Course Change Proposal
Form A

Academic Group (College):
Health & Human Services

Academic Organization (Department):
Physical Therapy

Type of Course Proposal:
New ___ Change _X_ Deletion ___

Department Chair:
Susan M. McGinty, PT, EdD

Submitted by:
B. Stockert

Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No _X_

For Catalog Copy: Yes _X_ No ___

CCE (Extension): Yes ___ No _X_

Semester Effective:
Fall _X_ Spring ___, 2012

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): __________

Change from:
Subject Area (prefix) & Catalog Nbr (course no.): PT 262
Title: Differential Diagnosis in Physical Therapy
Units: 3

Change to:
Subject Area (prefix) & Catalog Nbr (course no.): PT 662
Title: Differential Diagnosis in Physical Therapy
Units: 3

JUSTIFICATION:
This course is changed as part of the curricular changes with the new DPT due to the need for continued accreditation. The course content is consistent with increased expectations of a doctoral curriculum.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/acaf/univmanual/crspsl.htm - Guidelines for Catalog Course Description)

This course focuses on learning and practicing screening techniques for physical therapists to detect medical or other problems for which a referral to a medical doctor or another health care provider is indicated. Students will learn to screen patients for dysfunction in a variety of physiological systems by taking a medical history, medication history, performing a risk factor assessment and manual examination, and screening various physiological systems. Open to Physical Therapy Majors Only.

Note:

Prerequisite:
BIO 633 Human Gross Anatomy for Physical Therapists
PT 600 Pathokinesiology
PT 608 PT/Patient/Professional Interactions
PT 630 Pathophysiology
PT 602 Evidence Informed Practice I
PT 604 Principles of Human Movement
PT 606 Therapeutic Measurements and Techniques
PT 614 Neuroscience for Physical Therapists
PT 618 Foundations for Patient Management
PT 620 Physical Therapy Interventions I
PT 622 Evidence Informed Practice II
PT 632 Pharmacology for Physical Therapists
PT 634 Diagnostic Imaging for Physical Therapists
PT 636 Geriatrics/Gerontology for Physical Therapists
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Corequisite</th>
<th>CAN (California Articulation Number):</th>
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<tbody>
<tr>
<td>PT 638</td>
<td>Health, Wellness and Ergonomics in Physical Therapy</td>
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<td>PT 624</td>
<td>Adult Neuromuscular Patient Management I</td>
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<td>PT 625</td>
<td>Musculoskeletal Patient Management I</td>
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<td>PT 626</td>
<td>Clinical Agents</td>
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<td>PT 640</td>
<td>Physical Therapy Interventions II</td>
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<tr>
<td>PT 646</td>
<td>Acute Care and Cardiopulmonary Physical Therapy</td>
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Enforced at Registration: Yes  X  No

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<thead>
<tr>
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<tbody>
<tr>
<td>PT 627</td>
<td>Physical Therapy Educator</td>
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<tr>
<td>PT 644</td>
<td>Adult Neuromuscular Patient Management II</td>
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<tr>
<td>PT 645</td>
<td>Musculoskeletal Patient Management II</td>
</tr>
<tr>
<td>PT 648</td>
<td>Health Care Delivery in Physical Therapy I</td>
</tr>
<tr>
<td>PT 669</td>
<td>Psychosocial Issues in Physical Therapy</td>
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</tbody>
</table>

Enforced at Registration: Yes  No  X

Graded: Letter _X_  Credit/No Credit_

<table>
<thead>
<tr>
<th>Course Classification</th>
<th>Title for CMS (not more than 30 characters)</th>
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<tbody>
<tr>
<td>Lecture   C-02</td>
<td>Differential Diagnosis in PT</td>
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Cross Listed?  Yes _  No  X_

If yes, do they meet together and fulfill the same requirement, and what is the other course?

How Many Times Can This Course be Taken for Credit?  once

Can the course be taken for Credit more than once during the same term?  Yes _  No  X_
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.”
See the example at http://www.csus.edu/acaaf/example.htm

At the completion of this course, the student is expected to be able to:

Goal 1.0  Demonstrate Professional Effectiveness

1.1.  Compare and contrast normal biological, physiological, and psychological mechanisms of the human body with pathophysiological factors that lead to impairment

1.1.1.  Discuss the etiology and clinical features of major disorders
   1.1.1.a Identify the etiology and common clinical signs and symptoms of cardiovascular, pulmonary, gastrointestinal, immune, endocrine, metabolic, musculoskeletal, neurologic, and oncologic disorders.

1.1.2.  Describe how pathological processes affect normal function.
   1.1.2.a Describe the pathophysiology and prognosis of cardiovascular, pulmonary, gastrointestinal, immune, endocrine, metabolic, musculoskeletal, neurologic, and oncologic disorders.

1.1.3.  Discuss common medical/surgical treatments for major disorders
   1.1.3.a Describe and discuss common medical/surgical treatment for cardiovascular, pulmonary, gastrointestinal, immune, endocrine, metabolic, musculoskeletal, neurologic, and oncologic disorders.

1.1.4.  Analyze the effects of pharmacological agents on human function.
   1.1.4.a Examine the effects and side effects of medications commonly taken for medical treatment of cardiovascular, pulmonary, gastrointestinal, immune, endocrine, metabolic, musculoskeletal, neurologic, and oncologic disorders.

Determine the physical therapy needs of any individual seeking services.

1.2.1  Perform an effective and efficient systems review screen.
   1.2.1.a Perform a review of general health questions
   1.2.1.b Perform a review of specific physiological systems

1.2.2  Review pertinent medical records and conduct a comprehensive patient interview.
   1.2.2.a Extract pertinent information regarding the primary problem, co-morbidities and risk factors from the medical record
   1.2.2.b Obtain pertinent information regarding the primary problem, co-morbidities and risk factors from the patient interview

1.2.3  Carry out appropriate and comprehensive patient examinations including tests and measures in a safe and client-centered manner.
   1.2.3.a Organize and perform an interview that promotes the gathering of all pertinent information needed to differentiate between patients appropriate to the practice of physical therapy from those requiring a medical referral in a safe and client-centered manner.
   1.2.3.b Organize and perform a physical examination that promotes the gathering of all pertinent information needed to differentiate between patients appropriate to the practice of physical therapy from those requiring a medical referral in a safe and client-centered manner.

1.2.4  Determine, with each patient encounter, the patient’s need for further examination or consultation.
   1.2.4.a Organize and perform an interview that promotes the gathering of all pertinent information needed to differentiate between patients appropriate to the practice of physical therapy from those requiring further examination and/or a medical referral.
   1.2.4.b Organize and perform a physical examination that promotes the gathering of all pertinent information needed to differentiate between patients appropriate to the practice of physical therapy from those requiring a medical referral further examination and/or a medical referral.

1.2.5  Perform a physical therapy patient examination using evidenced-based tests and measures.
1.2.5. Organize and perform an interview that promotes the gathering of all pertinent information needed to differentiate between patients appropriate to the practice of physical therapy from those requiring further examination using evidenced-based tests and measures.

1.2.5. Organize and perform a physical examination that promotes the gathering of all pertinent information needed to differentiate between patients appropriate to the practice of physical therapy from those requiring a medical referral further examination and/or a medical referral using evidenced-based tests and measures.

1.2.6. Utilize available evidence in interpreting examination findings to inform the patient evaluation.

1.2.6.a Utilize available evidence in interpreting examination findings obtained through a patient interview.

1.2.6.b Utilize available evidence in interpreting examination findings obtained through physical examination of the patient.

1.2.7. Evaluate data from the patient examination (history, systems review, tests and measures) to make clinical judgments.

1.2.7.a Evaluate data from the patient examination (history, systems review, tests and measures) to differentiate between patients appropriate to the practice of physical therapy from those requiring further examination using evidenced-based tests and measures.

1.2.8. Synthesize available data on a patient using the concepts and terminology of the most recent disability/enablement theoretical construct (currently the International Classification of Functioning, Disability, and Health (ICF) Model of Functioning and Disability).

1.2.9. Cite the evidence (patient history, diagnostic test results, tests, measures, and scientific literature) to support clinical decisions.

1.2.9.a Cite the evidence (patient history, diagnostic test results, tests, measures, and scientific literature) to support clinical decisions that differentiate between patients appropriate to the practice of physical therapy from those requiring further examination using evidenced-based tests and measures.

1.2.10. Evaluate and interpret the results of examination findings to classify the patient problem using the most recently adopted diagnostic taxonomy (currently the Guide to Physical Therapist Practice’s labels and practice patterns).

1.2.11. Integrate and evaluate data that are obtained during the examination to describe the patient condition in terms that will guide the prognosis, the plan of care and intervention strategies.

1.2.11.a Integrate and evaluate data that are obtained during the examination to describe a patient’s condition that is within the clinician’s scope of practice.

1.2.11.b Integrate and evaluate data that are obtained during the examination to describe a patient’s condition that is not within the clinician’s scope of practice.

1.2.12. Identify and prioritize body function and structure impairments to determine specific activity limitations towards which interventions will be directed.

1.2.12.a Use the patient interview to identify and prioritize body function and structure impairments to determine specific activity limitations towards which interventions will be directed.

1.2.12.b Use the physical examination to identify and prioritize body function and structure impairments to determine specific activity limitations towards which interventions will be directed.

1.2.13. Make a referral to another physical therapist, other health care practitioner or agency when physical therapy is not indicated or the patient/client’s needs are beyond the skills, expertise and/or scope of practice of the physical therapist practitioner.

1.2.13.a Make a referral to another physical therapist, other health care practitioner or agency when the data obtained from the examination describe a patient’s condition that is beyond the skills, expertise and/or scope of practice of the physical therapist practitioner.

1.2.14. Determine the need for additional information and utilize technological search mechanisms to find that information.

1.2.15. Adapt delivery of physical therapy services with consideration for patients’ differences, values, preferences and needs.

1.2.16. Apply current knowledge, theory, clinical judgment, and the patient’s values and perspective in
1.3 Develop a plan of care based on the best available evidence and that considers the patient’s personal and environmental factors

1.3.1 Prioritize patient/client problems taking into consideration the patient/client’s needs and goals, health condition, physiological and biological mechanisms within the constraints of the environment and resources.

1.3.1.a Prioritize patient/client problems to determine the need for referral to another healthcare provider with or without concomitant Physical Therapy services.

1.3.4 Recognize barriers that may impact the achievement of optimal improvement within a predicted time frame.

1.3.4.a Recognize barriers that may impact the need for referral to another healthcare provider with or without concomitant Physical Therapy services.

1.3.6 Identify and collaborate with others needed in implementing the plan of care.

1.3.6.a Identify and collaborate with others the need for referral to another healthcare provider with or without concomitant Physical Therapy services.

1.3.7 Articulate a specific rationale for referrals made to other providers.

1.3.10 Seek and find information using contemporary technology that addresses the specific needs of the patient care plan.

1.3.10.a Seek and find information using contemporary technology that addresses the potential need for a referral to another healthcare provider.

1.3.11 Identify patient needs in terms of discharge planning, discontinuation of care, and transfer of care.

1.3.11.a Identify patient needs in terms of transfer of care with or without concomitant Physical Therapy services.

1.5 Demonstrate effective verbal and written communication skills with patients, families, other health care professionals, and the public, to facilitate interventions and interdisciplinary interactions and cooperation.

1.5.1 Determine appropriate documentation for the recording of patient/client information consistent with professional standards, the fiscal intermediary, and the treatment setting.

1.5.3 Demonstrate thorough, concise documentation consistent with current language from the Patient Management Model contained in the most recent edition of the Guide to Physical Therapist Practice.

1.5.4 Communicate efficiently and effectively with other health care providers involved in the patient/client’s management.

1.5.4.a Communicate efficiently and effectively with other health care providers when referring a patient whose condition is outside the clinician’s scope of practice.

1.7 Determine an appropriate discharge, discontinuation of service, or transfer of care plan for patients/clients.

1.7.1 Re-examine patients/clients to determine if continued physical therapy services are indicated.

1.7.1.a Re-examine patients/clients to determine if continued physical therapy services are indicated or if referral to another healthcare provider are indicated.

1.8 Provide consultative services applying the unique knowledge and skills of a physical therapist to identify problems, recommend solutions, or produce an outcome or product.

1.9 Engage in education activities consistent with imparting information and knowledge unique to the expertise of physical therapists to individuals or groups using relevant and effective teaching methods.

1.9.1 Promote health behaviors through educational interventions and modeling.

1.9.3 Educate colleagues and other health care professionals about the roles, responsibilities and academic preparation of the physical therapist and scope of physical therapy practice.

1.9.4 Present topics/issues using current evidence and sound teaching principles (i.e. case studies, in-service, journal article review, etc).

**Goal 2.0  Demonstrate Professional Behaviors**

2.1 Recognize cultural, ethnic, age, economic, and psychosocial differences and apply a humanistic and holistic
approach to the delivery of a clinical service.

2.1.1 Practice physical therapy demonstrating cultural competence with all individuals and groups.
2.1.2 Work effectively with challenging patients.
2.1.3 Respect personal space of patients/clients and others.
2.1.4 Demonstrate behaviors that are non-judgmental with regards to patients/clients’ lifestyles.
2.2 Communicate effectively for varied audiences and purposes.

2.2.1 Demonstrate effective interpersonal (verbal, nonverbal, electronic) communication skills considering the diversity of populations and environments.
2.2.2 Facilitate therapeutic communication and interpersonal skills.
2.2.3 Discuss difficult issues with sensitivity and objectivity.
2.2.4 Appropriately utilize communication technology efficiently, professionally, and effectively.
2.3 Participate in professional activities that serve the community and advance the profession of physical therapy.

2.3.3 Recognize one’s role as a member and leader of the health care team.
2.4 Recognize the need for personal and professional development.

2.4.4 Accept responsibility and demonstrate accountability for professional decisions.
2.4.5 Recognize own biases and suspend judgments based on biases.

2.5 Demonstrate entry level generic abilities, including:

2.5.1 Professional accountability and commitment to learning.
2.5.2 Recognition of one’s own limitations.
2.5.3 Effective use of constructive feedback.
2.5.4 Effective use of time and resources.
2.5.5 Demonstrate integrity, compassion, and courage in all interactions.

Goal 3.0  Practice in an Ethical and Legal Manner

3.1 Practice physical therapy in a manner consistent with established legal and professional standards.

3.1.1 Demonstrate awareness of and adherence to state licensure regulations.
3.1.2 Practice within all applicable regulatory and legal requirements.

3.2 Practice in a manner consistent with the professional code of ethics

3.2.2 Treat patients/clients within scope of practice, expertise and experience.
3.2.3 Seek informed consent from patients/clients.

Goal 4.0  Demonstrate Scholarship

4.1 Apply basic principles of statistics and research methodologies within the practice of physical therapy.

4.1.1 Formulate and reevaluate positions based on the best available evidence.
4.1.3 Critically evaluate and interpret professional literature as it pertains to practice, research, and education.
4.1.4 Utilize contemporary technology consistently to access evidence.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean’s office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Assessment strategies (described in detail in PT 662 course syllabus)

3 Exams (25% each) ................................................................. 75% of total grade

5 Quizzes (5% each) .............................................................. 25% of total grade

Practice interviews & case studies ........................................... Pass/Fail

Projects 1 & 2 ...................................................................... Pass/Fail
For whom is this course being developed?
Majors in the Dept X  Majors of other Depts  Minors in the Dept  General Education  Other

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X No

If yes, identify program(s): DPT

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No X

Yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). Physical Therapy

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
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<tr>
<td>Department Chair:</td>
<td>2-22-11</td>
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<tr>
<td>College Dean or Associate Dean:</td>
<td>2-22-11</td>
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<tr>
<td>CPSP (for school personnel courses ONLY)</td>
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<tr>
<td>Associate Vice President</td>
<td></td>
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<tr>
<td>and Dean for Academic Programs</td>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
College of Health and Human Services
Department of Physical Therapy

PT 662 – Differential Diagnosis in Physical Therapy

Spring Semester

**COURSE CREDIT:** 3 units

**INSTRUCTOR:** TBA
Office: Office phone: Office hours: e-mail:

**LOCATION:** TBA

**TIME:** TBA

**COURSE DESCRIPTION:**
This course focuses on learning and practicing screening techniques for physical therapists to detect medical or other problems for which a referral to a medical doctor or another health care provider is indicated. Students will learn to screen patients for dysfunction in a variety of physiological systems by taking a medical history, medication history, performing a risk factor assessment and manual examination, and screening various physiological systems. **Open to Physical Therapy Majors Only.**

**PREREQUISITES:**
BIO 633 Human Gross Anatomy for Physical Therapists
PT 600 Pathokinesiology
PT 608 PT/Patient/Professional Interactions
PT 630 Pathophysiology
PT 602 Evidence Informed Practice I
PT 604 Principles of Human Movement
PT 606 Therapeutic Measurements and Techniques
PT 614 Neuroscience for Physical Therapists
PT 618 Foundations for Patient Management
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PT 622 Evidence Informed Practice II
PT 632 Pharmacology for Physical Therapists
PT 634 Diagnostic Imaging for Physical Therapists
PT 636 Geriatrics/Gerontology for Physical Therapists
PT 638 Health, Wellness and Ergonomics in Physical Therapy
PT 624 Adult Neuromuscular Patient Management I
PT 625 Musculoskeletal Patient Management I
PT 626 Clinical Agents
PT 640 Physical Therapy Interventions II
PT 646 Acute Care and Cardiopulmonary Physical Therapy
CO-REQUISITES:
PT 627  Physical Therapy Educator
PT 644  Adult Neuromuscular Patient Management II
PT 645  Musculoskeletal Patient Management II
PT 648  Health Care Delivery in Physical Therapy I
PT 669  Psychosocial Issues in Physical Therapy

REQUIRED TEXTS:

COURSE OBJECTIVES:
All course objectives reference the overall educational goals and outcomes of the Department of Physical Therapy. At the completion of this course, the student is expected to be able to:

Goal 1.0 Demonstrate Professional Effectiveness

1.1. Compare and contrast normal biological, physiological, and psychological mechanisms of the human body with pathophysiological factors that lead to impairment
1.1.1. Discuss the etiology and clinical features of major disorders
   1.1.1.a Identify the etiology and common clinical signs and symptoms of cardiovascular, pulmonary, gastrointestinal, immune, endocrine, metabolic, musculoskeletal, neurologic, and oncologic disorders.
1.1.2. Describe how pathological processes affect normal function.
   1.1.2.a Describe the pathophysiology and prognosis of cardiovascular, pulmonary, gastrointestinal, immune, endocrine, metabolic, musculoskeletal, neurologic, and oncologic disorders.
1.1.3. Discuss common medical/surgical treatments for major disorders
   1.1.3.a Describe and discuss common medical/surgical treatment for cardiovascular, pulmonary, gastrointestinal, immune, endocrine, metabolic, musculoskeletal, neurologic, and oncologic disorders.
1.1.4. Analyze the effects of pharmacological agents on human function.
   1.1.4.a Examine the effects and side effects of medications commonly taken for medical treatment of cardiovascular, pulmonary, gastrointestinal, immune, endocrine, metabolic, musculoskeletal, neurologic, and oncologic disorders.

1.2 Determine the physical therapy needs of any individual seeking services.
   1.2.1 Perform an effective and efficient systems review screen.
   1.2.1.a Perform a review of general health questions
   1.2.1.b Perform a review of specific physiological systems
1.2.2 Review pertinent medical records and conduct a comprehensive patient interview.
   1.2.2.a Extract pertinent information regarding the primary problem, comorbidities and risk factors from the medical record
   1.2.2.b Obtain pertinent information regarding the primary problem, comorbidities and risk factors from the patient interview
1.2.3 Carry out appropriate and comprehensive patient examinations including tests and measures in a safe and client-centered manner.
   1.2.3.a Organize and perform an interview that promotes the gathering of all pertinent information needed to differentiate between patients
appropriate to the practice of physical therapy from those requiring a medical referral in a safe and client-centered manner.

1.2.3.b Organize and perform a physical examination that promotes the gathering of all pertinent information needed to differentiate between patients appropriate to the practice of physical therapy from those requiring a medical referral in a safe and client-centered manner.

1.2.4 Determine, with each patient encounter, the patient’s need for further examination or consultation.

1.2.4.a Organize and perform an interview that promotes the gathering of all pertinent information needed to differentiate between patients appropriate to the practice of physical therapy from those requiring further examination and/or a medical referral.

1.2.4.b Organize and perform a physical examination that promotes the gathering of all pertinent information needed to differentiate between patients appropriate to the practice of physical therapy from those requiring a medical referral further examination and/or a medical referral.

1.2.5 Perform a physical therapy patient examination using evidenced-based tests and measures.

1.2.5.a Organize and perform an interview that promotes the gathering of all pertinent information needed to differentiate between patients appropriate to the practice of physical therapy from those requiring further examination using evidenced-based tests and measures.

1.2.5.b Organize and perform a physical examination that promotes the gathering of all pertinent information needed to differentiate between patients appropriate to the practice of physical therapy from those requiring a medical referral further examination and/or a medical referral using evidenced-based tests and measures.

1.2.6 Utilize available evidence in interpreting examination findings to inform the patient evaluation.

1.2.6.a Utilize available evidence in interpreting examination findings obtained through a patient interview.

1.2.6.b Utilize available evidence in interpreting examination findings obtained through physical examination of the patient.

1.2.7 Evaluate data from the patient examination (history, systems review, tests and measures) to make clinical judgments.

1.2.7.a Evaluate data from the patient examination (history, systems review, tests and measures) to differentiate between patients appropriate to the practice of physical therapy from those requiring further examination using evidenced-based tests and measures.

1.2.8 Synthesize available data on a patient using the concepts and terminology of the most recent disability/enablement theoretical construct (currently the International Classification of Functioning, Disability, and Health (ICF) Model of Functioning and Disability).

1.2.9 Cite the evidence (patient history, diagnostic test results, tests, measures, and scientific literature) to support clinical decisions.

1.2.9.a Cite the evidence (patient history, diagnostic test results, tests, measures, and scientific literature) to support clinical decisions that differentiate between patients appropriate to the practice of physical therapy from those requiring further examination using evidenced-based tests and measures.
1.2.10 Evaluate and interpret the results of examination findings to classify the patient problem using the most recently adopted diagnostic taxonomy (currently the Guide to Physical Therapist Practice's labels and practice patterns).

1.2.11 Integrate and evaluate data that are obtained during the examination to describe the patient condition in terms that will guide the prognosis, the plan of care and intervention strategies. 1.2.11.a Integrate and evaluate data that are obtained during the examination to describe a patient's condition that is within the clinician's scope of practice.

1.2.11.b Integrate and evaluate data that are obtained during the examination to describe a patient's condition that is not within the clinician's scope of practice.

1.2.12 Identify and prioritize body function and structure impairments to determine specific activity limitations towards which interventions will be directed.

1.2.12.a Use the patient interview to identify and prioritize body function and structure impairments to determine specific activity limitations towards which interventions will be directed.

1.2.12.b Use the physical examination to identify and prioritize body function and structure impairments to determine specific activity limitations towards which interventions will be directed.

1.2.13 Make a referral to another physical therapist, other health care practitioner or agency when physical therapy is not indicated or the patient/client's needs are beyond the skills, expertise and/or scope of practice of the physical therapist practitioner.

1.2.13.a Make a referral to another physical therapist, other health care practitioner or agency when the data obtained from the examination describe a patient's condition that is beyond the skills, expertise and/or scope of practice of the physical therapist practitioner.

1.2.14 Determine the need for additional information and utilize technological search mechanisms to find that information.

1.2.15 Adapt delivery of physical therapy services with consideration for patients' differences, values, preferences and needs.

1.2.16 Apply current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management.

1.3 Develop a plan of care based on the best available evidence and that considers the patient's personal and environmental factors

1.3.1 Prioritize patient/client problems taking into consideration the patient/client's needs and goals, health condition, physiological and biological mechanisms within the constraints of the environment and resources.

1.3.1.a Prioritize patient/client problems to determine the need for referral to another healthcare provider with or without concomitant Physical Therapy services.

1.3.4 Recognize barriers that may impact the achievement of optimal improvement within a predicted time frame.

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1.3.6 Identify and collaborate with others needed in implementing the plan of care.
1.3.6.a Identify and collaborate with others the need for referral to another healthcare provider with or without concomitant Physical Therapy services.

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1.5 Demonstrate effective verbal and written communication skills with patients, families, other health care professionals, and the public, to facilitate interventions and interdisciplinary interactions and cooperation.

1.5.1 Determine appropriate documentation for the recording of patient/client information consistent with professional standards, the fiscal intermediary, and the treatment setting.

1.5.3 Demonstrate thorough, concise documentation consistent with current language from the Patient Management Model contained in the most recent edition of the Guide to Physical Therapist Practice.

1.5.4 Communicate efficiently and effectively with other health care providers involved in the patient/client’s management.

1.5.4.a Communicate efficiently and effectively with other health care providers when referring a patient whose condition is outside the clinician’s scope of practice.

1.7 Determine an appropriate discharge, discontinuation of service, or transfer of care plan for patients/clients.

1.7.1 Re-examine patients/clients to determine if continued physical therapy services are indicated.

1.7.1.a Re-examine patients/clients to determine if continued physical therapy services are indicated or if referral to another healthcare provider are indicated.

1.8 Provide consultative services applying the unique knowledge and skills of a physical therapist to identify problems, recommend solutions, or produce an outcome or product.

1.9 Engage in education activities consistent with imparting information and knowledge unique to the expertise of physical therapists to individuals or groups using relevant and effective teaching methods.

1.9.1 Promote health behaviors through educational interventions and modeling.

1.9.3 Educate colleagues and other health care professionals about the roles, responsibilities and academic preparation of the physical therapist and scope of physical therapy practice.

1.9.4 Present topics/issues using current evidence and sound teaching principles (i.e. case studies, in-service, journal article review, etc).
Goal 2.0 Demonstrate Professional Behaviors

2.1 Recognize cultural, ethnic, age, economic, and psychosocial differences and apply a humanistic and holistic approach to the delivery of a clinical service.

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2.2 Communicate effectively for varied audiences and purposes.
2.2.1 Demonstrate effective interpersonal (verbal, nonverbal, electronic) communication skills considering the diversity of populations and environments.
2.2.2 Facilitate therapeutic communication and interpersonal skills.
2.2.3 Discuss difficult issues with sensitivity and objectivity.
2.2.4 Appropriately utilize communication technology efficiently, professionally, and effectively.

2.3 Participate in professional activities that serve the community and advance the profession of physical therapy.
2.3.3 Recognize one's role as a member and leader of the health care team.

2.4 Recognize the need for personal and professional development.
2.4.4 Accept responsibility and demonstrate accountability for professional decisions.
2.4.5 Recognize own biases and suspend judgments based on biases.

2.5 Demonstrate entry level generic abilities, including:
2.5.1 Professional accountability and commitment to learning.
2.5.2 Recognition of one's own limitations.
2.5.3 Effective use of constructive feedback.
2.5.4 Effective use of time and resources.
2.5.5 Demonstrate integrity, compassion, and courage in all interactions.

Goal 3.0 Practice in an Ethical and Legal Manner

3.1 Practice physical therapy in a manner consistent with established legal and professional standards.
3.1.1 Demonstrate awareness of and adherence to state licensure regulations.
3.1.2 Practice within all applicable regulatory and legal requirements.

3.2 Practice in a manner consistent with the professional code of ethics
3.2.2 Treat patients/clients within scope of practice, expertise and experience.
3.2.3 Seek informed consent from patients/clients.

Goal 4.0 Demonstrate Scholarship

4.1 Apply basic principles of statistics and research methodologies within the practice of physical therapy.
4.1.1 Formulate and reevaluate positions based on the best available evidence.
4.1.3 Critically evaluate and interpret professional literature as it pertains to practice, research, and education.
4.1.4 Utilize contemporary technology consistently to access evidence.
TEACHING STRATEGIES AND LEARNING ACTIVITIES:
The instructor will use a variety of teaching strategies that include, but are not limited to lectures, reading assignments, completion of quizzes, class discussions, case presentations, performance of mock interviews, presentation of projects and exams.

GRADING PROCEDURES:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>≥ 92.0%</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 but &lt; 92.0%</td>
</tr>
<tr>
<td>B+</td>
<td>88.0 but &lt; 90.0%</td>
</tr>
<tr>
<td>B</td>
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</tr>
<tr>
<td>B-</td>
<td>80.0 but &lt; 82.0%</td>
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<td>78.0 but &lt; 80.0%</td>
</tr>
<tr>
<td>C</td>
<td>70.0 but &lt; 78.0%</td>
</tr>
<tr>
<td>C-</td>
<td>68.0 but &lt; 70.0%</td>
</tr>
<tr>
<td>D</td>
<td>60.0 but &lt; 68.0%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60.0%</td>
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</tbody>
</table>

3 Exams (25% each) ........................................................................................................... 75% of total grade

5 Quizzes (5% each) ......................................................................................................... 25% of total grade

Practice interviews & case studies .................................................................................. Pass/Fail

Projects 1 & 2 ................................................................................................................... Pass/Fail

A total of 3 exams will be given in the class. Each exam is worth 25% of the total course grade. Exams may contain essay, short answer, multiple choice, matching and true/false question formats. Each exam must be passed with a grade ≥70%. Any student failing to meet the 70% standard will be required to submit to remediation. The form of the remediation will be determined by the instructor. Following successful completion of remediation the score for that exam will be changed to 70%. If a student achieves <70% on more than one exam they are still required to undergo remediation for each exam but only one grade will be changed.

A total of 5 quizzes will be given online using SacCT. The due date for each quiz is posted on the weekly schedule. Quizzes are designed to familiarize you with the background material necessary to understand the topic to be covered that day in class. Quizzes will only be available for 5 days leading up to the due date. The quizzes are designed to be “open book” in that you may use your book while taking the quiz, but you only have 30 minutes to complete the quiz. Professional behavior in this instance means that you will not discuss the quiz with your classmates until after the due date for the quiz.

Practice interviews & case studies: One of the main points of the class is to learn how to interview clients effectively and efficiently as well as determining if a medical referral is indicated. In order to facilitate the acquisition of that skill you will be asked to “role play” as a therapist and a patient several times during the semester. This activity will occur inside and outside of class. Please recognize that your active participation will affect the quality of the learning experience for yourself and those working with you. This activity will be graded pass/fail and based upon your professional behavior and demonstration of generic abilities. This activity must be successfully and professionally completed in order to receive a passing grade in the class.
Completion of two projects is required in order to receive a grade in this course!

Project one: Each student must revise the term papers from PT 640 and convert the paper into a PowerPoint presentation suitable for an “in-service”, i.e. education of your peers. An electronic copy of the revised term paper is due on or before March xx, 20xx. This activity is graded on a pass/fail basis. This activity must be successfully and professionally completed in order to receive a passing grade in the class.

Project two: Each project must be presented to a group of students from the first or second year class of Physical Therapy students. The instructor will determine the appropriate audience based upon the topic of the presentation. The instructor will provide a specific date and time for the presentations to the second year students. These presentations will occur during normal PT662 class times. The instructor will provide a list of first year students assigned to listen to the other presentations. The presenter(s) and the first year students will arrange a time outside of class when they can meet. The audience will provide feedback directly to the instructor using a form provided. The instructor will attempt to maintain the confidentiality of those providing feedback. Project two must be completed by May x, 20xx. Please submit an electronic copy of your PowerPoint presentation and a list of the students who attended your presentation as evidence project two was completed. This activity will be graded pass/fail and based upon your professional behavior and demonstration of generic abilities. This activity must be successfully and professionally completed in order to receive a passing grade in the class.

Professional Behaviors: Students are responsible for appropriate behaviors as defined by the generic abilities in the student handbook. Failure to comply with behavioral expectations during class will result in a student first being warned that the behavior is inappropriate. If the inappropriate behavior continues, the student will be asked to leave the class. Failure to comply with behavioral expectations will result in the student receiving a failing grade in the course.

ATTENDANCE:
Class attendance is mandatory because of the nature of this course which focuses on interviewing skills. If you must miss a class then you are required as part of your professional behavior to contact the instructor by phone, e-mail or in person in advance of the absence if at all possible.

SPECIAL ACCOMMODATIONS:
Some students may utilize prearranged accommodations during the course of the year. If you are a student with a learning disability, physical disability, or other special needs, please let the instructor know as soon as possible if you need special accommodations. These confidential discussions are best handled during my office hours or by special appointment. You can expect confidentiality and cooperation regarding any circumstances and needs that have been verified through the disability center on campus.

STUDENTS SHOULD READ AND BECOME FAMILIAR WITH THE UNIVERSITY’S ACADEMIC HONESTY, POLICY & PROCEDURES WHICH CAN BE FOUND AT:
www.csus.edu/admbus/umanual/UMA00150.htm The following are direct quotes from the first sections of that document:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento (CSUS) expects that both faculty and
students will honor these principles, and in so doing, will protect the integrity of academic work and student grades. CSUS is a publicly-assisted institution legislatively empowered to certify competence and accomplishment in general and discrete categories of knowledge. The President and faculty of CSUS are therefore obligated not only to the world at large but also to California to guarantee that substantive knowledge is actually acquired and the ability to acquire it is actually demonstrated by those to whom they assign grades and whom they recommend for degrees. Academic dishonesty defrauds all those who depend upon the integrity of the University, its courses and its degrees. This fraud is accomplished to the extent that faculty, students or campus employees knowingly or unwittingly allow academic dishonesty to work its deception.”

“....Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporation of another’s work into one’s own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge.”
<table>
<thead>
<tr>
<th>Date/week</th>
<th>Topic</th>
<th>Reading Assignments</th>
</tr>
</thead>
</table>
| (1)       | Monday: Overview; symptom investigation  
            Wednesday: General Health Questions | References: #1, 2 (3)  
            *G & S: chapter 1 & 2* |
| (2)       | Monday: Review of Systems  
            Wednesday: Screening for Mood Disorders | References: #1, 4, 5, (3) |
| (3)       | Monday: Co-morbidities & Medications  
            Wednesday: Adverse Drug Reactions | References: #4, 5, 6 |
| (4)       | Monday: Pain Patterns  
            Wednesday: Pain Patterns | References: #2, 7, 8  
            *G & S: chapter 3* |
| (5)       | Monday: Screening the Integument - lab  
            Wednesday: Test 1 | *Lab clothes required*  
            *G & S: chapter 4* |
| (6)       | Monday: Cancer - quiz #1 due  
            Wednesday: Cancer-related fatigue | G & S: chapter 13  
            References: #9, 10 |
| (7)       | Monday: Pulmonary [Project 1 due]  
            Wednesday: Cystic Fibrosis | G & S: chapter 7  
            References: #11, 13, 14 |
| (8)       | Monday: Immunology - quiz #2 due  
            Wednesday: Fibromyalgia | G & S: chapter 12 |
| (9)       | Monday: Screening the Lymphatics - lab  
            Wednesday: Exercise-induced Asthma | *Lab clothes required*  
            *G & S: chapter 4* |
|           | **Spring break** | |
| (10)      | Monday: Case Studies  
            Wednesday: Test 2 | |
| (11)      | Monday: Urogenital - quiz #3 due  
            Wednesday: Chronic Renal Failure | G & S: chapter 10  
            Reference: #5 |
| (12)      | Monday: Cardiovascular  
            Wednesday: Anemia | G & S: chapter 5 & 6  
            References: #11, 12 |
| (13)      | Monday: Endocrinology - quiz #4 due  
            Wednesday: Hyperthyroidism  
            Friday: Project 2 due | G & S: chapter 11 |
| (14)      | Monday: GI - quiz #5 due  
            Wednesday: Ulcers - Janice/Jesse | G & S: chapter 8 & 9  
            Reference: #4 |
| (15)      | Monday: Screening the Abdomen - lab  
            Wednesday: Case studies | *Lab clothes required*  
            *G & S: chapter 4* |
| (16)      | Test 3 | |