

## Request for Graduate Course Deletion

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

College Dept/Div. Contact Person Phone Current Course Number and Title 

Rationale for Course Deletion

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

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

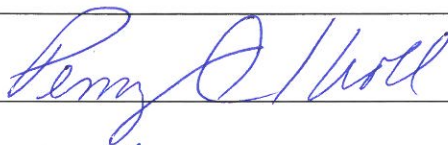
 Final term and year this course is to be offered: Fall 20  Spring 20  Summer 20 

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

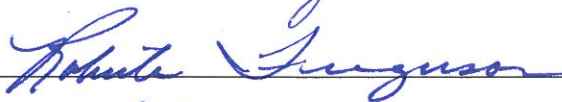
Course Number and Title Credit Hrs. 

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

Dept. Chair/Division Head


Date 

Registrar


Date 

College Curriculum Chair


Date 

Graduate Council Chair

Date

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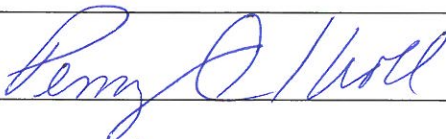
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## Request for Graduate Course Deletion-Page 2

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

Department:

Course Number and Title:

Rationale for deletion:

Final Term Offered:

Courses added (*if any*):

Department:

School of Physical Therapy

Course Number and Title:

PT 753 Professional Practice II

Rationale for deletion:

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

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Final Term Offered:

Summer 2015

Courses added (*if any*):

PT 789 Musculoskeletal III



old

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

#### Course Description: From Catalog

**Credit Hours: 2**

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

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

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

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

### Required Texts, Additional Reading, and Other Materials

1. Plack M and Driscoll M. <i>Teaching and Learning in Physical Therapy from Classroom to Clinic</i> . 2011. Thorofare, NJ. SLACK Incorporated
2. American Physical Therapy Association: <a href="http://www.apta.org">www.apta.org</a>
3. Hoppes S, Bender D, DeGrace B. Service learning is a perfect fit for occupational and physical therapy education. J Allied Health.2005;34;47-50.
4. Other handouts as provided.

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

1. <u>Individual Reflection Paper on Project</u>
2. <u>Project Report</u>
3. <u>Group Presentation</u>
4. <u>Peer Review of Final Presentation</u>

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

**Midterm Meeting:** Week of June 9<sup>th</sup>

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

**Assignment 1:** Due Wednesday July 9<sup>th</sup>

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

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

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

**Assignments 2 and 3:** Due Wednesday, July 16<sup>th</sup>

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

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

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



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

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

**Peer Review of Final Presentation:** Due Monday, July 21<sup>st</sup>

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

\* Late assignments will receive a 5 point deduction per day

## Academic Dishonesty Policy

All students should be familiar with the university's policy concerning academic dishonesty. This policy can be found on pp. 66 – 68 of the undergraduate catalog [http://www.marshall.edu/catalog/undergraduate/ug\\_10-11\\_published.pdf](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](http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf). (Faculty are encouraged to add any additional information specific to their expectations and/or rules regarding academic dishonesty in their class).

## Policy for Students with Disabilities

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

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

### **University Computing Services' Acceptable Use Policy**

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

### **Affirmative Action Policy**

This course will follow Marshall University's policy on Affirmative Action, which can be found on p. 63 of the 2010 – 2011 undergraduate catalog [http://www.marshall.edu/catalog/undergraduate/ug\\_10-11\\_published.pdf](http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf), or on p. 16 of the spring 2010 graduate catalog [http://www.marshall.edu/catalog/Graduate/S2010/gr\\_sp10\\_final.pdf](http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf). Specifically, all students will be afforded equal opportunity without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation.

### **Inclement Weather Policy**

Students can find information concerning Marshall's policy regarding inclement weather on pp. 64 – 65 of the 2010 – 2011 undergraduate online catalog [http://www.marshall.edu/catalog/undergraduate/ug\\_10-11\\_published.pdf](http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf), or on pp. 21 – 23 of the spring 2010 graduate catalog [http://www.marshall.edu/catalog/Graduate/S2010/gr\\_sp10\\_final.pdf](http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf).

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



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

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

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