**Course Change Proposal**

**Form A**

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Health and Human Services</td>
<td>Physical Therapy</td>
<td>02-08-11</td>
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<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
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</thead>
<tbody>
<tr>
<td>New _ X Change_ No X Deletion_</td>
<td>Susan M. McGinty, PT, EdD</td>
<td>Clare Lewis, PT, PsyD</td>
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<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>
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<tbody>
<tr>
<td>Yes _ X No _ X</td>
<td>Yes _ X No ___</td>
<td>Fall _ X_ Spring __, 2012</td>
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<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Title:</th>
<th>Units:</th>
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**This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):**

**Change from:**

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
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<tbody>
<tr>
<td>PT 269</td>
<td>Psychosocial Issues in Physical Therapy</td>
<td>1</td>
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**Change to:**

<table>
<thead>
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<tbody>
<tr>
<td>PT 669</td>
<td>Psychosocial Issues in Physical Therapy</td>
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**JUSTIFICATION:**

This course is changed from the Master’s level course for the new Doctor of Physical Therapy degree course. The course objectives and content are changed to reflect more in depth study and reflection on the core concepts.

**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 examines the psychological and social impact of and reactions to illness and physical disability. It explores elements of psycho-social dynamics related to disability with a focus on adjustments required of the disabled and provider. The course addresses social, cultural, personal, and familial factors which impact comprehensive rehabilitation in the clinical setting. Attention will be placed on interpersonal relationships between patients, family, health care providers, and society. **Open to Physical Therapy Majors Only.**

**Note:**

**Prerequisite:**

<table>
<thead>
<tr>
<th>BIO 633</th>
<th>Human Gross Anatomy for Physical Therapists</th>
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<tbody>
<tr>
<td>PT 600</td>
<td>Pathokinesiology</td>
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<tr>
<td>PT 608</td>
<td>PT/Patient/Professional Interactions</td>
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<tr>
<td>PT 630</td>
<td>Pathophysiology</td>
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<td>PT 602</td>
<td>Evidence Informed Practice I</td>
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<td>PT 604</td>
<td>Principles of Human Movement</td>
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<td>PT 606</td>
<td>Therapeutic Measurements and Techniques</td>
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<td>PT 614</td>
<td>Neuroscience for Physical Therapists</td>
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<td>PT 618</td>
<td>Foundations for Patient Management</td>
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<td>PT 620</td>
<td>Physical Therapy Interventions I</td>
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<tr>
<td>PT 622</td>
<td>Evidence Informed Practice II</td>
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<td>PT 632</td>
<td>Pharmacology for Physical Therapists</td>
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<td>PT 634</td>
<td>Diagnostic Imaging for Physical Therapists</td>
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<tr>
<td>PT 636</td>
<td>Geriatrics/Gerontology for Physical Therapists</td>
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<tr>
<td>PT 638</td>
<td>Health, Wellness and Ergonomics in Physical Therapy</td>
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<tr>
<td>PT 624</td>
<td>Adult Neuromuscular Patient Management I</td>
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<tr>
<td>PT 625</td>
<td>Musculoskeletal Patient Management I</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<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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**Corequisite:**
- 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 662: Differential Diagnosis in Physical Therapy

**Enforced at Registration:** Yes [x] No [ ]

<table>
<thead>
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<tr>
<th>Graded:</th>
<th>Instructor Approval Required?</th>
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<tr>
<td>Letter</td>
<td>Yes [ ] No [x]</td>
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<tr>
<td>Credit/No Credit</td>
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<table>
<thead>
<tr>
<th>Course Classification (e.g., lecture, lab, seminar, discussion):</th>
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<tbody>
<tr>
<td>Lecture/discussion C-02</td>
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<table>
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<tr>
<th>Title for CMS (not more than 30 characters)</th>
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<tbody>
<tr>
<td>Psychosocial Issues in PT</td>
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<tr>
<th>Cross Listed?</th>
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<td>Yes [ ] No [x]</td>
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<th>If yes, do they meet together and fulfill the same requirement, and what is the other course.</th>
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<tr>
<th>How Many Times Can This Course be Taken for Credit?</th>
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<tr>
<td><strong>1</strong></td>
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<tr>
<th>Can the course be taken for Credit more than once during the same term?</th>
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<td>Yes [ ] No [x]</td>
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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/aacf/example.htm

All course objectives reference the overall educational goals and objectives of the Department of Physical Therapy.

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

Goal 1.0: Demonstrate Professional Physical Therapist Effectiveness

1.2 Determine the physical therapy needs of any individual seeking services.

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

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.

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

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

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

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

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.

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.

2.1.5 Respect roles of support staff and delegate appropriately.

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.

2.2.5 Respect roles of support staff and communicate appropriately.

2.3 Participate in professional activities that serve the community and advance the profession of physical therapy.

2.3.1 Participate in community service activities.

2.3.2 Recognize the importance of participation in professional association activities.

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.

2.4.1 Participate in self-assessment to improve clinical and professional performance.

2.4.2 Welcome and seek new learning opportunities.

2.4.3 Assume responsibility for professional lifelong learning.

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.

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

3.2.1 Demonstrate knowledge and application of ethical decision-making.
**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:

**GRADING PROCEDURES:**

Participation....................................................................................... 50%
Assignments....................................................................................... 50%

**points will be deducted for lack of participation (which includes being late to class: 3 points) and for not turning assignments in on time (2 points for each day late). Participation also includes meaningful contributions to class discussions. Overall grade for the course will drop by 1 grade for each session missed.**

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:**

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Date</th>
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<tr>
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<td>2-28-11</td>
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<thead>
<tr>
<th>College Dean or Associate Dean:</th>
<th>Date</th>
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<td>2-28-11</td>
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<tr>
<th>CPSP (for school personnel courses ONLY)</th>
<th>Date</th>
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<tr>
<th>Associate Vice President and Dean for Academic Programs</th>
<th>Date</th>
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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
School of Health and Human Services
Department of Physical Therapy

PT 669 PSYCHO-SOCIAL ISSUES IN PHYSICAL THERAPY

Spring Semester

COURSE CREDIT: 1 unit (2-hour lecture/discussions every other week)

INSTRUCTOR: TBA

LOCATION: TBA

TIME: TBA

COURSE DESCRIPTION:
This course examines the psychological and social impact of and reactions to illness and physical disability. It explores elements of psycho-social dynamics related to disability with a focus on adjustments required of the disabled and provider. The course addresses social, cultural, personal, and familial factors which impact comprehensive rehabilitation in the clinical setting. Attention will be placed on interpersonal relationships between patients, family, health care providers, and society. Open to Physical Therapy Majors Only.

PREREQUISITES
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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

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 662 Differential Diagnosis in Physical Therapy

REQUIRED READINGS: Posted on SacCT

SUGGESTED TEXT:
Forth Edition Carol M. Davis
DSM IV

COURSE OBJECTIVES:

Goal 1.0: Demonstrate Professional Physical Therapist Effectiveness

1.2 Determine the physical therapy needs of any individual seeking services.
   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

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   1.3.1 Prioritize patient/client problems taking into consideration the
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   1.3.4 Recognize barriers that may impact the achievement of optimal
   improvement within a predicted time frame.
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   1.3.10 Seek and find information using contemporary technology that addresses the
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   care, and transfer of care.

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

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

3.2.1 Demonstrate knowledge and application of ethical decision-making.

TEACHING STRATEGIES & LEARNING TECHNIQUES:

A combination of classroom lectures, group discussions, guest speakers, and assigned readings will be employed to give the student a well-rounded educational experience.

Since this is a discussion heavy course, it is important that each person be given the opportunity to express their opinion and ideas and be given the appropriate respect from all class participants.

GRADING PROCEDURES:

Participation...........................................................................................................................................50%
Assignments...............................................................................................................................................50%
**points will be deducted for lack of participation (which includes being late to class: 3 points) and for not turning assignments in on time (2 points for each day late). Participation also includes meaningful contributions to class discussions. Overall grade for the course will drop by 1 grade for each session missed.*

Assignments


Results due second class meeting.

Other personality web sites for fun: Knowyourtype.com, Test.personality-project.org, Tickle.com

2. Attend a support group of your choice. You can search these on the internet. Write a one page reflection paper on the experience. Call ahead to get permission to attend and attend by yourself. Do not go with another classmate(s). Due by last class meeting.

3. Read
   Why Zebras Don’t Get Ulcers by Robert Sapolsky
   [www.amazon.com/s/ref=nb_ss_gw_0_7?url=search-alias%3Daps&field-keywords=why+zebras+don%27t+get+ulcers&sprefix=why+zeb](http://www.amazon.com/s/ref=nb_ss_gw_0_7?url=search-alias%3Daps&field-keywords=why+zebras+don%27t+get+ulcers&sprefix=why+zeb)

Write-up:
   a. Recommendations – would you advise a health professional to read this book? Why, why not?
   b. A reflection on insights you personally have gained from reading the book and how you expect it to influence your behaviors as a health care provider.

**COURSE OUTLINE:**

Week 1: Introduction to course, purpose, need and awareness of psychosocial aspects for The Health Care Professional (HCP).

Week 2: Caregiver, developmental and age considerations: the impact of physical disabilities on children, women, men and the elderly.

Body image and self esteem, personality profiles and relevance for HCP and their clients.

Week 3: What is meaningful to each individual and how to communicate with patients based on gaining this insight. Dealing with difficult patients and people, assertiveness training. Mini mental status exam.

Week 4: Students with Disabilities Panel
Week 5: Compliance and motivation, strategies for parents who have a child with a disability. Other family members' roles. Examine one's own congruence of feelings and behaviors as it relates to a family member who has a disability.

Week 6: Hospice care
To clarify the importance of communicating with the dying and their families. To emphasize the importance of the therapeutic communication skills of touch and active listening. To assist the student to clarify current values around dying and death and to identify current comfort with the topic. To delineate the knowledge and skill needed to facilitate a life of quality for the dying patient. To describe the developmental stages health professionals go through as they learn to cope with the anxiety of caring for dying patients. To identify the rights we all share as human beings whether we are disabled or not. To offer the opportunity to contract for changing negative attitudes and dismantling negative reactive behaviors to positive, assertive behavior.

Week 7: Coping with the stress inherent as a HCP.

Week 8: Psychopathology and Physical Therapy

_The goal of this course is to prepare physical therapy students to become effective, knowledgeable and empathetic clinicians to work with the public_

The function of this course is to introduce to the students components of care beyond physical treatment; to further explore the impact of emotions on physical health and well-being. In addition the course provides an opportunity for students to explore their own feelings about disability and pain and to learn more about whom they are and how this impacts the way they react to the patient, the family or friends of the patient, and other individuals with whom they work. By understanding their learning preference and how they react in various situations, this course better prepares the student to be a more competent and empathetic clinician.

The topics included in the course are:
- Getting to know yourself better
- Dealing with disability
- Dealing with difficult patients
- Dealing with chronic pain
- Dealing with patients' dying and death
- Stress management

*Content and order of syllabi subject to change*