Course Change Proposal
Form A

Academic Group (College): Health and Human Services
Academic Organization (Department): Physical Therapy
Date: 02-08-11

Type of Course Proposal:
New _X_ Change ___ Deletion ___

Department Chair: Susan M. McGinty, PT, EdD
Submitted by: Susan M. McGinty, PT, EdD

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

Prefix & No.
PT 618

Title:
Foundations for Patient Management

Units: 1

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

Change from:
Subject Area (prefix) & Catalog Nbr (course no.):

Change to:
Subject Area (prefix) & Catalog Nbr (course no.):

Justification:
This is a new course developed as part of the new DPT program required for continued accreditation.

New Course Description: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/aafa/univmanual/crpspl.htm - Guidelines for Catalog Course Description)

This course introduces the disablement model that forms the conceptual framework for understanding and organizing the practice of physical therapy. The model delineates the possible consequences of disease and injury for the person and society. The course goes on to identify how the model informs the five elements of patient management: Examination, Evaluation, Diagnosis, Prognosis (including Plan of Care), and Intervention. The course will further expand on professionalism introduced in PT 608. Open to Physical Therapy majors only.

Note:

Prerequisite:
BIO 233 Review of Human Gross Anatomy
PT 600 Pathokinesiology
PT 608 PT/Patient/Professional Interactions
PT 630 Pathophysiology
PT 602 Evidence Informed Practice I

Enforced at Registration: Yes _X_ No ___

Corequisite:
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

Enforced at Registration: Yes ___ No _X_
<table>
<thead>
<tr>
<th>CAN (California Articulation Number):</th>
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<tr>
<th>Graded: Letter <strong>x</strong> Credit/No Credit __</th>
<th>Instructor Approval Required? Yes  No <strong>x</strong></th>
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<table>
<thead>
<tr>
<th>Course Classification (e.g., lecture, lab, seminar, discussion): C-02</th>
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</thead>
<tbody>
<tr>
<td>Title for CMS (not more than 30 characters) Foundations for Pt Management</td>
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<thead>
<tr>
<th>Cross Listed? Yes  No <strong>x</strong></th>
<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? <strong>once</strong></th>
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<tr>
<th>Can the course be taken for Credit more than once during the same term? Yes  No <strong>x</strong></th>
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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/acad/example.htm

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 Determine the physical therapy needs of any individual seeking services.
1.2 Determine the physical therapy needs of any individual seeking services.
1.2.3 Carry out appropriate and comprehensive patient examinations including tests and measures in a safe and client-centered manner.
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.
1.2.10 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.
1.4 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.

**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.
2.2 Communicate effectively for varied audiences and purposes.
2.3 Participate in professional activities that serve the community and advance the profession of physical therapy.
2.4 Recognize the need for personal and professional development.
2.4 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.

**Goal 4.0 Demonstrate Scholarship**

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

Contribute to the body of knowledge of physical therapy.

**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:

The primary strategies utilized for assessing student learning outcomes will be their 3 primary written assignments in which they are required to demonstrate their understandings on the material presented and a final essay examination. They will be expected to incorporate reflection into the written assignments with respect to how the concepts they are learning will inform their practice as future professionals.

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: Date
Department Chair: ___/___/11
College Dean or Associate Dean: ___/___/11
CPSP (for school personnel courses ONLY) ___/___/11
Associate Vice President and Dean for Academic Programs ___/___/11

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 618 Foundations for Patient Management

Spring

COURSE CREDIT: 1 unit

INSTRUCTOR: TBA

LOCATION: TBA

TIME: TBA

COURSE DESCRIPTION: This course introduces the disablement model that forms the conceptual framework for understanding and organizing the practice of physical therapy. The model delineates the possible consequences of disease and injury for the person and society. The course goes on to identify how the model informs the five elements of patient management: Examination, Evaluation, Diagnosis, Prognosis (including Plan of Care), and Intervention. The course will further expand on professionalism introduced in PT 608. 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

CO-REQUISITES:
PT 604 Principles of Human Movement
PT 606 Therapeutic Measurements and Techniques
PT 614 Neuroscience for Physical Therapists
PT 620 Physical Therapy Interventions I
PT 622 Evidence Informed Practice II

REQUIRED TEXTS:
(This book is available in the reserve book room of the library.). There is a CD available in the Department, too.

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:

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

Goal 4.0 Demonstrate Scholarship

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

4.2 Contribute to the body of knowledge of physical therapy.

TEACHING STRATEGIES AND LEARNING ACTIVITIES:

1. Case–method teaching
2. Lecture by instructor and/or guests
3. Discussion groups
4. Multiple writing assignments including journaling
5. Reading assignments
6. Internet assignments

GRADING PROCEDURES:

The primary graded products in this course will be the written assignments listed below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Content</th>
<th>Expectation</th>
<th>% Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Disablement Model</td>
<td>Outline primary concepts</td>
<td>Explain relevance to PT; reflect on your future practice</td>
<td>25%</td>
</tr>
<tr>
<td>#2 Use of the Guide</td>
<td>Introduce how to use</td>
<td>Explanation of how it informs practice decisions and especially yours in</td>
<td>25%</td>
</tr>
<tr>
<td>#3 Professionalism</td>
<td>Identify core values of profession</td>
<td>Expand on one that means the most to you reflecting on its application within the practice of physical therapy.</td>
<td>25%</td>
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<tr>
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<td>-----------------------------------------------------------------</td>
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<tr>
<td>Final Examination</td>
<td>Cumulative</td>
<td>Clear &amp; concise iteration of the major components within the course</td>
<td>15%</td>
</tr>
<tr>
<td>Participation &amp; professionalism</td>
<td>Regular engagement in class Demonstration of generic abilities</td>
<td>10%</td>
<td></td>
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**GRADING SCALE:**

\[
\begin{align*}
&\geq 92.0 = A \\
&\geq 90.0 \text{ and } <92.0 = A- \\
&\geq 88.0 \text{ and } <90.0 = B+ \\
&\geq 82.0 \text{ and } <88.0 = B \\
&\geq 80.0 \text{ and } <82.0 = B-
\end{align*}
\]

\[
\begin{align*}
&\geq 78.0 \text{ and } <80.0 = C+ \\
&\geq 72.0 \text{ and } <78.0 = C \\
&\geq 70.0 \text{ and } <72.0 = C- \\
&\geq 60.0 \text{ and } <70.0 = D \\
&<60.0 = F
\end{align*}
\]

**Attendance:** Daily attendance and timeliness is expected. Courtesy and professional responsibility **requires** notification of the instructor for any absence in advance. Failure to notify the professor of an absence can result in lowering your participation grade and is considered unprofessional. Students are responsible for any missed work and may be required to complete make-up assignments.

**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).
MAJOR ASSIGNMENTS: There are three primary writing assignments identified on the table above, each of three to five pages in length. These will represent the foundation for grades in the course each worth 25% of the grade. 10% of the grade will be for participation and 15% will be based on the final essay examination.

PROPOSED COURSE OUTLINE:

I. Disablement Model
   A. Why?
   B. Where did it come from?
   C. How does it inform patient management?
   D. What is it?
   E. Within the disablement model, what are the domains of physical therapist practice?

II. Guide to Physical Therapist Practice
   A. What is it?
   B. How is it used?
   C. How does it inform patient management?
   D. How is it used by others to assess physical therapist practice?

III. Professionalism in Physical Therapy: core values
   A. Accountability
   B. Altruism
   C. Compassion/Caring
   D. Excellence
   E. Integrity
   F. Professional Duty
   G. Social Responsibility

IV. How do all of the above work together to inform practice?

TENTATIVE SCHEDULE:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1, 2, 3 &amp; 4</td>
<td>Introduction of the disablement model</td>
<td>Introduction; Chapter 1 Guide to Physical Therapist Practice</td>
</tr>
<tr>
<td>Written assignment #1</td>
<td></td>
<td></td>
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<tr>
<td>Weeks 5, 6, 7 &amp; 8</td>
<td>Use of the Guide</td>
<td>Multiple readings: Guide to Physical Therapist Practice</td>
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<tr>
<td>Written assignment #2</td>
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<tr>
<td>Spring break</td>
<td></td>
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<tr>
<td>Weeks 10, 11, 12, &amp; 13</td>
<td>Professionalism &amp; core values</td>
<td>APTA website</td>
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<tr>
<td>Written assignment #3</td>
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<tr>
<td>Weeks 14 &amp; 15</td>
<td>Pulling it all together</td>
<td></td>
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<tr>
<td>Final Exam week</td>
<td>Essay examination</td>
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</tbody>
</table>
THE SCHEDULE AND CONTENT OF THE SYLLABUS ARE SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR.

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.”