**Course Change Proposal**

**Form A**

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Human Services</td>
<td>Physical Therapy</td>
<td>2/8/2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New ___ Change <em>x</em> Deletion ___</td>
<td>Dr. McGinty</td>
<td>Brenda Lee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>Semester Effective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ___ No <em>x</em></td>
<td>Yes <em>x</em> No ___</td>
<td>Fall <em>x</em> Spring <em>2012</em>_</td>
</tr>
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<table>
<thead>
<tr>
<th>CCE (Extension):</th>
<th></th>
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<tbody>
<tr>
<td>Yes ___ No <em>x</em></td>
<td></td>
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**This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):**

<table>
<thead>
<tr>
<th>If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ___ No ___</td>
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</tbody>
</table>

**Change from:**

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT264</td>
<td>Neuropediatric Evaluation &amp; Treatment I</td>
<td>2</td>
</tr>
</tbody>
</table>

**Change to:**

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 664</td>
<td>Neuropediatric Patient Management</td>
<td>2</td>
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**JUSTIFICATION:**

This course is being changed as part of the curriculum changes with the new DPT program required for continued accreditation for the program. The course has been upgraded to reflect the expectations in a doctoral program.

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

This course is the third part of a three course series focusing on the acquisition and integration of knowledge and skills involved in developing and implementing a treatment plan based on sound evaluative findings for the patient with neurological dysfunction. In this course, the focus is on the pediatric patient with neurological dysfunction. Case presentation, video demonstrations and actual patient contact will be used to develop evaluation, treatment and problem-solving skills. Open to Physical Therapy Majors Only.

**Note:**

**Prerequisite:**

BIO 633, PT 600, PT 602, PT 604, PT 606, PT 608, PT 630, PT 614, PT 618, PT 620, PT 622, PT 632, PT 634, PT 636, PT 638, PT 642, PT 625, PT 626, PT 640, PT 646, PT 627, PT 644, PT 645, PT 648, PT 669, PT 662, PT 695A

**Enforced at Registration:** Yes _x_ No

**Corequisite:**

PT 663, PT 665, PT 668, PT 680, PT 690

**CO-REQUISITES**

**Enforced at Registration:** Yes _x_ No

**Graded:** Letter _x_ Credit/No Credit

** Instructor Approval Required?** Yes _x_ No

**Course Classification (e.g., lecture, lab, seminar, discussion):** Lecture, Lab C-O2; C 16

**Title for CMS (not more than 30 characters):** Neuropediatric Patient Management

**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 _x_ No

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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/aetal/example.htm

**Goal 1.0:** Demonstrate Professional Competence in the treatment of children with neuromuscular disorders.

1.1 Compare and contrast normal biological, physiological, and psychological mechanisms of the human body with pathophysiological factors that lead to impairments.
   1.1.1 Compare and contrast the characteristics of preterm and full term neonates including postural tone, behavioral state, and signs of self-regulation and stress.
   1.1.2 Apply the pathophysiology of pediatric neuromuscular disorders to physical therapy interventions.
   1.1.3 Interpret how common medications will affect a patient’s participation in and response to physical therapy activities.
   1.1.4 Integrate knowledge of common surgical procedures performed on children with neuromuscular disorders into the physical therapy plan of care.

1.2 Determine the physical therapy needs of any individual seeking services.
   1.2.1 Apply knowledge of the developmental sequence in the following areas to the examination and treatment of pediatric patients. (Also under 1.4)
   1.2.1.1 Gross motor
   1.2.1.2 Fine motor
   1.2.1.3 Oral motor
   1.2.1.4 Play
   1.2.2 Select and interpret the results from common measurement tools used in assessing the pediatric population including but not limited to:
   1.2.2.1 Neonatal behavioral assessments
   1.2.2.2 Standardized developmental tests
   1.2.2.3 Functional/disability measures
   1.2.3 Perform an examination of a normal child using a standardized developmental test.
   1.2.4 Participate in the examination of children with neuromuscular disabilities based on videotaped case studies.
   1.2.5 Determine the need for additional information and utilize technological search mechanisms to find that information.

1.3 Develop a plan of care that considers the person’s individual needs and goals, the pathophysiology involved, the biological mechanisms of human function, the environment where care is being rendered, accurate interpretation of the results of examinations, careful analysis of all gathered data, and resource constraints.
   1.3.1 Develop a problem list based on presented case studies of pediatric clients.
   1.3.2 Construct short and long-term goals that address the problems identified in case studies, taking into account the environment and the child’s and family’s needs.
   1.3.3 Discuss objectives for an IEP or IFSP in collaboration with the special education team and the family based on case studies presented in class.
   1.3.4 Design a cost-effective plan of care based on case studies of children with neuromuscular disabilities, selecting appropriate physical therapy interventions.
   1.3.5 Seek and find information using contemporary technology that addresses the specific needs of the patient plan of care.

1.4 Apply knowledge of the developmental sequence and pediatric diagnoses to determine an appropriate physical therapy plan of care designed to restore and/or maintain optimal function, including selected therapeutic interventions that demonstrate safe, effective, and efficient psychomotor skills in the performance of physical therapy procedures and techniques.
   1.4.1 Demonstrate a therapeutic exercise program for the pediatric client with a neuromuscular disorder.
   1.4.2 Select the appropriate equipment to enhance the child’s mobility and function in light of your treatment goals, including but not limited to:
   1.4.2.1 Orthotics
   1.4.2.2 Wheelchairs and wheelchair accessories
   1.4.2.3 Durable medical equipment such as positioning, bathing and gait devices
   1.4.3 Discuss specific ways to enhance learning when teaching functional activities to children with neuromuscular disorders.
   1.4.4 Discuss ways to teach parents or other caregivers how to perform a home exercise and positioning program for their child with a neuromuscular disability.
   1.4.5 Modify the physical therapy program in light of the psychosocial and socioeconomic aspects associated with pediatric client with a neuromuscular disorder.

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

1.6 Determine the appropriate discharge and follow-up plan for patients/clients.
   1.6.1 Discuss appropriate models of physical therapy services including when the child has reached optimal goals with physical therapy interventions, or when therapy is no longer indicated.
   1.6.2 Provide rationales for decisions made in your management of the child with a neuromuscular disorder.
   1.6.3 Access and evaluation information via contemporary technology to determine value and application for the specific presenting problem.

**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 Demonstrate appropriate behaviors in class, laboratory and clinical sessions as defined by the generic abilities.
2.2 Communicate effectively for varied audiences and purposes.

**Goal 3.0:** Practice in an Ethical and Legal Manner
3.1 Practice physical therapy in a safe, legal, ethical and professional manner.
3.1.1 Practice physical therapy during laboratory clinical sessions safely, ethically, and legally, seeking assistance from the supervising faculty as needed.
3.2 Abide by the APTA code of ethics.
3.3 Adhere to all applicable state and federal laws.
3.3.1 Demonstrate the ability to search and find information about laws and regulations affecting physical therapy practice from state and federal electronic sources.

**Goal 4.0:** Demonstrate Scholarship
4.1 Apply basic principles of statistics and research methodologies within the practice of physical therapy.
4.1.1 Critique the literature in selected controversial topics in pediatric rehabilitation following the standards of the project assignment sheet.

**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:

**ASSIGNMENTS:**
1. Assignment 1: Pediatric Developmental Motor Scale II
2. Assignment 2: Pediatric Clinical Disorders: Each group of 3 students will select a specific diagnosis and complete a PP presentation to be presented in class
3. Assignment 3: Pediatric Evidence Based Treatment

**POINTS POSSIBLE:**
Assignment 1: PDMS II  
Assignment 2: Pediatric Clinical Disorders  
Assignment 3: Pediatric Evidence Based Treatment  
Midterm Examination (one 3 x 5 card allowed in test)  
Final Examination (one 3 x 5 card allowed in test)  

**Total 240 points**

**For whom is this course being developed?**
Majors in the Dept __  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 ___ 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 ___

If 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.

**Signatures:**
Department Chair: Date  
College Dean or Associate Dean: ___________  2-22-11

**CPSF (for school personnel courses ONLY)**

Associate Vice President  
and Dean for Academic Programs  

**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.

9/10/2008
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
College of Health and Human Services
Department of Physical Therapy

PT 664 – Neuropediatric Patient Management

Fall Semester

COURSE CREDIT: 2 units, 1 hour lecture, 3 hours laboratory

INSTRUCTOR: TBA
Phone:
Email:

LOCATION: TBA

TIME: TBA

OFFICE HOURS: TBA

COURSE DESCRIPTION:
This course is the third part of a three course series focusing on the acquisition and integration of knowledge and skills involved in developing and implementing a treatment plan based on sound evaluative findings for the patient with neurological dysfunction. In this course, the focus is on the pediatric patient with neurological dysfunction. Case presentation, video demonstrations and actual patient contact will be used to develop evaluation, treatment and problem-solving skills. 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
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
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
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
PT 662       Differential Diagnosis in Physical Therapy
PT 695A      Clinical Practicum/Internship I

CO-REQUISITES:
PT 663       Integumentary Patient Management
PT 665       Musculoskeletal Patient Management III
PT 668       Health Care Delivery in Physical Therapy II
PT 680       Graduate Physical Therapy Seminar
PT 690       Doctoral Project/Culminating Experience

REQUIRED TEXT:

RECOMMENDED TEXTS:

COURSE OBJECTIVES:
At the conclusion of the course, the students will:

**Goal 1.0:** Demonstrate Professional Competence in the treatment of children with neuromuscular disorders.

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physical therapy.
   4.1.1 Critique the literature in selected controversial topics in pediatric rehabilitation
following the standards of the project assignment sheet.

**TEACHING STRATEGIES AND LEARNING ACTIVITIES:**
Lecture, demonstration, reading assignments, AV materials, guest lecturers, large and small
group discussion, laboratory practice, field trips, and written projects.

**ASSIGNMENTS:**
1. Assignment 1: Pediatric Developmental Motor Scale II
2. Assignment 2: Pediatric Clinical Disorders: Each group of 3 students will select a specific
diagnosis and complete a PP presentation to be presented in class
3. Assignment 3: Pediatric Evidence Based Treatment

**POINTS POSSIBLE:**
Assignment 1: PDMS II 20 points
Assignment 2: Pediatric Clinical Disorders 20 points
Assignment 3: Pediatric Evidence Based Treatment 20 points
Midterm Examination (one 3 x 5 card allowed in test) 80 points
Final Examination (one 3 x 5 card allowed in test) 100 points
Total 240 points

**GRADING PERCENTAGES:**

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<th>Percentage (%)</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>≥ 93</td>
<td>A</td>
</tr>
<tr>
<td>90 - 92.9</td>
<td>A-</td>
</tr>
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</table>
If you disagree with the scoring of a question, submit a written request for reconsideration with the appropriate reference to justify your answer within 2 working days of receiving your quiz.

**Daily attendance is expected.** Excused absences (personal or family illness, car problems, and inclement weather) should be reported to the instructor prior to class or as soon thereafter as possible. Unexcused absences will result in reduction of participation points.

Assignments are due on the dates listed in the course schedule. Any assignment turned in late will be accepted at 50% credit for up to 5 days. After 5 days NO assignments will be accepted. All assignments are posted at the beginning of class, if you are concerned about extenuating circumstances, prepare in advance!

**PROFESSIONAL CONDUCT:**
Students enrolled in the physical therapy program are expected to conduct themselves in a professionally acceptable manner that includes refraining from academic or professional dishonesty. This includes cheating and plagiarism in academic assignments. Such offenses will result in prompt disciplinary action.

Students are responsible for appropriate behaviors as defined by the generic abilities. Failure to comply with behavioral expectations during class or lab may result in a student first being warned that behavior is inappropriate, then, if inappropriate behavior continues, a student may be asked to leave a class or lab. Repeated failure to comply with behavioral expectations can lead to failure in the course.

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

Please note that this syllabus may be changed at any time at the discretion of the instructors with prior notification of the students.