

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 756

Contact Person: Penny Kroll, PT, PhD

Phone: 304-606-5614

CURRENT COURSE DATA:

Course Title: Evidence Based Practice III

Alpha Designator/Number:


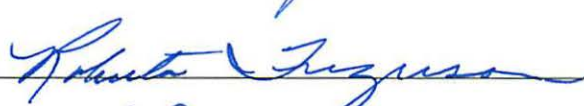


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Title Abbreviation:

P	r	o	f	e	s	s	i	o	n	a	l		P	r	a	c	t	i	c	e		V		
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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>

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 756 Professional Practice VI _____

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 756 Professional Practice V

New Course Title: PT 756 Administration in PT

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:

This 3 credit emphasizes administration of clinical practice in multiple settings. Information about licensure, attainment and retention of employment, professional organization membership, residency and fellowship programs, and specialization is provided. The student must have successfully completed all prior curricular course work.

(old)

Course Number	PT 756
Title	Professional Practice VI
Semester/Year	Summer 2014
Days/Time	Tuesday/Thursday 10:30-12:00; (Contact hrs-27)
Location	SMEC Room 105
Instructor	Rania Karim, PT, DPT, GCS
Office	SMEC Room 146
Phone	304-696-5604
E-Mail	Karimr@marshall.edu
Office/Hours	Tuesday 1-3 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

Credit Hours: 3

This 3 credit emphasizes administration of clinical practice in multiple settings. Information about licensure, attainment and retention of employment, professional organization membership, residency and fellowship programs, and specialization is provided. The student must have successfully completed all prior curricular course work.

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. Describe how to manage a physical therapy practice in multiple clinical settings (inpatient acute, subacute, outpatient, long-term care, home health) in accordance with regulatory and legal requirements.	Lecture/Group Project	Assignment Written Exam
3. Identify mentors in further post-graduate education opportunities and career promotion.	Lecture Small group discussions	Assignment Written Exam
4. Discuss the challenges facing today's healthcare organization in the current economic climate.	Lecture Small group discussions	Assignment

5. Assess and revise their plan for their current and future professional development.	Lecture Small group discussions	Written Exams Assignment
6. Identify career paths of interest within the profession of physical therapy and describe and implement a plan of action for working toward the career path(s) of choice.	Lecture Small group discussions	Written Exams Class Participation Assignment
7. Demonstrate an awareness of the professional duties and responsibilities of practicing physical therapists outside the boundaries of basic clinical practice.	Lecture Small group discussions Experiential lab	Assignment
8. Identify multiple opportunities for participation, advancement, service, and leadership within the APTA and other professional organizations.	Lecture Small group discussions Experiential lab	Written Exam Assignment
9. Demonstrate an understanding of the importance of participation and promotion of professional organizations.	Lecture Small group discussions	Assignment
10. Discuss the ethical and legal aspects of supervising physical therapy students, physical therapy assistants, physical therapy aids or technicians, as well as other healthcare professionals and support staff.	Lecture Small group discussion	Assignment
11. Develop and present, orally and in writing, a business plan that might be implemented in a physical therapy practice.	Small group project	Assignment

Required Texts, Additional Reading, and Other Materials

1. Richmond and Powers. Business Fundamentals for the Rehabilitation Professional 2nd edition. SLACK 2009.
2. Member Access to www.APTA.org. Student Membership applications found online at www.APTA.org
3. Other handouts as provided.

Course Requirements: See 'Assignments' Section for Details

1. Resume and Cover Letter
2. Mock Interview Reflection Paper
3. Licensure Assignment Oral Presentation
4. Exam
5. Career Development Reflection Paper
6. Business Plan Formal Paper
7. Business Plan Oral Presentation


Grading Policy

Grading Criteria:		Grading Scale
Resume and Cover Letter	10%	89.5-100% A
Mock Interview Reflection Paper	10%	79.5-89.49% B
Licensure Assignment Oral Presentation	15%	69.5-79.49% C
Exam	15%	Below- 69.5% F (non-passing)
Career Development Reflection	10%	
Business Plan Formal Paper	30 %	
Business Plan Oral Presentation	10%	
	100 %	

Attendance Policy

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

Course Schedule

	Content	Required Prior to Class
5/19	Getting Started- SWAT Analysis	Chapter 1
5/21	Business Plan Components Business Plan Structure- Tax status, legal structure, organizational structure, regulations	Chapters 2-3
5/26	Memorial Day No Class	
5/28	Licensure Obtainment	http://www.apta.org/Licensure/ http://www.fsbpt.org/FreeResources/RegulatoryResources/LicensureReferenceGuide.aspx#number-of-pts
6/2	Employment Laws	United States Department of Labor http://www.dol.gov/elaws/elg/

6/4	Business Plan Financial Management Marketing	Chapter 4 and 6
6/9	Resume Workshop	
6/11	Class time to work on assignments	
6/16	Resume Review	DUE: Resume and Cover Letter (before class)
6/18	Interview Workshop	
6/23 10:00-12:00	Mock Interviews	
6/25	Class time to work on assignments	
6/30	Licensure Assignment Oral Presentation	Due: Mock Interview Reflection Paper
7/2	Licensure Assignment Oral Presentation	
7/7	Career Development	
7/9	Continuing Competencies	Due: Friday 7/11 Career Development Reflection http://www.fsbpt.org/Licensees/ContinuingCompetence.aspx
7/14	Exam	
7/16 9-10	Class time to work on assignments	Due: Friday 7/18 Business Plan Formal Paper
7/21	Business Plan Oral Presentation	
7/23	Business Plan Oral Presentations	

Assignments

Resume and Cover Letter: Due before class Monday 6/16/14

You will be responsible for creating a resume and cover letter that is acceptable to use for employment purposes. Career Development must officially approve your resume in order to receive credit for this assignment.

Mock Interview Reflection Paper: Due by noon Monday 6/30/14

Individually, write a reflection on your Mock Interview experience. Papers should be double spaced, have one-inch margins and NOT exceed 3 pages. Your reflection **MUST** include **ALL** of the following:

1. Your feelings as the interview progressed
2. Favorable aspects of the interview and why.
3. Shortcoming and areas for improvement – where there any questions you wish you responded differently too? Why?
4. What did you benefit from this mock interview?
5. A list of steps you will take to improve for future interviews

Licensure Assignment Oral Presentation: Due 6/30/14

With a partner you will be responsible to gather and presenting licensure information for assigned states. An excel sheet with column headings will be provided for input of information.

Career Development Reflection Paper: Due by 5pm Friday 7/11/14

Based on information presented in class and information available on the APTA website, describe in detail what your 5 year career plan is and how you plan on accomplishing it. Papers should be double spaced, have one-inch margins and NOT exceed 2 pages.

Business Plan Formal Paper: Due by noon Friday 7/18/14

Refer to *Business Fundamentals for Rehabilitation Professional* page 47 'Business Plan Outline' for requirements.

Business Plan Oral Presentation: Due date of presentation

A group presentation that briefly describes clinical practice and each of the sub-headings of the business plan. (20 minutes)

***Any late assignment 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.

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(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 Number	PT 756
Title	Administration in Physical Therapy
Semester/Year	Summer 2014
Days/Time	Tuesday/Thursday 10:30-12:00; (Contact hrs-27)
Location	SMEC Room 105
Instructor	Rania Karim, PT, DPT, GCS
Office	SMEC Room 146
Phone	304-696-5604
E-Mail	Karimr@marshall.edu
Office/Hours	Tuesday 1-3 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

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College: COHP

Dept/Division: Physical Therapy

Current Alpha Designator/Number: PT 757

Contact Person: Penny Kroll, PT, PhD

Phone: 304-606-5614

CURRENT COURSE DATA:

Course Title: Evidence Based Practice III

Alpha Designator/Number:



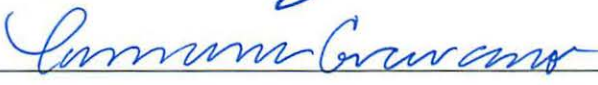

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Title Abbreviation:

P	r	o	f	e	s	s	i	o	n	a	l		P	r	a	c	t	i	c	e		V	I	
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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>4/2/15</u>
Graduate Council Chair <u></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 757

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From

P	r	o	f	e	s	s	i	o	n	a	l		P	r	a	c	t	i	c	e		V	I						
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 (limited to 30 characters and spaces)

To

A	d	v		T	r	a	i	n	i	n	g	/	C	e	r	t	i	f	i	c	a	t	i	o	n	s				
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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

Change in COURSE ALPHA DESIGNATOR:

From:

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 To

--	--	--	--

☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From:

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 To:

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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

This 1 credit course reinforces student's participation in health promotion and prevention programs emphasizing Chronic Disease Self-Management Course Leader Training, and Diabetes Self-Management Course Leader Training. Students are encouraged to use this training to plan and promote Self-Management training courses in the region within one year. The student must have successfully completed all prior curricular course work.

To

This course allows the student to participate in advanced training and certification courses such as the Chronic Disease Self-Management (CDSM) Leader Training and others that may be offered each year.

If Yes Rationale

Though the chronic disease self management courses are the only ones offered at this time, we would like to expand the offerings in the future and this working allows us to do so without having to change the course description in the future.

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 757 Professional Practice VI _____

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 757 Professional Practice VI

New Course Title: PT 757 Advanced Training/Certifications

Title Change 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:

This 1 credit course reinforces student's participation in health promotion and prevention programs emphasizing Chronic Disease Self-Management Course Leader Training, and Diabetes Self-Management Course Leader Training. Students are encouraged to use this training to plan and promote Self-Management training courses in the region within one year. The student must have successfully completed all prior curricular course work.

This course allows the student to participate in advanced training and certification courses such as the Chronic Disease Self-Management (CDSM) Leader Training and others that may be offered each year.

Course description chanve Rationale: Though the chronic disease self management courses are the only ones offered at this time, we would like to expand the offerings in the future and this working allows us to do so without having to change the course description in the future.

(old)

Course Number	PT 757
Title	Professional Practice VI
Semester/Year	Fall 2014
Days/Time	Section 1 Tuesday 9-12/Section 2 Wednesday 9-12 (15 contact hours)
Location	SMEC Room 105
Instructor	Tamara Gravano, PT, DPT, GCS; Penny Kroll, PT, PhD
Office	Gravano: SMEC Room 135/Kroll: SMEC Room 140
Phone	Gravano: 304-696-5616/Kroll: 305-696-5614
E-Mail	Gravano@marshall.edu/Kroll@marshall.edu
Office/Hours	Tuesdays 1-3 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**Credit Hours: 1**

Reinforces student's participation in health promotion and prevention programs emphasizing Chronic Disease Self-Management course leadership training for implementation in the future.

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 competency and professionalism in planning and implementing an educational program.(CC-5.26,5.50,5.51,5.64,5.65)	Small group discussion & participation	Presentation assessment with grading rubric
Promote health and quality of life by providing information on health promotion, fitness, wellness and disease prevention to a group of volunteer participants (CC.5.51, 5.64, 5.65)	Small group discussion, an participation	Presentation assessment with grading rubric
Demonstrate the ability to self-assess one's own performance as well as other classmates as an educator and make suggestions for future growth in the area of professional education.(CC-5.12,5.13)	Small group discussion & participation	Self-Assessment rubric
Demonstrate an understanding and appreciation of a service-oriented project of health education such as Chronic Disease Self-Management training, and Diabetes Self-Management Training. (CC-5.5,5.7)	Small group discussion & participation	Presentation assessment with grading rubric

Required Texts, Additional Reading, and Other Materials

Lorig K. et al. *Living a Healthy Life with Chronic Conditions*. (3rd Ed.)2006 Boulder CO: Bull Publishing
Lorig K. et al. *The Chronic Disease Self-Management Workshop Leaders Manual*.(3rd Ed). 2006 Boulder CO: Bull Publishing

Course Requirements: See 'Assignments' Section for Details

Participation
 Presentation of teaching session
 Self-Assessment

Grading Policy

Grading Criteria:		Grading Scale
Attendance workshop sessions	40%	Credit (Pass)/No Credit (Fail)
Successful completion of assigned presentation	40%	
<u>Completion of self-assessment of presentation</u>	<u>25%</u>	
	100 %	

Attendance Policy

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

Course Schedule

	Content	Required Prior to Class/<i>In-class</i> Assignments
8/19/2014: Section 1 8/20/2014: Section 2	Session 1: Overview, managing symptoms, Using your mind to manage symptoms; Making an Action plan;	
8/26/2014: Section 1 8/27/2014: Section 2	Session 2: Feedback and Problem solving; Dealing with Difficulty Emotions, Physical Activity and Exercise, Preventing falls	Complete Action Plan as Assigned
9/2/2014: Section 1 9/3/2014: Section 2	Session 3: Making decisions; Pain and fatigue management	Complete Action Plan as Assigned
9/9/2014: Section 1 9/10/2014: Section 2	Session 4: Better breathing; healthy eating; communication skills	Complete Action Plan as Assigned <i>Practice Teaching Assignments</i>
9/16/2014: Section 1 9/17/2014: Section 2	Session 5: Medication usage; making informed treatment decisions; working with your healthcare professional and organization	Complete Action Plan as Assigned <i>Practice teaching Presentations</i>
9/23/2014: Section 1 9/24/2014: Section 2	Session 6: Weight management; future plans	Complete Action Plan as Assigned

(New)

Course Number	PT 757
Title	Advance Training/Certifications
Semester/Year	Fall 2014
Days/Time	Section 1 Tuesday 9-12/Section 2 Wednesday 9-12 (15 contact hours)
Location	SMEC Room 105
Instructor	Tamara Gravano, PT, DPT, GCS; Penny Kroll, PT, PhD
Office	Gravano: SMEC Room 135/Kroll: SMEC Room 140
Phone	Gravano: 304-696-5616/Kroll: 305-696-5614
E-Mail	Gravano@marshall.edu/Kroll@marshall.edu
Office/Hours	Tuesdays 1-3 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**Credit Hours: 1**

This course allows the student to participate in advanced training and certification courses such as the Chronic Disease Self-Management (CDSM) Leader Training and others that may be offered each year.

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 competency and professionalism in planning and implementing an educational program.(CC-5.26,5.50,5.51,5.64,5.65)	Small group discussion & participation	Presentation assessment with grading rubric
Promote health and quality of life by providing information on health promotion, fitness, wellness and disease prevention to a group of volunteer participants (CC.5.51, 5.64, 5.65)	Small group discussion, an participation	Presentation assessment with grading rubric
Demonstrate the ability to self-assess one's own performance as well as other classmates as an educator and make suggestions for future growth in the area of professional education.(CC-5.12,5.13)	Small group discussion & participation	Self-Assessment rubric
Demonstrate an understanding and appreciation of a service-oriented project of health education such as Chronic Disease Self-Management training, and Diabetes Self-Management Training. (CC-5.5,5.7)	Small group discussion & participation	Presentation assessment with grading rubric

Required Texts, Additional Reading, and Other Materials

Lorig K. et al. *Living a Healthy Live with Chronic Conditions*. (3rd Ed.)2006 Boulder CO: Bull Publishing
Lorig K. et al. *The Chronic Disease Self-Management Workshop Leaders Manual*.(3rd Ed). 2006 Boulder CO: Bull Publishing

Course Requirements: See 'Assignments' Section for Details

Participation
 Presentation of teaching session
 Self-Assessment

Grading Policy

Grading Criteria:	Grading Scale
Attendance workshop sessions 40%	Credit (Pass)/No Credit (Fail)
Successful completion of assigned presentation 40%	
<u>Completion of self-assessment of presentation 25%</u>	
100 %	

Attendance Policy

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

Course Schedule

	Content	Required Prior to Class/<i>In-class Assignments</i>
8/19/2014: Section 1 8/20/2014: Section 2	Session 1: Overview, managing symptoms, Using your mind to manage symptoms; Making an Action plan;	
8/26/2014: Section 1 8/27/2014: Section 2	Session 2: Feedback and Problem solving; Dealing with Difficulty Emotions, Physical Activity and Exercise, Preventing falls	Complete Action Plan as Assigned
9/2/2014: Section 1 9/3/2014: Section 2	Session 3: Making decisions; Pain and fatigue management	Complete Action Plan as Assigned
9/9/2014: Section 1 9/10/2014: Section 2	Session 4: Better breathing; healthy eating; communication skills	Complete Action Plan as Assigned <i>Practice Teaching Assignments</i>
9/16/2014: Section 1 9/17/2014: Section 2	Session 5: Medication usage; making informed treatment decisions; working with your healthcare professional and organization	Complete Action Plan as Assigned <i>Practice teaching Presentations</i>
9/23/2014: Section 1 9/24/2014: Section 2	Session 6: Weight management; future plans	Complete Action Plan as Assigned

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 757

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	7					
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Title Abbreviation:

P	r	o	f	e	s	s	i	o	n	a	l		P	r	a	c	t	i	c	e		V	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 _____	Date _____
Registrar _____	Date _____
College Curriculum Chair _____	Date _____
Graduate Council Chair _____	Date _____

Request for Graduate Course Change - Page 2

College: COHP

Department/Division: School of Physical Therapy

Alpha Designator/Number: PT 757

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From P r o f e s s i o n a l P r a c t i c e V l _____ (limited to 30 characters and spaces)

To	A	d	v	T	r	a	i	n	i	n	g	/	C	e	r	t	i	f	i	c	a	t	i	o	n	s
----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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

From:

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 To:

--	--	--	--

☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From:

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 To:

--	--	--	--

If Yes, Rationale

Change in COURSE GRADING

From Grade To Credit/No Credit

Rationale	NOT APPLICABLE
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Change in CATALOG DESCRIPTION: ☒ YES ☐ NO IF YES, fill in below:

From	This 1 credit course reinforces student's participation in health promotion and prevention programs emphasizing Chronic Disease Self-Management Course Leader Training, and Diabetes Self-Management Course Leader Training. Students are encouraged to use this training to plan and promote Self-Management training courses in the region within one year. The student must have successfully completed all prior curricular course work.
------	--

To	This course allows the student to participate in advance certification courses, such as the Chronic Disease Self-Management Course Leader Training, and Diabetes Self-Management Course Leader Training and others.
----	---

If Yes	Though the chronic disease self management courses are the only ones offered at this time, we would like to expand the offerings in the future and this working allows us to do so without having to change the course description in the future.
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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 757 Professional Practice VI

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 757 Professional Practice VI

New Course Title: PT 757 Advanced Training/Certifications

Title Change Rationale:

With the deletion of two Professional Practice course in the past, using number in the names if 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:

This 1 credit course reinforces student's participation in health promotion and prevention programs emphasizing Chronic Disease Self-Management Course Leader Training, and Diabetes Self-Management Course Leader Training. Students are encouraged to use this training to plan and promote Self-Management training courses in the region within one year. The student must have successfully completed all prior curricular course work.

This course allows the student to participate in advance certification courses, such as the Chronic Disease Self-Management Course Leader Training, and Diabetes Self-Management Course Leader Training and others.

Course description change Rationale: Though the chronic disease self management courses are the only ones offered at this time, we would like to expand the offerings in the future and this working allows us to do so without having to change the course description in the future.

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 781 Musculoskeletal I

Contact Person: Neil Evans

Phone: 6-5617

CURRENT COURSE DATA:

Course Title: Musculoskeletal I

Alpha Designator/Number:





P	T		7	8	1				
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Title Abbreviation:

M	S	K		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>4/3/15</u>
Graduate Council Chair <u></u>	Date <u>5-20-15</u>

Request for Graduate Course Change - Page 2

College: COHP

Department/Division: School of PT

Alpha Designator/Number: PT 781

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

Change in CATALOG TITLE: ☐ YES ☒ NO

From

 (limited to 30 characters and spaces)

To

If Yes, Rationale

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

No Change

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

From Principles of orthopedic medicine with overview of etiology, diagnosis, and surgical management, and physical therapy examination, evaluation, diagnosis and treatment of various upper and lower extremity dysfunctions.

To The basic principles of orthopedic medicine including an overview of etiology, diagnosis, and surgical management will be covered. Physical Therapy examination, evaluation, diagnosis, and treatment of extremities and spine will be emphasized.

If Yes Rationale Since spine is being moved into this course it needs to be included in the course description. Additionally, the addition of the word "basic" helps to differentiate between PT 781 MSK I and PT 782 MSK II.

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

From The course currently contains musculoskeletal exam, evaluation and intervention of the peripheral joints only.

To The new course would include an introduction and basic skill sets to examine, evaluate, and intervene in both peripheral joints and spine. Essentially, the course objectives of PT 781 MSK I and PT 782 MSK II are being combined into one course. The content in PT 782 MSK II will then be more advanced evaluation and treatment techniques of peripheral joints and spine.

Rationale After teaching these classes for one round, the course coordinator feels that it is too difficult for students to properly evaluate peripheral joints without a good understanding of the spinal relationships. Combining both of these regions of the body will help students better understand the relationship between the spine and peripheral joints. Additionally, this change in combination with the PT 782 proposed changes will allow students to feel more comfortable with higher level evaluation skills after being exposed to a basic understanding of MSK evaluation. Another rationale for the change deals with feedback from clinical instructors of our students in their first clinical rotation. We have received some feedback from clinicians that they would like for our students to have been taught spine by the time they go into the clinic and this change along with the PT 782 MSK II proposed changes would afford that opportunity.

Request for Graduate Course Change-Page 4

College: COHP _____

Department: School of Physical Therapy _____

Course Number/Title PT 781 Musculoskeletal 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

Course Number and Title:

PT 781 Musculoskeletal I

Rationale:

After teaching these classes for one round, the course coordinator feels that it is too difficult for students to properly evaluate peripheral joints without a good understanding of the spinal relationships. Combining both of these regions of the body will help students better understand the relationship between the spine and peripheral joints. Additionally, this change in combination with the PT 782 proposed changes will allow students to feel more comfortable with higher level evaluation skills after being exposed to a basic understanding of MSK evaluation.

Another rationale for the change deals with feedback from clinical instructors of our students in their first clinical rotation. We have received some feedback from clinicians that they would like for our students to have been taught spine by the time they go into the clinic and this change along with the PT 782 MSK II proposed changes would afford that opportunity.

Course Description (old)

Principles of orthopedic medicine with overview of etiology, diagnosis, and surgical management, and physical therapy examination, evaluation, diagnosis and treatment of various upper and lower extremity dysfunctions.

Course Description: (new)

The basic principles of orthopedic medicine including an overview of etiology, diagnosis, and surgical management will be covered. Physical Therapy examination, evaluation, diagnosis, and treatment of extremities and spine will be emphasized.

Catalog Description:

The basic principles of orthopedic medicine including an overview of etiology, diagnosis, and surgical management will be covered. Physical Therapy examination, evaluation, diagnosis, and treatment of extremities and spine will be emphasized.

New

**PT 781: Musculoskeletal I
Spring 2016**

Course Title/Number	Musculoskeletal I / PT 781
Semester/Year	Spring 2016
Days/Time	Monday & Wednesday Time: 1-3PM
Location	SOPT Room 111
Instructors	Jim Dauber, PT, DPT, DSc, OCS, SCS
Office	SOPT Dr. Dauber: Room 132
Phone	Dr. Dauber: (304) 696-5609
E-Mail	dauber@marshall.edu
Office Hours	Walk-in 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**

The basic principles of orthopedic medicine including an overview of etiology, diagnosis, and surgical management will be covered. Physical Therapy examination, evaluation, diagnosis, and treatment of extremities and spine will be emphasized.

Credit Hours: 3

Clock Hours: 4 hours/week

Prerequisites/Co-requisites: The student must have successfully completed all prior curricular course work

***Required Text, Additional Reading, and Other Materials**

Magee DJ. *Orthopedic Physical Assessment*, 6th Edition. St. Louis: Saunders Elsevier, 2014.

McKinnis, Lynn. *Fundamentals of Musculoskeletal Imaging*, 4th ed. Philadelphia, PA: F.A. Davis, 2014.

Recommended Materials

Cook CE, Hegedus EJ. Orthopedic Physical Examination Tests; An Evidence-Based Approach 2nd Ed. Pearson 2013: Upper Saddle River, NJ.

Computer Requirements

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

Program's Student Learning Outcomes

Upon completion of the DPT in Physical Therapy, students will be able to: Apply to take the National Physical Therapy Examination in order to become licensed to practice Physical Therapy in the US.

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 gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
1. Identify and describe, orally and in writing, the basic philosophical tenets underlying a scientific approach to the prevention, evaluation and management of patients, across the lifespan, with musculoskeletal pathology and dysfunction, and the legal and regulatory tenets that direct physical therapy practice. CC-5.20; CC-5.43.	Assigned Readings Lecture Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignments
2. Select, administer and interpret results of specific basic examination procedures in the physical therapy management of patients with musculoskeletal pathology and dysfunction of the spine and extremities. CC-5.28, CC-5.29, CC-5.30. a. Utilizing peer-reviewed literature, discuss, orally and in writing, the reliability and validity of selected examination procedures, and provide the scientific rationale for selection and interpretation of specific examination procedures in the evaluation of patients with axial and peripheral musculoskeletal dysfunction. CC-5.20; CC-5.21; CC-5.22; b. Demonstrate effective skills in applying appropriate examination procedures.	Assigned Readings Lecture Laboratory Practice Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignments ✓ Lab Check offs
3. Appropriately evaluate data obtained from all aspects of the examination, (history, systems review, and test and measures) and other medical test and measures results (such as medical imaging studies and reports), as well as "best evidence" available, and determine a diagnosis that guides patient management in patients with axial and peripheral dysfunction. CC-5.23; CC 5.31; CC 5.32 a. Recognize presence of "red flags" during screening, understand appropriate mechanism	Assigned Readings Lecture Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignments

Course Student Learning Outcomes	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
involved, and determine when to treat, refer, or treat and refer. CC-5.27 b. Be prepared for patient and environmental emergencies in various practice settings. CC-5.44		
4. Discuss, orally and in writing, the integration of laboratory and imaging techniques guiding the determination of a differential PT diagnosis of the musculoskeletal system dysfunction. (CC 5.20, 5.22)	Assigned Readings Lecture Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignments
5. Utilizing evaluation results, diagnosis, and other factors such as psychosocial, socioeconomic, and life span considerations, determine a prognosis. CC 5.33	Assigned Readings Lecture Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignment
6. With consideration for legal, ethical and professional obligation and administrative policy and procedures, develop an appropriate, safe and effective patient-centered plan of care that takes into consideration the patient's psychosocial and socioeconomic circumstances. CC-5.34, CC-5.35, CC-5.36 CC 5.57 a. Establish appropriate reevaluation times, monitor patient's status, and utilizing analysis of data collected from patient outcome measures, recognize changes in patient's status that might require change in plan of care. CC 5.38; CC 5.48	Assigned Reading Lecture Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignment
7. Considering psychosocial, socioeconomic circumstances and life span considerations of the patient, and resources available, apply sound basic clinical reasoning to establish time sensitive, achievable, patient center goals and outline reliable and valid, measurable, appropriate outcomes to determine treatment success in the patient with musculoskeletal dysfunction of the upper and lower quadrant. CC- 5.19; CC-5.36; CC-5.45; CC-5.47; 5.47; 5.49	Assigned Readings Lecture Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignment
8. Describe, orally and in writing, medical, pharmacological, and surgical interventions utilized in the management of patients with upper and lower quadrant musculoskeletal pathologies who are commonly seen by physical therapists. CC 1	Assigned Readings Lecture Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignment
9. Using evidence such as current peer-reviewed literature and sound clinical reasoning to defend the choice of intervention, select and safely administer appropriate basic interventions (modalities-heat, cold, electrical, traction, water, exercise, functional training, home programs, patient education) to achieve the established goals and outcomes developed for the patient with musculoskeletal dysfunction. CC-5.20; CC-5.21; CC.5.22;	Assigned Readings Lecture Case Assignments Laboratory Practice	✓ Quizzes ✓ Examinations ✓ Case Assignment ✓ Lab Check offs

Course Student Learning Outcomes	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
<ul style="list-style-type: none"> a. Discuss, orally and in writing, the scientific rationale underlying your choice of therapeutic interventions for the patient with musculoskeletal pathology and dysfunction across the lifespan. (CC 5.20, 5.23) b. Demonstrate effective skills in applying appropriate intervention techniques: Therapeutic exercise, functional training in self-care and home management, and at the worksite, prescription, application, and as appropriate, fabrication of devices and equipment, electrotherapeutic modalities, & physical agents and mechanical modalities. CC-5.39 c. Considering the patient's, diagnosis, prognosis, plan of care and needs, determine those components of intervention that may be directed to the PTA. Consider PTA's abilities, jurisdictional law, and practice guidelines, policies, codes of ethics, and facility policy. CC-5.40 		
<p>10. Taking into consideration professional guidelines, guidelines required by health care systems and particular practice settings, in a timely, effective manner, complete documentation that includes:</p> <ul style="list-style-type: none"> a. Examination, evaluation, diagnosis, prognosis, patient plan, including goals/outcomes, interventions. CC-5.42 b. Documentation of discussion of all aspects of discharge planning with patient with musculoskeletal pathology and dysfunction including: CC-5.42 c. Provision of a home exercise program for the purpose of therapeutic progression or maintenance of therapeutic gains (consider patient age in doing so). (CC 5.34-38, 5.41) d. Review of home and work environment, with suggestion for accommodations, as necessary (CC 5.39c) e. Provision of any orthotic, assistive or adaptive equipment necessary for patient safety and function. (CC 5.39e) f. Patient and family/caretaker education and training (consider patient age in doing so). (CC 5.17-18, 5.26) g. Referral to the appropriate health care professional for post-discharge follow-up. CC-5.27 	<p>Assigned Readings Lecture Case Assignments</p>	<ul style="list-style-type: none"> ✓ Quizzes ✓ Examinations ✓ Case Assignment
<p>11. Demonstrate profession demeanor, cultural competence, and effective communications and/or teaching skills, orally and in writing, and consider patient needs, legal requirements,</p>	<p>Assigned Readings Lecture</p>	<ul style="list-style-type: none"> ✓ Quizzes ✓ Examinations

Course Student Learning Outcomes	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
and practice guides/policies and guidelines. CC 5.17-18; CC 5.26, 5.40-43 a. When educating the patient and family regarding prognosis, goals and outcomes determined, and plan of care including home program (consider patient age in doing so). CC-5.18; 5.34, 5.41 b. When interacting with other health professionals caring for the patient such as physical therapist assistants, and other health professionals (physicians, nurses and other medical personnel) (CC 5.11, 5.17, 5.40-41) c. When dealing with third-party payers and other health care administrators. CC-5.17, 5.56)	Case Assignments	✓ Case Assignment

Instructional Methods:

Lecture, Guest Lecture, Video, In-class discussions, Case Assignments

*Course Assessment and Grading

		Grading Criteria:	
Midterm Exam	100 points	89.50 – 100	A
In-Class Assignments (4-5 @ 25 points each)	100-125 points	79.50- 89.49	B
Final Exam	100 points	69.50-79.49	C
Total	300-325 points	<69.50	F

*Attendance Policy:

The Department policy on attendance will apply.

Academic Dishonesty Policy: All students should be familiar with the university's policy concerning academic dishonesty. This policy can be found on pp. 61 – 64 in the spring 2010 online graduate catalog http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf.

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/acceptuse.asp>.

Affirmative Action Policy: This course will follow Marshall University's policy on Affirmative Action, which can be found 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. 21 – 23 of the spring 2010 graduate catalog http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf.

For more information on Marshall University Policies and procedures, please visit:
http://www.marshall.edu/assessment/Syllabus%20Information/University_Policies.doc.

Fair Use of Copyrighted Works:

The instructor(s) may use some works that are copyrighted by the publisher, original author, or other sources. These works are provided to students under the Educational Fair Use provision of Title 17 of the US Code and are not to be shared with individuals who are not enrolled in this course.

***Course Outline:** The following topics will be covered.

Student's successful completion of this class will be determined by the performance on quizzes, written examinations, Case assignments, and In-class Discussion. Quizzes and Examinations will consist of objective "type" questions that will evaluate the knowledge of the material that has been covered in class. The in-class discussion and Case Assignments will allow students to gain a more in-depth knowledge and application of specific selected pathologies of the Musculoskeletal System. The Tentative Course Schedule is as follows:

DATE	MATERIAL COVERED	Assigned Readings	Assessment
Week 1	Clinical reasoning Cervical/Thoracic		
Week 2	Cervical/Thoracic		
Week 3	Temporomandibular Joint		
Week 4	Shoulder		
Week 5	Shoulder		
Week 6	Elbow		
Week 7	Wrist/Hand		
Spring Break			
Week 8	Lumbosacral		
Week 9	Lumbosacral		
Week 10	Hip		
Week 11	Hip		
Week 12	Knee		

Week 13	Knee		
Week 14	Ankle/Foot		
Week 15	Ankle/Foot		

old

**PT 781: Musculoskeletal I
Summer 2014**

Course Title/Number	Musculoskeletal I / PT 781
Semester/Year	Summer 2014
Days/Time	Tuesday/ Thursday Time: 1-4PM
Location	SOPT Room 113
Instructor	Jim Dauber, PT, DPT, DSc, OCS, SCS, Cert MDT
Office	SOPT Room 132
Phone	(304) 696-5609
E-Mail	dauber@marshall.edu
Office Hours	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**

Principles of orthopedic medicine with overview of etiology, diagnosis, and surgical management, and physical therapy examination, evaluation, diagnosis and treatment of various upper and lower extremity dysfunctions.

Credit Hours: 3

Clock Hours: 6 hours per week

Prerequisites/Co-requisites: The student must have successfully completed all prior curricular course work

***Required Text, Additional Reading, and Other Materials**

Cook CE, Hegedus EJ. Orthopedic Physical Examination Tests; An Evidence-Based Approach 2nd Ed. Pearson 2013: Upper Saddle River, NJ.

Banks K, Hengeveld E. Maitland's Clinical Companion; An Essential Guide for Students. Churchill Livingstone Elsevier 2010: Philadelphia, PA

Appropriate dress for labs. Allow exposure of the area being studied as well as region above and below. Lack of appropriate clothing for a lab will be considered non-participation.

Recommended Materials: None

Computer Requirements

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

Program's Student Learning Outcomes

Upon completion of the DPT in Physical Therapy, students will be able to: Apply to take the National Physical Therapy Examination in order to become licensed to practice Physical Therapy in the US.

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 gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
1. Identify and describe, orally and in writing, the basic philosophical tenets underlying a scientific approach to the prevention, evaluation and management of patients, across the lifespan, with musculoskeletal pathology and dysfunction, and the legal and regulatory tenets that direct physical therapy practice. CC-5.20; CC-5.43.	Assigned Readings Lecture Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignments
2. Select, administer and interpret results of specific examination procedures in the physical therapy management of patients with musculoskeletal pathology and dysfunction of the cervical spine and upper quadrant. CC-5.28, CC-5.29, CC-5.30. a. Utilizing peer-reviewed literature, discuss, orally and in writing, the reliability and validity of selected examination procedures, and provide the scientific rationale for selection and interpretation of specific examination procedures in the evaluation of patients with upper and lower quadrant musculoskeletal dysfunction. CC-5.20; CC-5.21; CC-5.22; b. Demonstrate effective skills in applying appropriate examination procedures.	Assigned Readings Lecture Laboratory Practice Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignments ✓ Lab Check offs
3. Appropriately evaluate data obtained from all aspects of the examination, (history, systems review, and test and measures) and other medical test and measures results (such as medical imaging studies and reports), as well as "best evidence" available, and determine a diagnosis that guides patient management in patients with upper and lower quadrant dysfunction. CC-5.23; CC 5.31; CC 5.32 a. Recognize presence of "red flags" during screening, understand appropriate mechanism involved, and determine when to treat, refer, or treat and refer. CC-5.27 b. Be prepared for patient and environmental emergencies in various practice settings. CC-5.44	Assigned Readings Lecture Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignments
4. Discuss, orally and in writing, the integration of laboratory and imaging techniques guiding the determination of a differential PT diagnosis of the musculoskeletal system	Assigned Readings Lecture	✓ Quizzes ✓ Examinations

Course Student Learning Outcomes	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
dysfunction. (CC 5.20, 5.22)	Case Assignments	✓ Case Assignments
5. Utilizing evaluation results, diagnosis, and other factors such as psychosocial, socioeconomic, and life span considerations, determine a prognosis. CC 5.33	Assigned Readings Lecture Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignments
6. With consideration for legal, ethical and professional obligation and administrative policy and procedures, develop an appropriate, safe and effective patient-centered plan of care that takes into consideration the patient's psychosocial and socioeconomic circumstances. CC-5.34, CC-5.35, CC-5.36 CC 5.57 a. Establish appropriate reevaluation times, monitor patient's status, and utilizing analysis of data collected from patient outcome measures, recognize changes in patient's status that might require change in plan of care. CC 5.38; CC 5.48	Assigned Reading Lecture Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignment
7. Considering psychosocial, socioeconomic circumstances and life span considerations of the patient, and resources available, apply sound clinical reasoning to establish time sensitive, achievable, patient center goals and outline reliable and valid, measurable, appropriate outcomes to determine treatment success in the patient with musculoskeletal dysfunction of the upper and lower quadrant. CC- 5.19; CC-5.36; CC-5.45; CC-5.47; 5.47; 5.49	Assigned Readings Lecture Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignment
8. Describe, orally and in writing, medical, pharmacological, and surgical interventions utilized in the management of patients with upper and lower quadrant musculoskeletal pathologies who are commonly seen by physical therapists. CC 1	Assigned Readings Lecture Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignment
9. Using evidence such as current peer-reviewed literature and sound clinical reasoning to defend the choice of intervention, select and safely administer appropriate interventions (modalities-heat, cold, electrical, traction, water, exercise, manual therapy techniques, functional training, home programs, patient education) to achieve the established goals and outcomes developed for the patient with musculoskeletal dysfunction. CC-5.20; CC-5.21; CC.5.22; a. Discuss, orally and in writing, the scientific rationale underlying your choice of therapeutic interventions for the patient with musculoskeletal pathology and dysfunction across the lifespan. (CC 5.20, 5.23)	Assigned Readings Lecture Case Assignments Laboratory Practice	✓ Quizzes ✓ Examinations ✓ Case Assignment ✓ Lab Check offs

Course Student Learning Outcomes	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
<ul style="list-style-type: none"> b. Demonstrate effective skills in applying appropriate intervention techniques: Therapeutic exercise, functional training in self-care and home management, and at the worksite, manual therapy techniques (Mobilization/manipulation thrust and non-thrust techniques), prescription, application, and as appropriate, fabrication of devices and equipment, electrotherapeutic modalities, & physical agents and mechanical modalities. CC-5.39 c. Considering the patient's, diagnosis, prognosis, plan of care and needs, determine those components of intervention that may be directed to the PTA. Consider PTA's abilities, jurisdictional law, and practice guidelines, policies, codes of ethics, and facility policy. CC-5.40 		
<p>10. Taking into consideration professional guidelines, guidelines required by health care systems and particular practice settings, in a timely, effective manner, complete documentation that includes:</p> <ul style="list-style-type: none"> a. Examination, evaluation, diagnosis, prognosis, patient plan, including goals/outcomes, interventions. CC-5.42 b. Documentation of discussion of all aspects of discharge planning with patient with musculoskeletal pathology and dysfunction including: CC-5.42 c. Provision of a home exercise program for the purpose of therapeutic progression or maintenance of therapeutic gains (consider patient age in doing so). (CC 5.34-38, 5.41) d. Review of home and work environment, with suggestion for accommodations, as necessary (CC 5.39c) e. Provision of any orthotic, assistive or adaptive equipment necessary for patient safety and function. (CC 5.39e) f. Patient and family/caretaker education and training (consider patient age in doing so). (CC 5.17-18, 5.26) g. Referral to the appropriate health care professional for post-discharge follow-up. CC-5.27 	<p>Assigned Readings Lecture Case Assignments</p>	<ul style="list-style-type: none"> ✓ Quizzes ✓ Examinations ✓ Case Assignment
<p>11. Demonstrate profession demeanor, cultural competence, and effective communications and/or teaching skills, orally and in writing, and consider patient needs, legal requirements, and practice guides/policies and guidelines.</p>	<p>Assigned Readings Lecture Case Assignments</p>	<ul style="list-style-type: none"> ✓ Quizzes ✓ Examinations

Course Student Learning Outcomes	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
CC 5.17-18; CC 5.26, 5.40-43 a. When educating the patient and family regarding prognosis, goals and outcomes determined, and plan of care including home program (consider patient age in doing so). CC-5.18; 5.34, 5.41 b. When interacting with other health professionals caring for the patient such as physical therapist assistants, and other health professionals (physicians, nurses and other medical personnel) (CC 5.11, 5.17, 5.40-41) c. When dealing with third-party payers and other health care administrators. CC-5.17, 5.56)		✓ Case Assignment

Instructional Methods:

Lecture, Video, In-class discussions, Laboratory Practice, Case Assignments

***Course Assessment and Grading**

Quizzes (4 @ 5% each)	20%	Grading Criteria:	
Group project	25%	89.50 – 100	A
Challenges (2 @ 10% each)	20%	79.50- 89.49	B
Final Exam	35%	69.50-79	C
Total	100%	<69.50	F

***Attendance Policy:**

The Department policy on attendance will apply.

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http://www.marshall.edu/assessment/Syllabus%20Information/University_Policies.doc.

***Course Outline, including due dates for major projects:** The following topics will be covered.

Student's successful completion of this class will be determined by the performance on quizzes, written examinations, Case assignments, and In-class Discussion. Quizzes and Examinations will consist of objective "type" questions that will evaluate the knowledge of the material that has been covered in class. The in-class discussion and Case Assignments will allow students to gain a more in-depth knowledge and application of specific selected pathologies of the Musculoskeletal System. The Tentative Course Schedule is as follows:

DATE	MATERIAL COVERED	Assigned Readings	Assessment
5-20-14	Key Concepts: clinical reasoning & manual therapy SHOULDER: Exam	"Key Concepts" Videos Banks, Ch 17 * Cook, Ch 6 **	
5-22-14	SHOULDER: Exam and Post-Surgical Intervention (RC, Labrum repair, TUBS instability, Capsular shift, Traumatic Fx, AC sprains)	* **	
5-27-13	SHOULDER: Exam and Non-Surgical Intervention (Subacromial Impingement, Tendonitis, Adhesive Capsulitis, AMBRI) Laboratory-based Class	* **	
5-29-14	ELBOW: Exam	Banks, Ch 7 * Cook, Ch 18 **	Quiz #1
6-3-14	ELBOW: Post-Surgical Intervention (UCL repair, Bicep repair, Osteochondritis Dissecans, Rotary Instability, Traumatic Fx/dislocation)	* **	
6-5-14	ELBOW: Non-Surgical Intervention (Epicondylitis, Nerve entrapment, Little League elbow, contracture management) Laboratory-based Class	* **	
6-10-14	WRIST/HAND: Exam Saurabh Mehta, PT, PhD	Cook, Ch 8 **	Quiz #2
6-12-14	HAND/DIGIT: Non-Surgical and Surgical Intervention (Flexor tendon, Extensor tendon repair, ligamentous repair of hand/digits, Fracture treatment of hand/digits) Saurabh Mehta, PT, PhD	**	
6-17-14	WRIST/HAND: Non-surgical and Post-Surgical Intervention (TFCC, distal radius Fx, Carpal fracture, tendonitis, tenosynovitis) Saurabh Mehta, PT, PhD	**	
6-19-14	UPPER EXTREMITY CHALLENGE		
6-24-14	HIP: Exam HIP: Post-Surgical Intervention (FAI (CAM & Pincer lesion/repair), capsular pattern, THA)	Banks, Ch 22 * Cook, Ch 12 **	
6-26-14	HIP: Non-Surgical Intervention (Extra-articular tendonitis, bursitis, etc.) Laboratory-based Class	* **	
7-1-14	KNEE: Exam	Banks, Ch 23 *	Quiz #3

		Cook, Ch 13 **	
7-3-14	KNEE: Post-Surgical Intervention (Ligamentous Repair, Meniscus repair, TKA)	* **	
7-8-14	KNEE: Non-Surgical Intervention (Osteochondritis Dissecans, Osgood Schlatter's, tendonitis, PFPS) Laboratory-based Class	* **	
7-10-14	ANKLE/FOOT: Evaluation	Banks, Ch 24 * Cook, Ch 14 **	Quiz #4
7-15-14	ANKLE/FOOT: Evaluation; foot structure exam	* **	
7-17-14	ANKLE/FOOT: Intervention	* **	
7-22-14	LOWER EXTREMITY CHALLENGE REVIEW FOR EXAM		
7-24-14	WRITTEN FINAL EXAM		
7-25-14	LAB PRACTICAL (grade toward CASES III)		

* See appropriate examination/treatment manual techniques in *Banks*, as noted on PowerPoint slides.

** See appropriate special tests in *Cook*, as noted on PowerPoint slides.

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 782 Musculoskeletal II

Contact Person: Neil Evans

Phone: 6-5617

CURRENT COURSE DATA:

Course Title: Musculoskeletal II

Alpha Designator/Number: P T 7 8 2

Title Abbreviation: M S K 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><i>Penny O'Neil</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>Carmen Cravens</i></u>	Date <u><i>4/3/15</i></u>
Graduate Council Chair <u><i>J Christofero</i></u>	Date <u><i>5-20-15</i></u>

Request for Graduate Course Change - Page 2

College: COHP

Department/Division: School of PT

Alpha Designator/Number: PT 782

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

Change in CATALOG TITLE: ☐ YES ☒ NO

From (limited to 30 characters and spaces)

To

If Yes, Rationale

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

No Change

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

From Principles of orthopaedic medicine with overview of etiology, diagnosis, and surgical management, and physical therapy examination, evaluation, diagnosis and treatment of various spine, head and neck dysfunctions.

To Advanced concepts of musculoskeletal examination, evaluation, diagnosis and treatment of the extremities and spine will be covered. An evidence-informed/clinical reasoning-based manual therapy approach will be used including mobilization and manipulation

If Yes Rationale Firstly, the term "advanced" distinguishes it from PT 781 MSK I. Secondly the addition of extremities and the manual therapy emphasis should help to clarify the course.

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 3

To

4, This course emphasizes manual therapy which is a very kinesthetic skill that requires numerous hours of practice with appropriate feedback from instructors. Therefore, this course promises to be lab intensive component that needs an extra credit hour to justify its demands. Additionally, advanced techniques are being added from extremities into this course.

Change in COURSE CONTENT: ☒ YES ☐ NO

From The course currently contains musculoskeletal exam, evaluation and intervention of the spine only.

To

The new course would include advanced skills in the examination, evaluation, and intervention of both peripheral joints and spine. There is also a greater emphasis in manual therapy approaches that was not clearly defined in the previous course content. These changes should also be considered with PT 781 Musculoskeletal I and PT 789 Musculoskeletal III (new course).

Rationale

After teaching these classes for one round, the course coordinator feels that it is too difficult for students to properly perform manual techniques with a limited amount of experience. Additionally, when students are initially exposed to regional evaluation it is too difficult to also learn more advanced evaluation and intervention skills. This change when considered with PT 781 MSK I will allow students to have been exposed to introductory evaluation concepts prior to the expectation of more advanced techniques. The additional course that is being proposed PT 789 MSK III will then be able to cover unique patient populations and assist students in synthesizing all of there knowledge.

Request for Graduate Course Change-Page 4

College: COHP

Department: School of Physical Therapy

Course Number/Title PT 782 Musculoskeletal I 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 & CREDIT HOUR CHANGE

Department:

School of Physical Therapy

Course Number and Title:

PT 782 Musculoskeletal II

Rationale:

Firstly, the term "advanced" distinguishes it from PT 781 MSK I. Secondly the addition of extremities and the manual therapy emphasis should help to clarify the course.

Course Description (old)

Principles of orthopaedic medicine with overview of etiology, diagnosis, and surgical management, and physical therapy examination, evaluation, diagnosis and treatment of various spine, head and neck dysfunctions

Course Description: (new)

Advanced concepts of musculoskeletal examination, evaluation, diagnosis and treatment of the extremities and spine will be covered. An evidence-informed/clinical reasoning-based manual therapy approach will be used including mobilization and manipulation.

Credit hours:

4

Catalog Description:

Advanced concepts of musculoskeletal examination, evaluation, diagnosis and treatment of the extremities and spine will be covered. An evidence-informed/clinical reasoning-based manual therapy approach will be used including mobilization and manipulation.

New

**PT 782: Musculoskeletal II
Summer 2016**

Course Title/Number	Musculoskeletal I / PT 782
Semester/Year	Summer 2016
Days/Time	
Location	SOPT Room 113
Instructor	Jim Dauber, PT, DPT, DSc, OCS, SCS
Office	SOPT Room 132
Phone	(304) 696-5609
E-Mail	dauber@marshall.edu
Office Hours	By Appointment or walk-in
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**

Advanced concepts of musculoskeletal examination, evaluation, diagnosis and treatment of the extremities and spine will be covered. An evidence-informed/clinical reasoning-based manual therapy approach will be used including mobilization and manipulation.

Credit Hours: 4

Clock Hours: 9 hours/week

Prerequisites/Co-requisites: The student must have successfully completed all prior curricular course work

***Required Text, Additional Reading, and Other Materials**

Banks K, Hengeveld E. Maitland's Clinical Companion; An Essential Guide for Students. Churchill Livingstone Elsevier 2010: Philadelphia, PA

Appropriate dress for labs. Allow exposure of the area being studied as well as region above and below. Lack of appropriate clothing for a lab will be considered non-participation.

Recommended Materials: None

Computer Requirements

Students must have access to internet for research of evidence, and Blackboard to access course

documents, notes, and other materials.

Program's Student Learning Outcomes

Upon completion of the DPT in Physical Therapy, students will be able to: Apply to take the National Physical Therapy Examination in order to become licensed to practice Physical Therapy in the US.

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 gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
1. Identify and describe, orally and in writing, the advanced philosophical tenets underlying a scientific approach to the prevention, evaluation and management of patients, across the lifespan, with musculoskeletal pathology and dysfunction, and the legal and regulatory tenets that direct physical therapy practice. CC-5.20; CC-5.43.	Assigned Readings Lecture Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignments
2. Select, administer and interpret results of specific advanced, manual therapy-based examination procedures in the physical therapy management of patients with musculoskeletal pathology and dysfunction of the spine and extremities. CC-5.28, CC-5.29, CC-5.30. a. Utilizing peer-reviewed literature, discuss, orally and in writing, the reliability and validity of selected examination procedures, and provide the scientific rationale for selection and interpretation of specific examination procedures in the evaluation of patients with axial and peripheral musculoskeletal dysfunction. CC-5.20; CC-5.21; CC-5.22; b. Demonstrate effective skills in applying appropriate examination procedures.	Assigned Readings Lecture Laboratory Practice Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignments ✓ Lab Check offs
3. Appropriately evaluate data obtained from all aspects of the examination, (history, systems review, and test and measures) and other medical test and measures results (such as medical imaging studies and reports), as well as "best evidence" available, and determine a diagnosis that guides patient management in patients with axial and peripheral dysfunction. CC-5.23; CC 5.31; CC 5.32 a. Recognize presence of "red flags" during screening, understand appropriate mechanism involved, and determine when to treat, refer, or treat and refer. CC-5.27 b. Be prepared for patient and environmental emergencies in various practice settings. CC-5.44	Assigned Readings Lecture Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignments
4. Utilizing evaluation results, diagnosis, and other factors such as psychosocial, socioeconomic, and life span considerations, determine a prognosis. CC 5.33	Assigned Readings Lecture Case Assignments	✓ Quizzes ✓ Examinations ✓ Case Assignments

Course Student Learning Outcomes	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
<p>5. With consideration for legal, ethical and professional obligation and administrative policy and procedures, develop an appropriate, safe and effective patient-centered plan of care that takes into consideration the patient's psychosocial and socioeconomic circumstances. CC-5.34, CC-5.35, CC-5.36 CC 5.57</p> <p>a. Establish appropriate reevaluation times, monitor patient's status, and utilizing analysis of data collected from patient outcome measures, recognize changes in patient's status that might require change in plan of care. CC 5.38; CC 5.48</p>	<p>Assigned Reading Lecture Case Assignments</p>	<p>✓ Quizzes ✓ Examinations ✓ Case Assignment</p>
<p>6. Considering psychosocial, socioeconomic circumstances and life span considerations of the patient, and resources available, apply sound advanced clinical reasoning to establish time sensitive, achievable, patient center goals and outline reliable and valid, measurable, appropriate outcomes to determine treatment success in the patient with musculoskeletal dysfunction of the upper and lower quadrant. CC- 5.19; CC-5.36; CC-5.45; CC-5.47; 5.47; 5.49</p>	<p>Assigned Readings Lecture Case Assignments</p>	<p>✓ Quizzes ✓ Examinations ✓ Case Assignment</p>
<p>7. Using evidence such as current peer-reviewed literature and sound clinical reasoning to defend the choice of intervention, select and safely administer appropriate advanced interventions (manual therapy techniques, functional training, home programs, patient education) to achieve the established goals and outcomes developed for the patient with musculoskeletal dysfunction. CC-5.20; CC-5.21; CC.5.22;</p> <p>a. Discuss, orally and in writing, the scientific rationale underlying your choice of therapeutic interventions for the patient with musculoskeletal pathology and dysfunction across the lifespan. (CC 5.20, 5.23)</p> <p>b. Demonstrate effective skills in applying appropriate advanced manual intervention techniques: (Mobilization/manipulation thrust and non-thrust techniques). CC-5.39</p> <p>c. Considering the patient's, diagnosis, prognosis, plan of care and needs, determine those components of intervention that may be directed to the PTA. Consider PTA's abilities, jurisdictional law, and practice guidelines, policies, codes of ethics, and facility policy. CC-5.40</p>	<p>Assigned Readings Lecture Case Assignments Laboratory Practice</p>	<p>✓ Quizzes ✓ Examinations ✓ Case Assignment ✓ Lab Check offs</p>
<p>8. Taking into consideration professional guidelines,</p>	<p>Assigned Readings</p>	<p>✓ Quizzes</p>

Course Student Learning Outcomes	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
<p>guidelines required by health care systems and particular practice settings, in a timely, effective manner, complete documentation that includes:</p> <ul style="list-style-type: none"> a. Examination, evaluation, diagnosis, prognosis, patient plan, including goals/outcomes, interventions. CC-5.42 b. Documentation of discussion of all aspects of discharge planning with patient with musculoskeletal pathology and dysfunction including: CC-5.42 c. Provision of a home exercise program for the purpose of therapeutic progression or maintenance of therapeutic gains (consider patient age in doing so). (CC 5.34-38, 5.41) d. Review of home and work environment, with suggestion for accommodations, as necessary (CC 5.39c) e. Provision of any orthotic, assistive or adaptive equipment necessary for patient safety and function. (CC 5.39e) f. Patient and family/caretaker education and training (consider patient age in doing so). (CC 5.17-18, 5.26) g. Referral to the appropriate health care professional for post-discharge follow-up. CC-5.27 	<p>Lecture Case Assignments</p>	<ul style="list-style-type: none"> ✓ Examinations ✓ Case Assignment
<p>9. Demonstrate profession demeanor, cultural competence, and effective communications and/or teaching skills, orally and in writing, and consider patient needs, legal requirements, and practice guides/policies and guidelines. CC 5.17-18; CC 5.26, 5.40-43</p> <ul style="list-style-type: none"> a. When educating the patient and family regarding prognosis, goals and outcomes determined, and plan of care including home program (consider patient age in doing so). CC-5.18; 5.34, 5.41 b. When interacting with other health professionals caring for the patient such as physical therapist assistants, and other health professionals (physicians, nurses and other medical personnel) (CC 5.11, 5.17, 5.40-41) c. When dealing with third-party payers and other health care administrators. CC-5.17, 5.56) 	<p>Assigned Readings Lecture Case Assignments</p>	<ul style="list-style-type: none"> ✓ Quizzes ✓ Examinations ✓ Case Assignment

Instructional Methods:

Lecture, Video, In-class discussions, Laboratory Practice, Case Assignments

***Course Assessment and Grading**

Quizzes (4 @ 5% each)	20%	Grading Criteria:	
Group project	25%		
Challenges (2 @ 10% each)	20%		
Final Exam	35%		
Total	100%		
		89.50 – 100	A
		79.50- 89.49	B
		69.50-79	C
		<69.50	F

***Attendance Policy:**

The Department policy on attendance will apply.

Academic Dishonesty Policy: All students should be familiar with the university's policy concerning academic dishonesty. This policy can be found on pp. 61 – 64 in the spring 2010 online graduate catalog http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf.

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/acceptuse.asp>.

Affirmative Action Policy: This course will follow Marshall University's policy on Affirmative Action, which can be found 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. 21 – 23 of the spring 2010 graduate catalog http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf.

For more information on Marshall University Policies and procedures, please visit: http://www.marshall.edu/assessment/Syllabus%20Information/University_Policies.doc.

Fair Use of Copyrighted Works:

The instructor(s) may use some works that are copyrighted by the publisher, original author, or other sources. These works are provided to students under the Educational Fair Use provision of Title 17 of the US Code and are not to be shared with individuals who are not enrolled in this course.

***Course Outline:** The following topics will be covered.

Student's successful completion of this class will be determined by the performance on quizzes, written examinations, Case assignments, and In-class Discussion. Quizzes and Examinations will consist of objective "type" questions that will evaluate the knowledge of the material that has been covered in class. The in-class discussion and Case Assignments will allow students to gain a more in-depth knowledge and application of specific selected pathologies of the Musculoskeletal System. The Tentative Course Schedule is as follows:

DATE	MATERIAL COVERED	Assigned Readings	Assessment
Week 1	Key Concepts: manual therapy Lumbar/Sacrum		
Week 2	Hip		
Week 3	Knee		
Week 4	Foot/ankle		
Week 5	Cervical		
Week 6	Thoracic		
Week 7	Temporomandibular Joint		
Week 8	Shoulder		
Week 9	Elbow		
Week 10	Hand/wrist		

Old

**PT 782 Musculoskeletal II
Fall 2014**

Course Title/Number	Musculoskeletal II / PT 782
Semester/Year	Fall 2014
Days/Time	Tuesday/ Thursday Time: 9AM-12PM
Location	SOPT Room 113
Instructor	Jim Dauber, DPT, DSc, OCS, SCS
Office	SOPT Room 132
Phone	(304) 696-5609
E-Mail	dauber@marshall.edu
Office Hours	Monday 1-3 PM Wednesday 1-3PM 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

Principles of orthopaedic medicine with overview of etiology, diagnosis, surgical management, and physical therapy examination, evaluation, diagnosis and treatment of various spine, head and neck dysfunctions.

Credit Hours: 3

Clock Hours: 6 hours per week

Prerequisites/Co-requisites: The student must have successfully completed all prior curricular course work

Required Text, Additional Reading, and Other Materials

Cook CE, Hegedus EJ. Orthopedic Physical Examination Tests; An Evidence-Based Approach 2nd Ed. Pearson 2013: Upper Saddle River, NJ.

Banks K, Hengeveld E. Maitland's Clinical Companion; An Essential Guide for Students. Churchill Livingstone Elsevier 2010: Philadelphia, PA

Appropriate dress for labs. Allow exposure of the area being studied as well as region above and below. Lack of appropriate clothing for a lab will be considered non-participation.

Recommended Materials: None

Computer Requirements

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

Program's Student Learning Outcomes

Upon completion of the DPT in Physical Therapy, students will be able to: Apply to take the National Physical Therapy Examination in order to become licensed to practice Physical Therapy in the US.

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 gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
1. Identify and describe, orally and in writing, the basic philosophical tenets underlying a scientific approach to the prevention, evaluation and management of patients, across the lifespan, with musculoskeletal pathology and dysfunction, and the legal and regulatory tenets that direct physical therapy practice. CC-5.20; CC-5.43.	Assigned Readings Lecture Case Assignments	✓ Examinations ✓ Case Assignments

Course Student Learning Outcomes	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
<p>2. Select, administer and interpret results of specific examination procedures in the physical therapy management of patients with musculoskeletal pathology and dysfunction of the cervical, thoracic, lumbar, sacroiliac spine and TMJ. CC-5.28-5.30.</p> <p>a) Utilizing peer-reviewed literature, discuss, orally and in writing, the reliability and validity of selected examination procedures, and provide the scientific rationale for selection and interpretation of specific examination procedures in the evaluation of patients with cervical, thoracic, lumbar, sacroiliac spine and TMJ musculoskeletal dysfunction. CC-5.20; CC-5.21; CC-5.22;</p> <p>b) Demonstrate effective skills in applying appropriate examination procedures.</p>	<p>Assigned Readings Lecture Laboratory Practice Case Assignments</p>	<p>✓ Examinations ✓ Case Assignments ✓ Lab Check offs</p>
<p>3. Appropriately evaluate data obtained from all aspects of the examination, (history, systems review, and test and measures) and other medical test and measures results (such as medical imaging studies and reports), as well as "best evidence" available, and determine a diagnosis that guides patient management in patients cervical, thoracic, lumbar, sacroiliac spine and TMJ dysfunction. CC-5.23; CC 5.31; CC 5.32</p> <p>a) Recognize presence of "red flags" during screening, understand appropriate mechanism involved, and determine when to treat, refer, or treat and refer. CC-5.27</p> <p>b) Be prepared for patient and environmental emergencies in various practice settings. CC-5.44</p>	<p>Assigned Readings Lecture Case Assignments</p>	<p>✓ Examinations ✓ Case Assignments</p>
<p>4. Discuss, orally and in writing, the integration of laboratory and imaging techniques guiding the determination of a differential PT diagnosis of the musculoskeletal system dysfunction. (CC 1, 3)</p>	<p>Assigned Readings Lecture Case Assignments</p>	<p>✓ Examinations ✓ Case Assignments</p>

Course Student Learning Outcomes	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
5. Utilizing evaluation results, diagnosis, and other factors such as psychosocial, socioeconomic, and life span considerations, determine a prognosis. CC 5.33	Assigned Readings Lecture Case Assignments	✓ Examinations ✓ Case Assignments
6. With consideration for legal, ethical and professional obligation and administrative policy and procedures, develop an appropriate, safe and effective patient-centered plan of care that takes into consideration the patient's psychosocial and socioeconomic circumstances. CC-5.34, CC-5.35, CC-5.36 CC 5.57 a) Establish appropriate reevaluation times, monitor patient's status, and utilizing analysis of data collected from patient outcome measures, recognize changes in patient's status that might require change in plan of care. CC 5.38; CC 5.48	Assigned Reading Lecture Case Assignments	✓ Examinations ✓ Case Assignment
7. Considering psychosocial, socioeconomic circumstances and life span considerations of the patient, and resources available, apply sound clinical reasoning to establish time sensitive, achievable, patient center goals and outline reliable and valid, measurable, appropriate outcomes to determine treatment success in the patient with musculoskeletal dysfunction of the cervical, thoracic, lumbar, sacroiliac spine and TMJ. CC- 5.19; CC-5.36; CC-5.45; CC-5.47; 5.49	Assigned Readings Lecture Case Assignments	✓ Examinations ✓ Case Assignment
8. Describe, orally and in writing, medical, pharmacological, and surgical interventions utilized in the management of patients with cervical, thoracic, lumbar, sacroiliac spine and TMJ musculoskeletal pathologies who are commonly seen by physical therapists. (CC 1, 3)	Assigned Readings Lecture Case Assignments	✓ Examinations ✓ Case Assignment
9. Using evidence such as current peer-reviewed literature and sound clinical reasoning to defend the choice of intervention, select and safely administer appropriate interventions (modalities-heat, cold, electrical, traction, water, exercise, manual therapy techniques, functional training, home programs, patient education) to achieve the established goals and outcomes developed for the patient	Assigned Readings Lecture Case Assignments Laboratory Practice	✓ Examinations ✓ Case Assignment ✓ Lab Check offs

Course Student Learning Outcomes	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
<p>with musculoskeletal dysfunction. CC-5.20; CC-5.21; CC.5.22;</p> <ul style="list-style-type: none"> a) Discuss, orally and in writing, the scientific rationale underlying your choice of therapeutic interventions for the patient with musculoskeletal pathology and dysfunction across the lifespan. (CC 1,3) b) Demonstrate effective skills in applying appropriate intervention techniques: Therapeutic exercise, functional training in self-care and home management, and at the worksite, manual therapy techniques (Mobilization/manipulation thrust and non-thrust techniques), prescription, application, and as appropriate, fabrication of devices and equipment, electrotherapeutic modalities, & physical agents and mechanical modalities. CC-5.39 c) Considering the patient's, diagnosis, prognosis, plan of care and needs, determine those components of intervention that may be directed to the PTA. Consider PTA's abilities, jurisdictional law, and practice guidelines, policies, codes of ethics, and facility policy. CC-5.40 		
<p>10. Taking into consideration professional guidelines, guidelines required by health care systems and particular practice settings, in a timely, effective manner, complete documentation that includes:</p> <ul style="list-style-type: none"> a) Examination, evaluation, diagnosis, prognosis, patient plan, including goals/outcomes, interventions. CC-5.42 b) Documentation of discussion of all aspects of discharge planning with patient with musculoskeletal pathology and dysfunction including: CC-5.42 <ul style="list-style-type: none"> i. provision of a home exercise program for the purpose of therapeutic progression or maintenance of therapeutic gains (consider patient age in doing so). c) review of home and work environment, with suggestion for accommodations, as necessary d) provision of any orthotic, assistive or adaptive equipment necessary for patient safety and function. e) patient and family/caretaker education and training (consider patient age in doing so). 	<p>Assigned Readings Lecture Case Assignments</p>	<ul style="list-style-type: none"> ✓ Examinations ✓ Case Assignment

Course Student Learning Outcomes	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
f) referral to the appropriate health care professional for post-discharge follow-up. CC-5.27		
11. Demonstrate profession demeanor, cultural competence, and effective communications and/or teaching skills, orally and in writing, and consider patient needs, legal requirements, and practice guides/policies and guidelines. CC 5.17; CC-5.26 a) When educating the patient and family regarding prognosis, goals and outcomes determined, and plan of care including home program (consider patient age in doing so). CC-5.18; CC-5.41 b) When interacting with other health professionals caring for the patient such as physical therapist assistants, and other health professionals (physicians, nurses and other medical personnel) CC 5.41 c) When dealing with third-party payers and other health care administrators. CC-5-56	Assigned Readings Lecture Case Assignments	✓ Examinations ✓ Case Assignment

Instructional Methods:

Assigned Readings, Lecture, Laboratory practice, Discussions, Case assignments

***Course Assessment and Grading**

		Grading Criteria:	
ROEs (Quizzes)	20%	89.50 – 100	A
Challenges	20%	79.50- 89.49	B
Midterm	30%	69.50-79.49	C
<u>Final</u>	<u>30%</u>	<69.49	F
Total	100%		

***Attendance Policy:**

The Department policy on attendance will apply.

Academic Dishonesty Policy: All students should be familiar with the university's policy concerning

academic dishonesty. This policy can be found on pp. 61 – 64 in the spring 2010 online graduate catalog http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf.

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For more information on Marshall University Policies and procedures, please visit: http://www.marshall.edu/assessment/Syllabus%20Information/University_Policies.doc.

***Course Outline, including due dates for major projects:** The following topics will be covered.

Fair Use of Copyrighted Works:

Please note that the instructor may use some works that are copyrighted by the publisher or original author. These works are provided to students under the Educational Fair Use provision of Title 17 of the US Code and are not to be shared with individuals who are not enrolled in this course.

Student's successful completion of this class will be determined by the performance on quizzes, written examinations, Case assignments, and In-class Discussion. Quizzes and Examinations will consist of objective "type" questions that will evaluate the knowledge of the material that has been covered in class. The in-class discussion and Case Assignments will allow students to gain a more in-depth knowledge and application of specific selected pathologies of the Musculoskeletal System. The Tentative Course Schedule is as follows:

DATE	MATERIAL COVERED	Assigned Readings	Assessment
10-14-14	Lumbosacral Pathology/Medical Screening / Assessment	Lumbar medical screening lecture video. Mosely pain video	
10-16-14	Lumbosacral Lab #1	Banks: 441-444; 465-469; 476-478; 480; 484-485; 488-495	CASE #1: Lumbosacral
10-21-14	Lumbosacral Lab #2		
10-23-14	Skills check-off/Practical		Skills Check-Off
10-28-14			MIDTERM EXAM
10-30-14	Cervical Medical Screening / Assessment	Cervical medical screening lecture video.	
11-4-14	Cervical Lab #1	Banks: 204-207	Case #2: Cervical
11-6-14	Cervical Lab #2		
11-11-14	Thoracic/Rib Pathology / Medical Screening / Assessment	Thoracic medical screening lecture video	
11-13-14	Thoracic Lab #1	Banks: 413-418	CASE #3: Thoracic
11-18-14	Thoracic Lab #2		
11-20-14	Tempomandibular Joint Assessment/ Pathology/Intervention/Lab	Banks: 224-230	
11-25-13	Final Exam		Final Exam
11-27-14	THANKSGIVING		
12-2-14	Skills check-off/Practical		Skills Check-Off

Request for Graduate Course Addition

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

Alpha Designator/Number: PT 789

☒ Graded ☐ CR/NC

Contact Person: Neil Evans

Phone: 6-5617

NEW COURSE DATA:

New Course Title: Musculoskeletal III

Alpha Designator/Number:

P T 7 8 9

Title Abbreviation:

M S K I I I

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Advanced diagnosis and management approaches for complex orthopedic and sports PT populations will be covered. Differential diagnosis of upper and lower quarter pathology, along with specialized treatments unique to this population will be emphasized.

Co-requisite(s): None

First Term to be Offered: Fall 2016

Prerequisite(s): All prior PT coursework

Credit Hours: 1

Course(s) being deleted in place of this addition (must submit course deletion form): PT 753 Professional Practice II

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

Dept. Chair/Division Head



Date

3/23/15

Registrar

 512.308

Date

3/23/15

College Curriculum Chair



Date

4/3/15

Graduate Council Chair



Date

5-20-15

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: School of PT

Alpha Designator/Number: PT 789

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Jim Dauber, DPT, DsC, OCS, SCS

Neil Evans, DPT, OCS, CSCS

Saurabh Mehta, PT, PhD

Penny Kroll, PT, PhD

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

NOT Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money 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

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Please See Attached Syllabus

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

Please See Attached Syllabus

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Please See Attached Syllabus

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Please See Attached Syllabus

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Please See Attached Syllabus

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Students will have to complete this course in order to graduate. This change will first effect the class of 2018, which will matriculate in May 2015.

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Please See Attached Syllabus

Request for Graduate Course Addition - Page 5

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

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

Department:
School of Physical Therapy
Course Number and Title:
PT 789 Musculoskeletal III
Catalog Description:
Advanced diagnosis and management approaches for complex orthopedic and sports PT populations will be covered.
Differential diagnosis of upper and lower quarter pathology, along with specialized treatments unique to this population will be emphasized.
Prerequisites:
All prior PT coursework
First Term Offered:
Fall 2016
Credit Hours:
1

PT 789 Musculoskeletal III
Fall 2016

Course Title/Number	Musculoskeletal III / PT 789
Semester/Year	Fall 2016 (8 weeks)
Days/Time	Tuesday & Thursday, 1:00-3:00
Location	SOPT Room 113
Instructor	Jim Dauber, DPT, DSc, OCS, SCS
Office	SOPT Room 132
Phone	(304) 696-5609
E-Mail	dauber@marshall.edu
Office Hours	By appointment or walk-in
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

Advanced diagnosis and management approaches for complex orthopedic and sports PT populations will be covered. Differential diagnosis of upper and lower quarter pathology, along with specialized treatments unique to this population will be emphasized.

Credit Hours: 1

Clock Hours: 4 hours per week (lecture/labs)

Prerequisites/Co-requisites: The student must have successfully completed all prior curricular course work

Required Text, Additional Reading, and Other Materials

<p>Goodman CC, Snyder TK. <i>Differential Diagnosis for Physical Therapists: Screening for Referral</i>, 5th ed. St. Louis: Saunders Elsevier, 2013.</p> <p>McArdle WD, Katch FI, Katch VL. <i>Exercise Physiology: Nutrition, Engery, and Human Performance</i>, 8th ed. Philadelphia: Lippincott Williams & Wilkins, 2015.</p> <p>Appropriate dress for labs. Allow exposure of body region being studied as well as region above and below. Lack of appropriate clothing for a lab will be considered non-participation.</p>
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Recommended Materials: None

Computer Requirements

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

Program's Student Learning Outcomes

Upon completion of the DPT in Physical Therapy, students will be able to: Apply to take the National Physical Therapy Examination in order to become licensed to practice Physical Therapy in the US.

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 gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
1. Select, administer and interpret results of specific examination procedures in the physical therapy management of patients with complex musculoskeletal pathology and dysfunction of the upper quarter , which may be originating in the cervical, thoracic, scapular or glenohumeral regions <ol style="list-style-type: none">Utilizing peer-reviewed literature, discuss, orally and in writing, the reliability and validity of selected examination procedures, and provide the scientific rationale for selection and interpretation of specific examination procedures pertaining to the upperDemonstrate effective skills in applying appropriate examination procedures.Demonstrate ability to synthesize subjective and objective data to 1) effectively rule out sinister pathology, 2) arrive at an effective physical therapy diagnosis, and 3) prescribe and execute an effective treatment strategy	Lecture Laboratory Practice Case Assignments	✓ Examinations ✓ Case Assignments
2. Select, administer and interpret results of specific examination procedures in the physical therapy management of patients with complex musculoskeletal pathology and dysfunction of the upper quarter , which may be originating in the lumbar, thoracic, pelvic or hip regions <ol style="list-style-type: none">Utilizing peer-reviewed literature, discuss, orally and in writing, the reliability and validity of selected examination procedures, and provide the scientific rationale for selection and interpretation of specific examination procedures pertaining to the upperDemonstrate effective skills in applying appropriate examination procedures.Demonstrate ability to synthesize subjective and	Lecture Laboratory Practice Case Assignments	✓ Examinations ✓ Case Assignments

Course Student Learning Outcomes	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
objective data to 1) effectively rule out sinister pathology, 2) arrive at an effective physical therapy diagnosis, and 3) prescribe and execute an effective treatment strategy		
3. Discuss, orally and in writing, diseases common in the sports physical therapy patient population. Specifically, demonstrate ability to identify, manage as appropriate, and recognize the need for routine physician referral and emergent referral.	Assigned Readings Lecture Case Assignments	✓ Examinations ✓ Case Assignments
4. Discuss, orally and in writing, injuries common in the sports physical therapy patient population. Specifically, demonstrate ability to identify, manage as appropriate, and recognize the need for routine physician referral and emergent referral.	Assigned Readings Lecture Case Assignments	✓ Examinations ✓ Case Assignments
5. Discuss orally and in writing, indications for various taping and bracing procedures designed to allow/assist sports patients return to activity while protecting bone/joint/soft tissue structures and maximizing performance. a) Demonstrate selection and skilled application of appropriate taping technique to allow continuation of sport. b) Demonstrate selection and skilled application of appropriate bracing technique to allow continuation of sport	Lecture Demonstration	✓ Practical Examinations
6. Discuss orally and in writing, indications for changing running technique to prevent injury or avoid surgery. Discuss orally and in writing methods/techniques for changing running technique, particularly forefoot running to overcome injury, allow continuation of running, and prevent surgery. a) Demonstrate ability to evaluate a patient's running pattern, and train the patient in new running technique, particularly forefoot running.	Lecture Case / video study	✓ Examinations ✓ Practical demonstration
1. Discuss orally and in writing, methods of performance enhancement for patients who are active in sports. Enhancement will be discussed in the following areas: a. Strength b. Power c. Speed d. Acceleration e. Endurance	Lecture Case Assignments	✓ Examinations ✓ Case Assignment

Course Student Learning Outcomes	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
f. Flexibility		

Instructional Methods:

Assigned Readings, Lecture, Laboratory practice, Discussions, Case assignments

***Course Assessment and Grading**

Grading Criteria:			
Quizzes	20%	89.50 – 100	A
Case assignments/demonstrations	20%	79.50- 89.49	B
Midterm	30%	69.50-79.49	C
Final	30%	<69.49	F
Total	100%		

***Attendance Policy:**

The Department policy on attendance will apply.

Academic Dishonesty Policy: All students should be familiar with the university's policy concerning academic dishonesty. This policy can be found on pp. 61 – 64 in the spring 2010 online graduate catalog http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf.

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. 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. 21 – 23 of the spring 2010 graduate catalog
http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf.

For more information on Marshall University Policies and procedures, please visit:
http://www.marshall.edu/assessment/Syllabus%20Information/University_Policies.doc.

Fair Use of Copyrighted Works:

The instructor(s) may use some works that are copyrighted by the publisher or original author. These works are provided to students under the Educational Fair Use provision of Title 17 of the US Code and are not to be shared with individuals who are not enrolled in this course.

***Course Outline, including due dates for major projects:** The following topics will be covered.

Student's successful completion of this class will be determined by the performance on quizzes, written examinations, Case assignments, and In-class Discussion. Quizzes and Examinations will consist of objective "type" questions that will evaluate the knowledge of the material that has been covered in class. The in-class discussion and Case Assignments will allow students to gain a more in-depth knowledge and application of specific selected pathologies of the Musculoskeletal System. The Tentative Course Schedule is as follows:

DATE	MATERIAL COVERED	Assigned Readings	Assessments
Week 1	The Complex Patient (Upper Quarter)		
Week 2	The Complex Patient (Lower Quarter)		
Week 3	Sports-related diseases		
Week 4	Sports-related injuries		
Week 5	Functional Taping/Bracing		
Week 6	Functional Taping/Bracing		
Week 7	Running training		
Week 8	Performance enhancement		

Request for Graduate Course Addition

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: COEPD

Dept/Division: School Psychology

Alpha Designator/Number: SPSY 720

☒ Graded ☐ CR/NC

Contact Person: Sandra Stroebel

Phone: 304-746-2032

NEW COURSE DATA:

New Course Title: Counseling with Youth: Advanced Topics

Alpha Designator/Number:

S P S Y 7 2 0

Title Abbreviation:

C o u n s e l i n g W i t h Y o u t h A d

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This is a course designed to help students improve their counseling skills with youth in schools by exploring and implementing the applied practices of the major theories of psychotherapy.

Co-requisite(s):

First Term to be Offered: Spring 2016

Prerequisite(s): PSY 619

Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form):

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

Dept. Chair/Division Head

Sandra S. Stroebel PhD

Date

2/5/15

Registrar

Debra Ferguson

Date

2/9/15

College Curriculum Chair

Epelle for Lisa Burton

Date

2/11/15

Graduate Council Chair

Tracy Christofero

Date

5-20-15

Request for Graduate Course Addition - Page 2

College: COEPD

Department/Division: School Psychology

Alpha Designator/Number: SPSY 720

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Sandra S. Stroebe

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money 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

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Students will be able to:

1. Evaluate a problem and determine the most effective therapy to be implemented
2. Collect data needed to implement needed therapy
3. Provide services to youth taking into account the school structure and resources
4. Provide interventions that observe legal, ethical and professional standards of the profession
5. Provide interventions that will enhance learning, mental health, and emotional well being
6. Provide interventions that will take into account of the individual needs of the child

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7. COURSE OUTLINE (May be submitted as a separate document)

1. Introduction to counseling in schools
2. Ethical and legal issues
3. Behavioral and cognitive therapy
4. Rational and emotive behavioral therapy
5. Person-centered or rogerian therapy
6. Family therapy approaches
7. Psychodynamic therapy
8. Adlerian therapy
7. Integration of therapeutic approaches

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Plotts, C. A., & Lasser, J. (2013). School psychologist as counselor: A practitioner's handbook. Bethesda, MD: National Association of School Psychologists.

Prout, H. T., & Fedewa, A. L. (Eds.). (2015). Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings (Fifth ed.). Hoboken, NJ: Wiley.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Lecture, videos, discussion, small group activities, presentation of taped therapy and critique

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10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Video examples of counseling, paper, final

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 5

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

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: School Psychology

Course Number and Title: SPSY 720 Counseling with youth: advanced topics

Catalog Description: This is a course designed to help students improve their counseling skills with youth in schools by exploring and implementing the applied practices of the major theories of psychotherapy.

Prerequisites: PSY 619

First Term Offered: Spring 2016

Credit Hours: 3

Bibliography for SPSY 720

Antony, M. M., & Norton, P. J. (2009). *The anti-anxiety workbook: Proven strategies to overcome worry, phobias, panic, and obsessions*. New York: The Guilford Press.

Chorpita, B. F. (2007). *Modular cognitive-behavioral therapy for childhood anxiety disorders*. New York: The Guilford Press.

Christophersen, E. R., & VanScoyoc, S. M. (2013). *Treatments that work with children: Empirically supported strategies for managing childhood problems* (2nd ed.). Washington D.C.: American Psychological Association.

Copeland, M. E. (2001). *The depression workbook: A guide for living with depression and manic depression* (2nd ed.). Oakland, CA: New Harbinger Publications

Friedberg, R. D., Friedberg, B. A., & Friedberg, R. J. (2001). *Therapeutic exercises for children: Guided self-discovery using cognitive-behavioral techniques*. Sarasota, FL: Professional Resource Press.

Glick, B., & Gibbs, J. C. (2011). *Aggression replacement training: A comprehensive intervention for aggressive youth* (3rd ed.). Champaign, IL: Research Press.

Greene, R. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them* (Revised ed.). New York, NY: Scribner.

Greene, R. W. (2014). *The explosive child: A new approach for understanding and parenting easily frustrated, "chronically inflexible" children* (Revised ed.). New York: HarperCollins.

Kendall, P. C. (Ed.). (2012). *Child and adolescent therapy: Cognitive-behavioral procedures* (4th ed.). New York: The Guilford Press.

Koplewicz, H. S. (2002). *More than moody: Recognizing and treating adolescent depression*. New York: G.P. Putnam's Sons.

March, J. S., & Mulle, K. (1998). *OCD in children and adolescents: A cognitive-behavioral treatment manual*. New York: The Guilford Press.

Maxmen, J. S., & Ward, N. G. (2009). *Essential psychopathology and its treatment* (3rd ed.). New York: W.W. Norton & Company.

Merrell, K. W. (2008). *Helping students overcome depression and anxiety: A practical guide* (2nd ed.). New York: The Guilford Press.

Nelson-Jones, R. (2013). *Introduction to counselling skills: Texts and activities* (4th ed.). Los Angeles, CA: SAGE Publications.

Plotts, C. A., & Lasser, J. (2013). *School psychologist as counselor: A practitioner's handbook*. Bethesda, MD: National Association of School Psychologists.

Prout, H. T., & Fedewa, A. L. (Eds.). (2015). *Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings* (Fifth ed.). Hoboken, NJ: Wiley.

Rathus, J. H., & Miller, A. L. (2014). *DBT® Skills Manual for Adolescents*. New York: The Guilford Press.

Reinecke, M. A., Dattilio, F. M., & Freeman, A. (Eds.). (2003). *Cognitive therapy with children and adolescents: A casebook for clinical practice* (2nd ed.). New York: The Guilford Press.

Rogers, C. R. (1995). *Client-centered therapy: Its current practice, implications and theory* (Reprint ed.). London: Constable.

Shapiro, L. E. (2008). *Stopping the pain: A workbook for teens who cut & self-injure*. Oakland, CA: Instant Help Books.

Sophy, C., & Kogen, B. (2010). *Side by side: The revolutionary mother-daughter program for conflict-free communication*. New York: HarperOne.

Wagner, A. P. (2005). *Worried no more: Help and hope for anxious children* (2nd ed.). Rochester, NY: Lighthouse Press.

Webb, N.B. (2010). *Helping bereaved children: A handbook for practitioners* (3rd ed.). New York, NY: The Guilford Press.

Weisz, J. R., & Kazdin, A. E. (2010). *Evidence-based psychotherapies for children and adolescents* (2nd ed.). New York: The Guilford Press.

Willard, C. (2014). *Mindfulness for teen anxiety: A workbook for overcoming anxiety at home, at school, & everywhere else*. Oakland CA: Instant Help Books.

Worden, J. (2009). *Grief counseling and grief therapy: A handbook for the mental health practitioner* (4th ed.). New York, NY: Springer Publishing Company, LLC.