour will be added to PT 747 Pharmacology because this course does not have sufficient credit hours.

Final Term Offered:

Summer 2015

Courses added (*if any*):

PT 789 Musculoskeletal III

old

Course Title/Number	PT 753 Professional Practice II
Semester/Year	Summer 2014
Days/Time	Wednesdays 8-10am
Location	SOPT SMEC Room 113
Instructor	Dr. Rania Karim, PT, DPT, GCS, CEEAA
Office	SOPT Room 146
Phone	304-696-5604
E-Mail	karimr@marshall.edu
Office/Hours	Tuesdays, 9:30-11:30 or by appointment
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description: From Catalog

Credit Hours: 2

This 2 credit course introduces students to teaching and learning principles, practitioner and clinical instructor roles, clinical education program, facility, faculty, and student responsibilities, clinical and program evaluative instruments, patient advocacy and preparation for community service learning opportunities. The student must have successfully completed all prior curricular course work.

Course Student Learning Outcomes and Assessment Measures: The table below shows the following relationships: How each student learning outcomes will be practiced and assessed in the course.

Course Student Learning Outcomes. Students will:	How Practiced in this Course	How Assessed in this Course
1.		
2.		
3. Discuss the roles of learning styles, adherence variables and predictors, communication styles, and health literacy and beliefs in planning successful learning experiences in patient and health education.(CC-5.41,5.50,5.51,5.52)	Lecture Small group discussions	Exam questions Assignment
4. Compare and contrast adult learning with that of a child as well as basic principles of educating diverse populations.(CC-5.17, 5.18, 5.26,5.41)	Lecture Small group discussions Experiential lab	Exam questions Assignment

5. Devise and implement an effective, patient-centered education plan of care with the outcome of increasing patient adherence and empowerment.(CC-5.9,5.26,5.34,5.35,5.41)	Lecture Small group discussions Experiential lab	Exam questions
6. Apply the concepts of program evaluation to the development, implementation, and evaluation of quality improvement measurements and patient outcomes assessments. (CC-5.12,5.13,5.45,5.46,5.47,5.48)	Lecture Small group discussions	Exam questions
7. Actively participate in the preparation of the clinical education experience.(C 5.12- 5.14, C 5.1-5.5) a. Obtain and update appropriate clinical education requirements (CPR, health records, professional liability). b. Discuss OSHA guidelines infection control and blood borne pathogens. c. Discuss potential health risks during a clinical affiliation.	Lecture Small group discussions Experiential lab	Exam question Assignment
8. Demonstrate the ability to self-assess his/her own progress accurately in the clinical setting. (C 5.10)	Lecture Small group discussions Experiential lab	Exam question Assignment
9. Demonstrate an understanding of the clinical education process by: a. Discussing the roles and responsibilities of the program, the clinical facility, and the student in clinical education. C 5.1-5.3	Lecture Small group discussions Experiential lab	Exam question

Required Texts, Additional Reading, and Other Materials

<ol style="list-style-type: none"> 1. Plack M and Driscoll M. <i>Teaching and Learning in Physical Therapy from Classroom to Clinic</i>. 2011. Thorofare, NJ. SLACK Incorporated 2. American Physical Therapy Association: www.apta.org 3. Hoppes S, Bender D, DeGrace B. Service learning is a perfect fit for occupational and physical therapy education. <i>J Allied Health</i>.2005;34;47-50. 4. Other handouts as provided.

Course Requirements / Due Dates: See Course Activities Assignment and Course Schedule Below for quiz/exam/assignment dates.

<ol style="list-style-type: none"> 1. <u>Individual Reflection Paper on Project</u> 2. <u>Project Report</u> 3. <u>Group Presentation</u> 4. <u>Peer Review of Final Presentation</u>

Quiz	15%	Grading Scale:	
Individual Reflection Paper	10%	89.5% - 100.0%	A
Project Report	25%	79.5% - 89.49%	B
Group Presentation	20%	69.5% - 79.49%	C
Peer Review of Final Presentation	5%	Below 69.5%	F (non- passing)
Final Comprehensive Examination	25%		
	100% Total		

Midterm Meeting: Week of June 9th

Your group is responsible for scheduling a meeting with the professor to discuss the progress of your respective project. Your group must provide specific detail as to the steps taken and the steps that need to be taken in order to complete the project.

Assignment 1: Due Wednesday July 9th

Individually, write a reflection on your service learning experience(s). Describe 1) how your experience in the community translates to your clinical practice AND 2) What concepts taught in Professional Practice I-III do you feel were reinforced? The grade will not be on the precise content of the reflections, but rather the depth of reflection and demonstration of understanding of the material and topics covered.

Paper should be double-spaced, have one-inch margins and **not exceed one page** in length.

Service Learning Group Project: You will be divided into groups of 5 students and allowed to choose from a predetermined list of community organizations/agencies. Your group is then responsible for conducting a needs assessment for that particular organization/agency. Using the information gathered from the needs assessment your group will design a project within the scope of physical therapy that will benefit the particular organization/agency. The project you design will be implemented during PT- Professional Practice V, Service Learning Practicum.

Assignments 2 and 3: Due Wednesday, July 16th

Formal Project Report - Each group will write a paper on the development of their proposed project.

The criteria for the paper are listed below (Derived from Sharma A, Lanum m, And Suarez-Balcazar Y. A community needs assessment. Center for Urban Research and Learning and the Department of Psychology Loyola University. September 2000. Chicago, IL. Available at http://www.luc.edu/curl/pdfs/A_Community_Needs_Assessment_Guide_.pdf)

- **Executive Summary:** This is a short version of the overall report that includes the purpose of the needs assessment, a very brief description of what each phase involved, the results, and the conclusion (1 page)
- **Brief Agency History** (1 page)
- **Chronology of Events:** From the beginning meetings to the development of the final report (1 page)

- **Description of Study:** Details of the purpose and steps involved (2 pages)
 - **Participant Profile:** Including graphs and tables describing the sample that you surveyed (e.g. gender, ethnicity, level of education, age, number of years living in the community)
 - **Assessment measures:** Description and rational of measures used. Include samples of data collection tools/methods as appendices
- **Summary of Results:** Including graphs and tables as appropriate (1 page)
- **Recommendations:** Including a description of project proposed for PT-755 Professional Practice V. Proposed project needs to incorporate principles of teaching and learning (2 pages)

Group Presentation- Your group will be given 20 minutes (15 min presentation + 5 min Q&A) to present your service learning project to your classmates and other audience present.

Peer Review of Final Presentation: Due Monday, July 21st

You will be individually assigned a group other than your own to critique their presentation. You will be graded on the quality and quantity of feedback that you offer the group.

* Late assignments will receive a 5 point deduction per day

Academic Dishonesty Policy

All students should be familiar with the university's policy concerning academic dishonesty. This policy can be found on pp. 66 – 68 of the undergraduate catalog http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf, or on pp. 61 – 64 in the spring 2010 online graduate catalog http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf. (Faculty are encouraged to add any additional information specific to their expectations and/or rules regarding academic dishonesty in their class).

Policy for Students with Disabilities

Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability. Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit

<http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 117, phone 304-696-2271.

University Computing Services' Acceptable Use Policy

All students are responsible for knowing this policy, which can be found on the web at <http://www.marshall.edu/ucs/CS/accptuse.asp>.

Affirmative Action Policy

This course will follow Marshall University's policy on Affirmative Action, which can be found on p. 63 of the 2010 – 2011 undergraduate catalog http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf, or on p. 16 of the spring 2010 graduate catalog http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf. Specifically, all students will be afforded equal opportunity without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation.

Inclement Weather Policy

Students can find information concerning Marshall's policy regarding inclement weather on pp. 64 – 65 of the 2010 – 2011 undergraduate online catalog http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf, or on pp. 21 – 23 of the spring 2010 graduate catalog http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf.

(Note: A link has been added to the Assessment website which has the University Computing Services Acceptable Use Policy, the Affirmative Action Policy and the Inclement Weather Policy. Faculty are welcome to reference the following link http://www.marshall.edu/assessment/Syllabus%20Information/University_Policies.doc.)

Course Outline/Schedule: The following topics will be covered.

	Content	Required Prior to Class
5/21	Chapter 1: Individual factors that influence us as teachers and learners	Plack: Chapter 1 and
5/28	Introduction to Clinical Education (Dr. Gravano)	
6/4	Chapter 2: Keys to Self-Awareness, Problem Solving, and Continuous Improvement in Practice Chapter 4: Effective instruction	Plack: Chapter 2 and 4 Schedule group meeting with instructor for week of 6/09
6/11	Chapter 5: Adapting instruction for varied audiences and formats	Plack: Chapter 5
6/18	Quiz 1: Chapters 1-2 and 4-5 Chapter 7: Communities of practice: learning and professional identity development in the clinical setting	Plack: Chapter 7
6/25	Chapter 8: The learning triad: strategies for optimizing supports and minimizing barriers to facilitate learning in the clinical setting Chapter 9: Patient Education: facilitating behavior change	Plack: Chapters 8-9
7/2	Chapter 10: Harnessing technology: tools to enhance learning in the clinic and the classroom	Plack: Chapter 10 Assignment 1: Individual Reflection on Group Project Due by noon

7/9	Final Exam	
7/16 1-2pm	Final Presentations	Assignment 2 and 3: Formal Project Report and Group Presentation Assignment 4: Peer Review of Final Presentation Due Monday July 21 st
7/18 Friday 10-12	Final Presentations	Assignment 4: Peer Review of Final Presentation Due Monday July 21 st
7/23	No Class	No Class

Request for Graduate Course Change

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHP

Dept/Division: Physical Therapy

Current Alpha Designator/Number: PT 754

Contact Person: Penny Kroll, PT, PhD

Phone: 304-606-5614

CURRENT COURSE DATA:

Course Title: Evidence Based Practice III

Alpha Designator/Number: P T 7 5 4

Title Abbreviation: P r o f P r a c t i c e I I I

1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>Penny Kroll</u>	Date <u>3/23/15</u>
Registrar <u>Roberta Inguso</u>	Date <u>3/3/15</u>
College Curriculum Chair <u>Summer Gravano</u>	Date <u>4/3/15</u>
Graduate Council Chair <u>Tracy Christofero</u>	Date <u>5-20-15</u>

Request for Graduate Course Change - Page 2

College: COHP

Department/Division: School of Physical Therapy

Alpha Designator/Number: PT 754

Provide complete information regarding the course change for each topic listed below.

Change in CATALOG TITLE: ☒ YES ☐ NO

From Professional Practice I I I (limited to 30 characters and spaces)

To Health Care Delivery Systems

If Yes, Rationale With the deletion of two Professional Practice course in the past, using numbers in the names of the courses has lead to confusion. The change of the name of this and subsequent courses in this series clears up that confusion.

Change in COURSE ALPHA DESIGNATOR:

From: To: ☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From: To:

If Yes, Rationale

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale NOT APPLICABLE

Change in CATALOG DESCRIPTION: ☐ YES ☒ NO IF YES, fill in below:

From

To

If Yes
Rationale

Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☒ YES ☐ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From 2

To 1

Change in COURSE CONTENT: ☐ YES ☒ NO (May attach separate page if needed)

From

To

Rationale This course is over-credited for the content being taught and the hours allowed.

Request for Graduate Course Change-Page 4

College: COHP _____

Department: Physical Therapy _____

Course Number/Title PT 754 Professional Practice III _____

1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. required to secure these items. (NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

COURSE DESCRIPTION CHANGE

Department: School of Physical Therapy

Current Course Number/Title: PT 754 Professional Practice IV

New Course Title: PT 754 Health Care Delivery Systems

Rational:

With the deletion of two Professional Practice course in the past, using numbers in the names of the courses has lead to confusion. The change of the name of this and subsequent courses in this series clears up that confusion. Additionally, the course is felt to be over-credited for the amount of content/contact hours therefore is being decreased from 2 to 1 credit hour.

Course Description:

Micro and macro principles of healthcare delivery systems, sites, and organizations and pro bono services. Legalities of appropriate documentation for third party payers and federal insurance programs are addressed.

(OLD)

Course Title/Number	PT 754 Professional Practice III
Semester/Year	Fall 2014
Days/Time	Tuesdays and Thursdays 1-3 (unless otherwise indicated)
Location	SOPT SMEC Room 113
Instructor	Dr. Rania Karim, PT, DPT, GCS
Office	SOPT Room 146
Phone	304-696-5604
E-Mail	Karimr@marshall.edu
Office/Hours	Monday/Wednesday 1-3
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description: From Catalog

Credit Hours: 2

This 2 credit course introduces students to the micro and macro principles of healthcare delivery systems, sites, and organizations and pro bono services. Legalities of appropriate documentation for third party payers and federal insurance programs are addressed. The student must have successfully completed all prior curricular course work.

Course Student Learning Outcomes and Assessment Measures: The table below shows the following relationships: How each student learning outcomes will be practiced and assessed in the course.

Course Student Learning Outcomes. Students will:	How Practiced in this Course	How Assessed in this Course
Demonstrate a general understanding of the basic principles of macroallocation of healthcare services and discuss their application in multiple global healthcare delivery systems. (CC 5.1, 5.53-56, 5.61)	Lecture Small group discussions Experiential lab	Exam questions Assignment
Discuss the impact and ramifications of major laws and organizations that have shaped the macroallocation of healthcare services in the United States and be able to discuss the debate over healthcare delivery in today's society.(CC-5.61)	Lecture Small group discussions Experiential lab	Exam questions Assignment
Discuss different health insurance structures both federal and private (CC-5.58, 5.61).	Lecture Small group discussions Experiential lab	Exam questions Assignment

Discuss the influence of billing, medico-legal issues and regulations on client outcomes. (CC-5.58, 5.61).	Lecture Small group discussions Experiential lab	Exam questions Assignment
Discuss the differences in billing based upon client insurance type and structure. (CC-5.58, 5.61).	Lecture Small group discussions Experiential lab	Exam question Assignment
Discuss billing guidelines (CPT codes, ICD-9 codes, etc) for all payer types. (CC-5.58, 5.61).	Lecture Small group discussions	Exam question
Discuss fraud and abuse in relation to billing. (CC-5.1, 5.3, 5.10, 5.58, 5.61).	Lecture Small group discussions Experiential lab	Exam question
Identify behaviors that place the physical therapist at risk for fraud in the Medicare program.(CC-5.43)	Lecture Small group discussions	Exam question
Discuss ethical and legal obligations of practice and referral relationships. (CC-5.1, 5.3, 5.10, 5.58, 5.60, 5.61).	Lecture Small group discussions Experiential lab	Exam questions
Discuss the differences of health care focus secondary to various governing bodies.(CC-5.66)	Lecture Small group discussions Experiential lab	Exam questions
Identify the appropriate legislative body to make changes in various health care and physical therapy-related laws and regulations.(CC-5.63, 5.64, 5.65, 5.66)	Lecture Small group discussions	Exam questions
Discuss the implications of professional-social behavior on client/community responses to the physical therapist.(CC-5.5, 5.60, 5.62)	Lecture Small group discussions	Exam questions
Differentiate between all post-acute care settings, including payment methodologies, eligibility, and social considerations (CC 5.43, 5.56-5.61)	Lecture Small group discussions	Exam questions
Discuss a plan of action to resolve a potential breach of professional standards both through internal and external (whistle-blowing) means.(CC-5.13, 5.14, 5.61, 5.63)	Lecture Small group discussions Experiential lab	Exam questions

Demonstrate an understanding of the physical therapist's responsibilities regarding pro-bono services.(CC-5.7)	Lecture Small group discussions Experiential lab	Exam question
Discuss the legal ethical components of performing pro-bono physical therapy services.(CC-5.7)	Lecture Small group discussions Experiential lab activity	Exam questions
Discuss the legal and ethical components of supervising supportive personnel in physical therapy practice and the principles of inherent accountability in these relationships.(CC-5.40, 5.57)	Lecture Small group discussions	Exam questions Assignment
Given a case study, formulate an appropriate placement plan for sub-acute care incorporating Medicare guidelines and statutes, local coverage determinations, etc.(CC 5.56-5.61)	Small group discussion	Assignment
14. Differentiate between all post-acute care settings, including payment methodologies, eligibility, and social considerations (CC 5.43, 5.56-5.61)	Small group discussion	Assignment Exam question

Required Texts, Additional Reading, and Other Materials

1. Shi, L and Singh D. (2013). *Essentials of the U.S Health Care System* (3rd ed.). Burlington, MA: Jones and Bartlett Learning. (ISBN 978-2-4496-8374-0)
2. American Physical Therapy Association: www.apta.org
3. Other handouts as provided.

Recommended Text

1. Bodenheimer T and Grumbach K. (2005). *Understanding Health Policy A clinical Approach* (6th ed.). New York, NY: McGraw Hill. (ISBN 978-0-07-177052-1)
2. Askin E and Moore N. (2012). *The Health Care Handbook*. St. Louis, MO: Washington University in St. Louis. (ISBN 978-0-615-65093-7)

Course Requirements / Due Dates: See Course Activities Assignment and Course Schedule Below for quiz/exam/assignment dates.

1. Individual Assignments
2. Group Assignments
3. Quiz
4. Final written Examination

Grading Policy

Individual Assignments (4 @ 10%)	40%	Grading Scale:	
Group Project	15%	89.5% - 100.0%	A
Quiz	10%	79.5% - 89.4%	B
Final Comprehensive Examination	35%	69.5.0% - 79.4%	C
Total	100%	Below 69.4%	F (non-passing)

Attendance Policy

[Please see the School of Physical Therapy Student Handbook for details].

Computer Requirements

Students must have access to internet for research of evidence, and Blackboard to access course documents, notes, and other materials and for examination.

Assignment 1 and 2: Due Noon, Tuesday October 21th and Tuesday November 4th (May be turned in earlier) via Blackboard Email. Find a news/research article that relates to topics discussed in class. The article should be no more than 3 months old. 1. Describe the article 2. Explain how it relates to class/PT profession AND 3. Provide your opinion of the issue being discussed. The articles you choose must relate to different topics/issues. The grade will not be on the precise content of the reflections, but rather the depth of reflection and demonstration of understanding of the material and topics covered. Paper should be double-spaced, have one-inch margins and **not exceed one page** in length. (10% each)

Group Project 3: Due Thursday November 6th. In groups of 4, students will choose 1 of the following topics:

1. Therapy Cap 1,6
2. Medical Homes 2,7
3. Accountable Care Organizations 3.8
4. Medicare Bundle Payments 4,9
5. Direct Access 5

The group is responsible for thoroughly researching their topic and turning in a formal research paper that: describes the issue including but not limited to: the history, advantages/disadvantages, how the issue affects the profession of PT, the APTA's position, the groups opinion on the issue. The paper should be double-spaced, have one-inch margins and **not exceed 5 pages** in length. Findings will be presented to the class in the form of a 15 min presentation and 5 minute Q&A/class discussion. (15%)

Assignment 4: Due Noon Tuesday November 13th via BB email. Examine your own health insurance policy. Briefly summarize your benefits including monthly cost, deductibles, co-payments, and benefits for physical therapy services. Then reflect on your coverage, what did you learn? What surprised you? Will this impact how you treat patients? The grade will not be on the precise content of the reflections, but rather the depth of reflection and demonstration of understanding of the material and topics covered.

Paper should be double-spaced, have one-inch margins and **not exceed one page** in length. (10%)

Assignment 5: Due in class Thursday, November 20th. Watch one of the following videos:

1. Ted Talk- Rishi Manchanda: What makes us get sick? Look upstream.

http://www.ted.com/talks/rishi_manchanda_what_makes_us_get_sick_look_upstream


2. NBC News- Why going under observation will cost you

<http://www.nbcnews.com/watch/nightly-news/why-going-under-observation-can-cost-you-170444355554>

Write a 1-2 page reflection on the video of your choice. Include your opinion on the topic and how it relates to physical therapy/why is this important. (5%). Then in class we will hold a discussion on both videos with participation required (5%). Individuals who don't participate in the discussion will NOT receive the 5%. The grade will not be on the precise content of the reflections, but rather the depth of reflection and demonstration of understanding of the material and topics covered.

***Note:** Any late assignment will receive a 5 point deduction per day

Course Outline/Schedule: The following topics will be covered.

Week		Content	Required Prior to Class
1	10/14	Major Characteristics of US Health Care. Foundations of US Health Care	S: Chs 1 -2
	10/16	History of Health Insurance Health Care Providers and Professionals	S: Chs. 3-4
2	10/21	Technology and Its Effects Financing and Reimbursement Methods	S: Chs 5-6 Assignment 1 Due
	10/23	Financing and Reimbursement Methods	
3	10/28	Quiz 1 Birth to 3	
	10/30 1-2	Military PT- Dr. Dauber (1-2)	
4	11/4 1-2	Reimbursement SNF/Acute	Assignment 2 Due
	11/6	GROUP PROJECT	Assignment 3 Due
5	11/12 (1-3)	CPT CODES/G Codes Outpatient PT Workers Comp...Dr. Swisher	
	11/13	Reimbursement Home Care /LTC Reimbursement IRF	S: Chs 11 – 12 Assignment 4 Due
6	11/18	Populations with Special Needs Pro Bono Services Cost Access and Quality	S: Ch 13
	*11/19 10-12	Health Care Policy And Reform	
	11/20	Fraud and abuse Class Discussion: Assignment 5	S: Ch 10 Assignment 5 Due
7	11/25	Review (subject to change)	
	11/27	 Enjoy!	
8	12/2	Comprehensive Final Exam	

(New)

Course Title/Number	PT 754 Health Care Delivery Systems
Semester/Year	Fall 2014
Days/Time	Tuesdays and Thursdays 1-3 (unless otherwise indicated) (8 wks)
Location	SOPT SMEC Room 113
Instructor	Dr. Rania Karim, PT, DPT, GCS
Office	SOPT Room 146
Phone	304-696-5604
E-Mail	Karimr@marshall.edu
Office/Hours	Monday/Wednesday 1-3
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description: From Catalog

Credit Hours: 1

This 2 credit course introduces students to the micro and macro principles of healthcare delivery systems, sites, and organizations and pro bono services. Legalities of appropriate documentation for third party payers and federal insurance programs are addressed. The student must have successfully completed all prior curricular course work.

Course Student Learning Outcomes and Assessment Measures: The table below shows the following relationships: How each student learning outcomes will be practiced and assessed in the course.

Course Student Learning Outcomes. Students will:	How Practiced in this Course	How Assessed in this Course
Demonstrate a general understanding of the basic principles of macroallocation of healthcare services and discuss their application in multiple global healthcare delivery systems. (CC 5.1, 5.53-56, 5.61)	Lecture Small group discussions Experiential lab	Exam questions Assignment
Discuss the impact and ramifications of major laws and organizations that have shaped the macroallocation of healthcare services in the United States and be able to discuss the debate over healthcare delivery in today's society.(CC-5.61)	Lecture Small group discussions Experiential lab	Exam questions Assignment
Discuss different health insurance structures both federal and private (CC-5.58, 5.61).	Lecture Small group discussions Experiential lab	Exam questions Assignment

Discuss the influence of billing, medico-legal issues and regulations on client outcomes. (CC-5.58, 5.61).	Lecture Small group discussions Experiential lab	Exam questions Assignment
Discuss the differences in billing based upon client insurance type and structure. (CC-5.58, 5.61).	Lecture Small group discussions Experiential lab	Exam question Assignment
Discuss billing guidelines (CPT codes, ICD-9 codes, etc) for all payer types. (CC-5.58, 5.61).	Lecture Small group discussions	Exam question
Discuss fraud and abuse in relation to billing. (CC-5.1, 5.3, 5.10, 5.58, 5.61).	Lecture Small group discussions Experiential lab	Exam question
Identify behaviors that place the physical therapist at risk for fraud in the Medicare program.(CC-5.43)	Lecture Small group discussions	Exam question
Discuss ethical and legal obligations of practice and referral relationships. (CC-5.1, 5.3, 5.10, 5.58, 5.60, 5.61).	Lecture Small group discussions Experiential lab	Exam questions
Discuss the differences of health care focus secondary to various governing bodies.(CC-5.66)	Lecture Small group discussions Experiential lab	Exam questions
Identify the appropriate legislative body to make changes in various health care and physical therapy-related laws and regulations.(CC-5.63, 5.64, 5.65, 5.66)	Lecture Small group discussions	Exam questions
Discuss the implications of professional-social behavior on client/community responses to the physical therapist.(CC-5.5, 5.60, 5.62)	Lecture Small group discussions	Exam questions
Differentiate between all post-acute care settings, including payment methodologies, eligibility, and social considerations (CC 5.43, 5.56-5.61)	Lecture Small group discussions	Exam questions
Discuss a plan of action to resolve a potential breach of professional standards both through internal and external (whistle-blowing) means.(CC-5.13, 5.14, 5.61, 5.63)	Lecture Small group discussions Experiential lab	Exam questions

Demonstrate an understanding of the physical therapist's responsibilities regarding pro-bono services.(CC-5.7)	Lecture Small group discussions Experiential lab	Exam question
Discuss the legal ethical components of performing pro-bono physical therapy services.(CC-5.7)	Lecture Small group discussions Experiential lab activity	Exam questions
Discuss the legal and ethical components of supervising supportive personnel in physical therapy practice and the principles of inherent accountability in these relationships.(CC-5.40, 5.57)	Lecture Small group discussions	Exam questions Assignment
Given a case study, formulate an appropriate placement plan for sub-acute care incorporating Medicare guidelines and statutes, local coverage determinations, etc.(CC 5.56-5.61)	Small group discussion	Assignment
14. Differentiate between all post-acute care settings, including payment methodologies, eligibility, and social considerations (CC 5.43, 5.56-5.61)	Small group discussion	Assignment Exam question

Required Texts, Additional Reading, and Other Materials

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<http://www.nbcnews.com/watch/nightly-news/why-going-under-observation-can-cost-you-170444355554>

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	10/30 1-2	Military PT- Dr. Dauber (1-2)	
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	11/6	GROUP PROJECT	Assignment 3 Due
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	*11/19 10-12	Health Care Policy And Reform	
	11/20	Fraud and abuse Class Discussion: Assignment 5	S: Ch 10 Assignment 5 Due
7	11/25	Review (subject to change)	
	11/27	 Enjoy!	
8	12/2	Comprehensive Final Exam	

Request for Graduate Course Change

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHP

Dept/Division: Physical Therapy

Current Alpha Designator/Number: PT 755

Contact Person: Penny Kroll, PT, PhD

Phone: 304-606-5614

CURRENT COURSE DATA:

Course Title: Evidence Based Practice III

Alpha Designator/Number: P T 7 5 5

Title Abbreviation: P r o f P r a c t i c e I V

1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>Penny Kroll</u>	Date <u>3/23/15</u>
Registrar <u>Roberta Ingerson</u>	Date <u>3/23/15</u>
College Curriculum Chair <u>Thomas Gravano</u>	Date <u>4/3/15</u>
Graduate Council Chair <u>Christofero</u>	Date <u>5-20-15</u>

Alpha Designator/Number:PT 755

Change in CATALOG TITLE: ☒ YES ☐ NO

To	S	e	r	v	i	c	e		L	e	a	r	n	i	n	g		P	r	a	c	t	i	c	u	m							
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If Yes, Rationale	With the deletion of two Professional Practice course in the past, using numbers in the names of the courses has lead to confusion. The change of the name of this and subsequent courses in that series clears up that confusion.
-------------------	--

From:

--	--	--	--

 To

--	--	--	--

☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From:

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 To:

--	--	--	--

If Yes, Rationale

From Grade To Credit/No Credit

Rationale NOT APPLICABLE

Change in CATALOG DESCRIPTION: ☒ YES ☐ NO IF YES, fill in below:

From	Allows participation in service learning programs developed in Professional Practice III, emphasizing advocacy for the health needs of the region, as well as coordination with community agencies.
------	---

To	Allows participation in service learning programs emphasizing advocacy for the health needs of the region, as well as coordination with community agencies.
----	---

If Yes	Prior course description refers to a course that no longer exists.
Rationale	

Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

To

Change in COURSE CONTENT: ☐ YES ☒ NO (May attach separate page if needed)

From

To

Rationale

Request for Graduate Course Change-Page 4

College: COHP _____

Department: Physical Therapy _____

Course Number/Title PT 755 Professional Practice IV _____

1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. required to secure these items. (NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

COURSE DESCRIPTION CHANGE

Department: School of Physical Therapy

Current Course Number/Title: PT 755 Professional Practice IV

New Course Title: PT 755 Service Learning Practicum

Rational:

With the deletion of two Professional Practice course in the past, using numbers in the names of the courses has lead to confusion. The change of the name of this and subsequent courses in that series clears up that confusion.

Course Description (old) :

Allows participation in service learning programs developed in Professional Practice III, emphasizing advocacy for the health needs of the region, as well as coordination with community agencies.

Course Description (new) :

Allows participation in service learning programs emphasizing advocacy for the health needs of the region, as well as coordination with community agencies.

(old)

Course Title/Number	PT 755 Professional Practice IV
Semester/Year	Spring 2014
Days/Time	Meets with Service Learning Organization between approximately 10 per session, plus Independent informally group mtgs to work on project
Location	SOPT SMEC Room 111
Instructor	Dr. Rania Karim, PT, DPT, GCS
Office	SOPT Room 146
Phone	304-696-5604
E-Mail	karimr@marshall.edu
Office/Hours	Tuesdays, 9:30-11:30 or by appointment
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description: From Catalog

Credit Hours: 1

This 1 credit course allows participation in service learning programs developed in Professional Practice III, emphasizing advocacy for the health needs of the region, as well as coordination with community agencies. The student must have successfully completed all prior curricular course work.

Course Student Learning Outcomes and Assessment Measures: The table below shows the following relationships: How each student learning outcomes will be practiced and assessed in the course.

Course Student Learning Outcomes. Students will:	How Practiced in this Course	How Assessed in this Course
1. Demonstrate competency and professionalism in planning and implementing an educational program.(CC-5.26,5.50,5.51,5.64,5.65)	Service Learning Group Project	Poster Formal Paper Reflection
2. Apply knowledge gained in previous coursework to perform the following (CC-5.14, 5.17, 5.41, 5.45, 5.46, 5.47,5.48 a. Re-assess the audience level of education and knowledge b. Re-assess the educational need of the intended audience and use this information to prepare	Service Learning Group Project	Poster Formal Paper Reflection

content c. Carry out objectives for the educational experience d. Distribute enduring educational materials for the educational program e. Implement a program evaluation to assess the outcomes of the educational program.		
3. Demonstrate an understanding and appreciation of a service oriented project of health education. (CC-5.5,5.7)	Service Learning Group Project and Reflection	Poster Formal Paper Reflection

Required Texts, Additional Reading, and Other Materials

1. American Physical Therapy Association: www.apta.org
2. Other handouts as provided.

Course Requirements: See Course Activities Assignment and Course Schedule Below for assignment dates.

1. Meeting with Course Instructor
2. Individual Reflection Paper on Project
3. Project Formal Written Report
4. Project Poster
5. Peer Review of Final Presentation

Each individual will write a reflection essay (one page) on their own experiences in the project describing what you learned and gained through the process.

Course is Pass/Fail, but must score at least 70% to earn a grade of "Pass"

Peer review of Project	5%
Service Learning Project Report	40%
Service Learning Project Poster	35%
Reflection Paper	<u>20%</u>
	100 %

Assignments:

Meeting with Course Instructor: Due Week of February 17th

Your group is responsible for scheduling a meeting with the professor to discuss the progress of your respective project. Your group must provide specific detail as to the steps taken and the steps that need to be taken in order to complete the project.

Reflection: Due Wednesday, April 15th by Noon

Individually, write a reflection on your service learning experience(s). Describe **BOTH** 1) how your experience in the community translates to your clinical practice **AND** 2) What concepts taught in Professional Practice I-IV do you feel were reinforced? The grade will not be on the precise content of the reflections, but rather the depth of reflection and demonstration of understanding of the material and topics covered. Paper should be double-spaced, have one-inch margins and **not exceed 1 ½ pages** in length.

Formal Paper: Due Monday, April 21st by Noon

Each group will write a paper on the development of their proposed project. The criteria for the paper are listed below

- **Abstract.** Word limit: 275 words. Structure: Background, Objective/Purpose, Methods, Results, Conclusions
- **Body of Manuscript.** Page limit: 5 pages double spaced. Sections: Introduction, Methods, Results, and Discussion. The Discussion section ideally should contain no more than 5 paragraphs and should address:
 - How project design was modified to address teaching and learning needs of population
 - Strengths and weaknesses of project
 - Impacts of work
 - Future projects
- **References.** American Medical Association Citation Style; References should be listed in the order of appearance in the manuscript, by numerical superscripts that appear consecutively in the text.
- **Tables.** Tables should be formatted in Word, numbered consecutively, and placed together.
- **Figures.** Figures should be numbered consecutively. Lettering should be large, sharp, and clear, and abbreviations used within figures should agree with Journal style.
- **Appendixes.** Appendixes should be numbered consecutively and placed at the very end of the manuscript. Use appendixes to provide essential material not suitable for figures, tables, or text.

Poster (Power Point Version): Due Monday, April 28th by Noon

Your group is responsible for putting together a 24 X 36" poster that clearly displays the following:

- Background and Purpose
- Description of Project
- Outcomes
- Discussion

Poster Day: Friday, May 2nd

Peer Review of Final Presentation: Due Friday, May 2nd

You will be individually assigned a group other than your own to critique their poster using the provided rubric. You will be graded on the quality and quantity of feedback that you offer the group.

(new)

Course Title/Number	PT 755 Service Learning Practicum
Semester/Year	Spring 2014
Days/Time	Meets with Service Learning Organization between approximately 10 per session, plus Independent informally group mtgs to work on project
Location	SOPT SMEC Room 111
Instructor	Dr. Rania Karim, PT, DPT, GCS
Office	SOPT Room 146
Phone	304-696-5604
E-Mail	karimr@marshall.edu
Office/Hours	Tuesdays, 9:30-11:30 or by appointment
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Course Description: From Catalog

Credit Hours: 1

Allows participation in service learning programs emphasizing advocacy for the health needs of the region, as well as coordination with community agencies

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<ul style="list-style-type: none"> c. Carry out objectives for the educational experience d. Distribute enduring educational materials for the educational program e. Implement a program evaluation to assess the outcomes of the educational program. 		
3. Demonstrate an understanding and appreciation of a service oriented project of health education. (CC-5.5,5.7)	Service Learning Group Project and Reflection	Poster Formal Paper Reflection

Required Texts, Additional Reading, and Other Materials

<ol style="list-style-type: none"> 1. American Physical Therapy Association: www.apta.org 2. Other handouts as provided.
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Course Requirements: See Course Activities Assignment and Course Schedule Below for assignment dates.

<ol style="list-style-type: none"> 1. <u>Meeting with Course Instructor</u> 2. <u>Individual Reflection Paper on Project</u> 3. <u>Project Formal Written Report</u> 4. <u>Project Poster</u> 5. <u>Peer Review of Final Presentation</u>
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Each individual will write a reflection essay (one page) on their own experiences in the project describing what you learned and gained through the process.

Course is Pass/Fail, but must score at least 70% to earn a grade of "Pass"

Peer review of Project	5%
Service Learning Project Report	40%
Service Learning Project Poster	35%
Reflection Paper	<u>20%</u>
	100 %

Assignments:

Meeting with Course Instructor: Due Week of February 17th

Your group is responsible for scheduling a meeting with the professor to discuss the progress of your respective project. Your group must provide specific detail as to the steps taken and the steps that need to be taken in order to complete the project.

Reflection: Due Wednesday, April 15th by Noon

Individually, write a reflection on your service learning experience(s). Describe **BOTH** 1) how your experience in the community translates to your clinical practice **AND** 2) What concepts taught in Professional Practice I-IV do you feel were reinforced? The grade will not be on the precise content of the reflections, but rather the depth of reflection and demonstration of understanding of the material and topics covered. Paper should be double-spaced, have one-inch margins and **not exceed 1 ½ pages** in length.

Formal Paper: Due Monday, April 21st by Noon

Each group will write a paper on the development of their proposed project. The criteria for the paper are listed below

- **Abstract.** Word limit: 275 words. Structure: Background, Objective/Purpose, Methods, Results, Conclusions
- **Body of Manuscript.** Page limit: 5 pages double spaced. Sections: Introduction, Methods, Results, and Discussion. The Discussion section ideally should contain no more than 5 paragraphs and should address:
 - How project design was modified to address teaching and learning needs of population
 - Strengths and weaknesses of project
 - Impacts of work
 - Future projects
- **References.** American Medical Association Citation Style; References should be listed in the order of appearance in the manuscript, by numerical superscripts that appear consecutively in the text.
- **Tables.** Tables should be formatted in Word, numbered consecutively, and placed together.
- **Figures.** Figures should be numbered consecutively. Lettering should be large, sharp, and clear, and abbreviations used within figures should agree with Journal style.
- **Appendixes.** Appendixes should be numbered consecutively and placed at the very end of the manuscript. Use appendixes to provide essential material not suitable for figures, tables, or text.

Poster (Power Point Version): Due Monday, April 28th by Noon

Your group is responsible for putting together a 24 X 36" poster that clearly displays the following:

- Background and Purpose
- Description of Project
- Outcomes
- Discussion

Poster Day: Friday, May 2nd

Peer Review of Final Presentation: Due Friday, May 2nd

You will be individually assigned a group other than your own to critique their poster using the provided rubric. You will be graded on the quality and quantity of feedback that you offer the group.