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>Department of Physical Therapy</td>
<td>02-08-11</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>Susan M. McGinty, PT, EdD</td>
<td>M. McKeough, PT, EdD</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 _ _, 20_12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Title</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Change from:</th>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PT 500</td>
<td>Culminating Experience</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change to:</th>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PT 690</td>
<td>Doctoral Project/Culminating Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

JUSTIFICATION:
This course has been changed as part of the development of the DPT program to meet accreditation requirements.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/acaf/univmanual/crspls.htm - Guidelines for Catalog Course Description)
The Doctoral Project/Culminating Experience may include evidence-based practice projects, clinical research projects, or case reports consistent with the Chancellor’s Office Executive Order. Culminating events must demonstrate students’ understandings of the application of current evidence-based practice in a multicultural and complex health care environment. They must be of sufficient rigor to ensure students' demonstrations of critical and independent thinking and abilities to interpret the research literature and apply to current physical therapist practice. Open to Physical Therapy Majors Only.

Note:

<table>
<thead>
<tr>
<th>Prerequisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 633</td>
</tr>
<tr>
<td>PT 600</td>
</tr>
<tr>
<td>PT 608</td>
</tr>
<tr>
<td>PT 630</td>
</tr>
<tr>
<td>PT 602</td>
</tr>
<tr>
<td>PT 604</td>
</tr>
<tr>
<td>PT 606</td>
</tr>
<tr>
<td>PT 614</td>
</tr>
<tr>
<td>PT 618</td>
</tr>
<tr>
<td>PT 620</td>
</tr>
<tr>
<td>PT 622</td>
</tr>
<tr>
<td>PT 632</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>PT 634</td>
</tr>
<tr>
<td>PT 636</td>
</tr>
<tr>
<td>PT 638</td>
</tr>
<tr>
<td>PT 624</td>
</tr>
<tr>
<td>PT 625</td>
</tr>
<tr>
<td>PT 626</td>
</tr>
<tr>
<td>PT 640</td>
</tr>
<tr>
<td>PT 646</td>
</tr>
<tr>
<td>PT 627</td>
</tr>
<tr>
<td>PT 644</td>
</tr>
<tr>
<td>PT 645</td>
</tr>
<tr>
<td>PT 648</td>
</tr>
<tr>
<td>PT 669</td>
</tr>
<tr>
<td>PT 662</td>
</tr>
<tr>
<td>PT 695A</td>
</tr>
<tr>
<td>PT 663</td>
</tr>
<tr>
<td>PT 665</td>
</tr>
<tr>
<td>PT 664</td>
</tr>
<tr>
<td>PT 668</td>
</tr>
<tr>
<td>PT 680</td>
</tr>
</tbody>
</table>

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

**Corequisite:**
- PT 663 Integumentary Patient Management
- PT 665 Musculoskeletal Patient Management III
- PT 664 Neuropediatric Patient Management
- PT 668 Health Care Delivery in Physical Therapy II
- PT 680 Graduate Physical Therapy Seminar

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

**CAN (California Articulation Number):**

<table>
<thead>
<tr>
<th>Graded:</th>
<th>Letter</th>
<th>Credit/No Credit</th>
<th>Instructor Approval Required?</th>
<th>Yes</th>
<th>No <strong>x</strong></th>
</tr>
</thead>
</table>

**Course Classification (e.g., lecture, lab, seminar, discussion):**

- **Doctoral Project S-25**
- **Doctoral Project/Culminating**

**Cross Listed?**

| Yes | No **x** |

**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/acaf/example.htm

the conclusion of this course, the student is expected to:

Goal 1.0: 

Demonstrate Professional Physical Therapist Effectiveness

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

1.1.1 Discuss the etiology and clinical features of major disorders.

1.1.2 Describe how pathological processes affect normal function.

1.1.3 Discuss common medical/surgical treatments for major disorders.

1.1.4 Analyze the effects of pharmacological agents on human function.

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

1.2.1 Perform an effective and efficient systems review screen.

1.2.2 Review pertinent medical records and conduct a comprehensive patient interview.

1.2.3 Carry out appropriate and comprehensive patient examinations including tests and measures in a safe and client-centered manner.

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

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

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

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

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.

1.2.10 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.

1.2.12 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.

1.2.14 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.

1.3.2 Write measurable, functional goals that are time referenced with expected outcomes.

1.3.3 Determine a patient prognosis by predicting the level of optimal improvement in function and the amount of time required to achieve that level.

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

1.3.5 Select and prioritize the essential interventions that are safe, meet the specified functional goals and outcomes and are patient-centered.

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

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

1.3.8 Progress the plan of care by making ongoing adjustments to interventions.

1.3.9 Include in the plan of care indirect interventions, such as coordination of care, patient/family education, modifications to physical and social environments, and referral to other providers.

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

1.3.11 Identify patient needs in terms of discharge planning, discontinuation of care, and transfer of care.
1.4 Implement the physical therapy plan of care designed to restore and/or maintain optimal function applying selected procedural interventions that demonstrate safe and effective psychomotor and clinical reasoning skills.
   1.4.1 Perform efficient and effective procedural interventions utilizing evidence-informed physical therapy procedures in a competent manner.
   1.4.2 Modify or redirect selected procedural interventions in light of reexaminations and/or patient/client’s response to interventions.
   1.4.3 Instruct the patient/client or caregiver in exercises, postures, handling techniques, home exercises consistent with patient/client diagnosis, prognosis, and expected outcomes, to facilitate patient/client progress, to maintain patient/client status, or to slow deterioration.
   1.4.4 Assess patient/client progress towards goals/projected outcomes.
   1.4.5 Coordinate patient/client care with other health care providers.

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.
   1.5.2 Produce quality documentation in a timely manner to support the delivery of physical therapy services.
   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.

1.6 Utilize data from selected outcome measures to document intervention effectiveness.
   1.6.1 Select relevant outcome measures for levels of body functions and structural impairments, activities and participation with respect for their psychometric properties.
   1.6.2 Collect relevant evidenced-based outcome measures that relate to patient/client goals and/or prior level of function.
   1.6.3 Describe how aggregate data is analyzed to assess the effectiveness of clinical performance (interventions).
   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.
   1.7.2 When a patient/client has reached optimal goals with physical therapy interventions and, when other related services are still needed, seek resources and/or consult with others to identify alternative resources.
   1.7.3 Determine needed resources for patients/clients to ensure timely discharge, including follow-up care.
   1.7.4 Discontinue care when physical therapy services are no longer 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.
   1.9.2 Apply basic educational concepts of teaching to the practice of physical therapy.
   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).

1.10 Demonstrate the ability to plan, organize, administer, direct, and supervise human and fiscal resources for physical therapy practice management, including:
   1.10.1 Billing and reimbursement.
   1.10.2 Electronic medical records documentation.
   1.10.3 Contemporary electronic communication.
   1.10.4 Direction and supervision of support personnel, including Physical Therapist Assistants (PTAs) and aides.
   1.10.5 Patient rights, consent, confidentiality and the Health Information Portability and Privacy Act (HIPPA).

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.
2.3.4 Promote participation in clinical education.

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.
3.1.1 Demonstrate awareness of and adherence to state licensure regulations.
3.1.2 Practice within all applicable regulatory and legal requirements.
3.1.3 Demonstrate the ability to search and find information about laws and regulations pertaining to physical therapy practice from state and federal electronic sources.
3.1.4 Demonstrate accountability by adhering to laws and regulations governing physical therapy fiscal management.

3.2 Practice in a manner consistent with the professional code of ethics
3.2.1 Demonstrate knowledge and application of ethical decision-making.
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.
4.1.2 Evaluate the efficacy and efficiency of physical therapy procedural interventions.
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.

4.2 Contribute to the body of knowledge of physical therapy.
4.2.1 Participate in, plan, and/or conduct clinical, basic, or applied research.
4.2.2 Disseminate the results of scholarly activities.

**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:

Doctoral projects/culminating experiences will be graded pass/fail. The doctoral project/culminating event may include evidence-based practice projects, clinical research projects, or case reports consistent with the Chancellor’s Office Executive Order. All culminating events must demonstrate students' understandings of the application of current evidence-based practice in a multicultural and complicated health care environment. They must be of sufficient rigor to ensure students’ demonstrations of critical and independent thinking and abilities to interpret the research literature and apply to current physical therapist practice.
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)? _x_ 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.)? _x_ 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.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair:</td>
<td></td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>2.22.11</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td></td>
</tr>
<tr>
<td>Associate Vice President</td>
<td></td>
</tr>
<tr>
<td>and Dean for Academic Programs</td>
<td></td>
</tr>
</tbody>
</table>

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.
PT 690 – Doctoral Project / Culminating Experience

Fall Semester

**COURSE CREDIT:** 3 units

**INSTRUCTOR:** TBA

**LOCATION:** TBA

**TIME:** TBA

**COURSE DESCRIPTION:**
The Doctoral Project/Culminating Experience may include evidence-based practice projects, clinical research projects, or case reports consistent with the Chancellor’s Office Executive Order. Culminating events must demonstrate students’ understandings of the application of current evidence-based practice in a multicultural and complex health care environment. They must be of sufficient rigor to ensure students’ demonstrations of critical and independent thinking and abilities to interpret the research literature and apply to current physical therapist practice. **Open to Physical Therapy Majors Only.**

**PREREQUISITES:**
- **BIO 633** Review of Human Gross Anatomy
- **PT 600** Pathokinesiology
- **PT 608** PT/Patient/Professional Interactions
- **PT 630** Pathophysicsology
- **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

CO-REQUISITES:  
PT 663     Integumentary Patient Management  
PT 665     Musculoskeletal Patient Management III  
PT 664     Neuropediatric Patient Management  
PT 668     Health Care Delivery in Physical Therapy II  
PT 680     Graduate Physical Therapy Seminar

REQUIRED TEXTS:

As per project committee.

RECOMMENDED TEXTS:

As per project committee.

COURSE OBJECTIVES: (Referenced to Program Educational Outcomes and Related Objectives)

At the conclusion of this course, the student is expected to:

**Goal 1.0:** Demonstrate Professional Physical Therapist Effectiveness  
1.1 Compare and contrast normal biological, physiological, and psychological mechanisms of the human body with pathophysiological factors that lead to impaired body functions and structure.

1.1.1 Discuss the etiology and clinical features of major disorders.  
1.1.2 Describe how pathological processes affect normal function.  
1.1.3 Discuss common medical/surgical treatments for major disorders.  
1.1.4 Analyze the effects of pharmacological agents on human function.

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

1.2.1 Perform an effective and efficient systems review screen.  
1.2.2 Review pertinent medical records and conduct a comprehensive patient interview.  
1.2.3 Carry out appropriate and comprehensive patient examinations including tests and measures in a safe and client-centered manner.  
1.2.4 Determine, with each patient encounter, the patient’s need for further examination or consultation.  
1.2.5 Perform a physical therapy patient examination using evidenced-based tests and measures.  
1.2.6 Utilize available evidence in interpreting examination findings to inform the patient evaluation.
1.2.7 Evaluate data from the patient examination (history, systems review, tests and measures) to make clinical judgments.

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.

1.2.10 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.

1.2.12 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.

1.2.14 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.

1.3.2 Write measurable, functional goals that are time referenced with expected outcomes.

1.3.3 Determine a patient prognosis by predicting the level of optimal improvement in function and the amount of time required to achieve that level.

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

1.3.5 Select and prioritize the essential interventions that are safe, meet the specified functional goals and outcomes, and are patient-centered.

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

1.3.7 Articulate a specific rationale for referrals made to other providers.
1.3.8 Progress the plan of care by making ongoing adjustments to interventions.
1.3.9 Include in the plan of care indirect interventions, such as coordination of care, patient/family education, modifications to physical and social environments, and referral to other providers.
1.3.10 Seek and find information using contemporary technology that addresses the specific needs of the patient care plan.
1.3.11 Identify patient needs in terms of discharge planning, discontinuation of care, and transfer of care.

1.4 Implement the physical therapy plan of care designed to restore and/or maintain optimal function applying selected procedural interventions that demonstrate safe and effective psychomotor and clinical reasoning skills.
1.4.1 Perform efficient and effective procedural interventions utilizing evidence-informed physical therapy procedures in a competent manner.
1.4.2 Modify or redirect selected procedural interventions in light of reexaminations and/or patient/client’s response to interventions.
1.4.3 Instruct the patient/client or caregiver in exercises, postures, handling techniques, home exercises consistent with patient/client diagnosis, prognosis, and expected outcomes, to facilitate patient/client progress, to maintain patient/client status, or to slow deterioration.
1.4.4 Assess patient/client progress towards goals/projected outcomes.
1.4.5 Coordinate patient/client care with other health care providers.

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.
1.5.2 Produce quality documentation in a timely manner to support the delivery of physical therapy services.
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.

1.6 Utilize data from selected outcome measures to document intervention effectiveness.
1.6.1 Select relevant outcome measures for levels of body functions and structural impairments, activities and participation with respect for their psychometric properties.
1.6.2 Collect relevant evidenced-based outcome measures that relate to patient/client goals and/or prior level of function.
1.6.3 Describe how aggregate data is analyzed to assess the effectiveness of clinical performance (interventions).

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.

1.7.2 When a patient/client has reached optimal goals with physical therapy interventions and, when other related services are still needed, seek resources and/or consult with others to identify alternative resources.

1.7.3 Determine needed resources for patients/clients to ensure timely discharge, including follow-up care.

1.7.4 Discontinue care when physical therapy services are no longer 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.

1.9.2 Apply basic educational concepts of teaching to the practice of physical therapy.

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).

1.10 Demonstrate the ability to plan, organize, administer, direct, and supervise human and fiscal resources for physical therapy practice management, including:

1.10.1 Billing and reimbursement.

1.10.2 Electronic medical records documentation.

1.10.3 Contemporary electronic communication.

1.10.4 Direction and supervision of support personnel, including Physical Therapist Assistants (PTAs) and aides.

1.10.5 Patient rights, consent, confidentiality and the Health Information Portability and Privacy Act (HIPPA).

**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.
2.3.4 Promote participation in clinical education.

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.
3.1.1 Demonstrate awareness of and adherence to state licensure regulations.
3.1.2 Practice within all applicable regulatory and legal requirements.
3.1.3 Demonstrate the ability to search and find information about laws and regulations pertaining to physical therapy practice from state and federal electronic sources.
3.1.4 Demonstrate accountability by adhering to laws and regulations governing physical therapy fiscal management.

3.2 Practice in a manner consistent with the professional code of ethics
3.2.1 Demonstrate knowledge and application of ethical decision-making.
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.
4.1.2 Evaluate the efficacy and efficiency of physical therapy procedural interventions.
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.
4.2 Contribute to the body of knowledge of physical therapy.
   4.2.1 Participate in, plan, and/or conduct clinical, basic, or applied research.
   4.2.2 Disseminate the results of scholarly activities.

TEACHING STRATEGIES AND LEARNING ACTIVITIES:
Teaching strategies and learning activities will vary in accordance with the type of project approved.

Academic Honesty
The university policy regarding academic honesty is in effect in this course and any alleged violations will be handled in accordance with the policies described in the University Catalogue. (www.csus.edu/admbus/umanual/UMA00150.htm)

Behavioral expectations
Students are responsible for appropriate behaviors as defined by the generic abilities. Failure to comply with behavioral expectations during class 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. Repeated failure to comply with behavioral expectations can lead to failure in the course. Cell phones and beepers should be off or silent (set to vibration mode) during the class. No text messaging is permitted in class.

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 me know as soon as possible if you need special accommodation. These kinds of 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 though the Office of Services to Students with Disabilities (SSWD) Lassen Hall 1008, (916) 278-6955.

GRADING PROCEDURES:
The doctoral project/culminating event may include evidence-based practice projects, clinical research projects, or case reports consistent with the Chancellor’s Office Executive Order. All culminating events must demonstrate students’ understandings of the application of current evidence-based practice in a multicultural and complicated health care environment. They must be of sufficient rigor to ensure students’ demonstrations of critical and independent thinking and abilities to interpret the research literature and apply to current physical therapist practice. Descriptions of the 3 possibilities are:

1) The evidence-based practice project (EBP) will require students to demonstrate a thorough synthesis of evidence related to a defined clinical question pertinent to the profession of physical therapy. Through both oral and written presentation, students will demonstrate competence in exploring the literature, assessing the strength of evidence, synthesizing the
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.

4.2 Contribute to the body of knowledge of physical therapy.

4.2.1 Participate in, plan, and/or conduct clinical, basic, or applied research.

4.2.2 Disseminate the results of scholarly activities.

TEACHING STRATEGIES AND LEARNING ACTIVITIES:
Teaching strategies and learning activities will vary in accordance with the type of project approved.

Academic Honesty
The university policy regarding academic honesty is in effect in this course and any alleged violations will be handled in accordance with the policies described in the University Catalogue. (www.csus.edu/admbus/umanual/UMA00150.htm)

Behavioral expectations
Students are responsible for appropriate behaviors as defined by the generic abilities. Failure to comply with behavioral expectations during class 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. Repeated failure to comply with behavioral expectations can lead to failure in the course. Cell phones and beepers should be off or silent (set to vibration mode) during the class. No text messaging is permitted in class.

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 me know as soon as possible if you need special accommodation. These kinds of 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 though the Office of Services to Students with Disabilities (SSWD) Lassen Hall 1008, (916) 278-6955.

GRADING PROCEDURES:
Doctoral projects/culminating experiences will be graded pass/fail.

The doctoral project/culminating event may include evidence-based practice projects, clinical research projects, or case reports consistent with the Chancellor’s Office Executive Order. All culminating events must demonstrate students’ understandings of the application of current evidence-based practice in a multicultural and complicated health care environment. They must be of sufficient rigor to ensure students’ demonstrations of critical and independent thinking and abilities to interpret the research literature and apply to current physical therapist practice. Descriptions of the 3 possibilities are:

1) The evidence-based practice project (EBP) will require students to demonstrate a thorough synthesis of evidence related to a defined clinical question pertinent to the profession of
physical therapy. Through both oral and written presentation, students will demonstrate competence in exploring the literature, assessing the strength of evidence, synthesizing the findings of individual studies, interpreting the results and applying the evidence to physical therapy practice. This is the option that we anticipate most students will elect to complete.

2) The clinical research project may be in the form of a systematic review, an applied clinical research project, or single case research design project. The student shall complete a project significant to the field of physical therapy as approved by the faculty. There shall be a significant written, annotated report of the research and public dissemination appropriate to the project.

3) The case report includes a comprehensive case analysis of an actual patient case in which the student was involved under the supervision of a licensed physical therapist. The case report will be presented both as a manuscript and in an oral presentation. Reports and presentations will demonstrate the integration of best evidence based on data collected during the patient management encounters. The formation of answerable clinical questions will serve as the basis for the evidence searches and analysis of background information, tests and measures associated with arriving at a diagnostic impression, prognosis and outcome measures, analysis of intervention effectiveness will provide evidence of originality and independent thinking. A grade of credit or no credit will be assigned to the student by the Project Committee.

A comprehensive examination may be one component of the culminating event; however, it shall not be the only product. It shall be structured to assess the full spectrum of physical therapist practice. The content should be consistent with the A Normative Model of Physical Therapist Professional Education and structured with sufficient rigor to assess students’ ability to practice physical therapy in a contemporary health care setting and to demonstrate critical and independent thinking and the ability to interpret the literature.