## 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>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 <em>X</em> Change ___ Deletion ___</td>
<td>Susan M. McGinty, PT, EdD</td>
<td>C. Lewis</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 x___</td>
<td>Yes <em>x</em> No ___</td>
<td>Fall <em>X</em> Spring ___, 2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 638</td>
<td>Health, Wellness and Ergonomics in PT</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>2</td>
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</tbody>
</table>

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>
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<table>
<thead>
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### 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/acaf/univmanual/crspsl.htm - Guidelines for Catalog Course Description)

This course presents basic philosophical, historical, psychological and scientific foundations in wellness; reviews cultural forces/theories that affect individuals and society; applies concepts of healthy lifestyle education to reach an understanding of the importance of wellness and to establish an effective and potentially fulfilling lifestyle. Ergonomic concepts as they apply to patient and self (to maintain and prevent future injuries, especially repetitive) will be covered as one preventative strategy. Open to Physical Therapy majors only.

### Note:

**Prerequisite:** BIO 633 Human Gross Anatomy for Physical Therapists

- PT 600 Pathokinesiology
- PT 608 PT/Patient/Professional Interactions
- PT 630 Pathophysiology
- PT 602 Evidence Informed Practice I
- PT 604 Principles of Human Movement
- PT 606 Therapeutic Measurements and Techniques
- PT 614 Neuroscience for Physical Therapists
- PT 618 Foundations for Patient Management
- PT 620 Physical Therapy Interventions I
- PT 622 Evidence Informed Practice II

**Enforced at Registration:** Yes _x_ No
| Corequisite:                                                                 |
|---|---|
| PT 632 Pharmacology for Physical Therapists |
| PT 634 Diagnostic Imaging for Physical Therapists |
| PT 636 Geriatrics/Gerontology for Physical Therapists |
| **Enforced at Registration:** Yes ___ No x ___ |
| **CAN (California Articulation Number):** |
| **Graded:** Letter _x_ Credit/No Credit___ |
| **Instructor Approval Required?** Yes ___ No x ___ |
| **Course Classification** (e.g., lecture, lab, seminar, discussion): |
| Lecture C-02 |
| **Title for CMS (not more than 30 characters):** |
| Health, Wellness & Ergo in PT |
| **Cross Listed?** |
| Yes ___ No _x_ x ___ |
| **If yes, do they meet together and fulfill the same requirement, and what is the other course?** |
| **How Many Times Can This Course be Taken for Credit?** _once___ |
| **Can the course be taken for Credit more than once during the same term?** Yes ___ No _x_ ___ |
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.”
See the example at http://www.csus.edu/aca8/example.htm

All course objectives are referenced to program educational goals and related objectives. At the conclusion of the course, the student is expected to be able to demonstrate an understanding of the basis, execution, and effectiveness of the physical therapy evaluation, prevention and treatment / intervention procedures that are commonly used with the patient with musculoskeletal dysfunction. Specifically, the student should be able 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 Determine, with each patient encounter, the patient’s need for further examination or consultation.
   1.2.2 Cite the evidence (patient history, diagnostic test results, tests, measures, and scientific literature) to support clinical decisions.
   1.2.3 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).
   1.2.4 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.
   1.2.5 Identify and prioritize body function and structure impairments to determine specific activity limitations towards which interventions will be directed.
   1.2.6 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.
   1.2.7 Determine the need for additional information and utilize technological search mechanisms to find that information.
   1.2.8 Adapt delivery of physical therapy services with consideration for patient’s’ differences, values, preferences and needs.

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 Recognize barriers that may impact the achievement of optimal improvement within a predicted time frame.
   1.3.4 Select and prioritize the essential interventions that are safe, meet the specified functional goals and outcomes and are patient-centered.
   1.3.5 Identify and collaborate with others needed in implementing the plan of care.
   1.3.6 Articulate a specific rationale for referrals made to other providers.
   1.3.7 Progress the plan of care by making ongoing adjustments to interventions.
   1.3.8 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.
   1.3.9 Seek and find information using contemporary technology that addresses the specific needs of the patient care plan.

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 Assess patient/client progress towards goals/projected outcomes.
   1.4.4 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).

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).

**Goal 2.0:**

Demonstrate Professional Behaviors

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.

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.

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.

**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 Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
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<tr>
<td>73-76%</td>
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<tr>
<td>70-72%</td>
<td>C-</td>
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<tr>
<td>67-69%</td>
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<tr>
<td>63-66%</td>
<td>D</td>
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<tr>
<td>60-62%</td>
<td>D-</td>
</tr>
<tr>
<td>59% &amp; below</td>
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</table>

## Assignment Overview

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Required Words</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Leisure Definition</td>
<td>120</td>
<td>1500</td>
<td>This assignment involves a combination of research on health and wellness and introspection on your personal definition of this topic. You are to research the ways in which health and wellness is defined in the literature and analyze these definitions in relation to your personal definition of health and wellness.</td>
</tr>
<tr>
<td>Paper 2: Values Clarification</td>
<td>100</td>
<td>1000</td>
<td>In this assignment you will examine your values and how they impact your behavior and your health choices.</td>
</tr>
<tr>
<td>Paper 3: Prescription For Happiness</td>
<td>135</td>
<td>1500</td>
<td>In this paper you will explain how you wish to live the rest of your life. Describe the lifestyle you have designed for your personal happiness, including your lifestyle, career, and leisure goals.</td>
</tr>
<tr>
<td>Oral Presentation &amp; Life Line</td>
<td>90</td>
<td>-</td>
<td>This is an opportunity to share your plan for happiness. The Lifeline allows the students to visually represent their future goals on a continuum over time.</td>
</tr>
</tbody>
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For whom is this course being developed?

<table>
<thead>
<tr>
<th>Category</th>
<th>Selection</th>
</tr>
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<tbody>
<tr>
<td>Majors in the Dept</td>
<td>x</td>
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<tr>
<td>Majors of other Depts</td>
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<tr>
<td>Minors in the Dept</td>
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<tr>
<td>General Education</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Is this course required in a degree program (major, minor, graduate degree, certificate)?

- Yes | x | No   |

If yes, identify program(s): DPT

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)?

- Yes |   | No | x |

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.**

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**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>3/16/41</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>2-1-01</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td></td>
</tr>
<tr>
<td>Associate Vice President</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.
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
College of Health and Human Services
Program in Physical Therapy

PT 638 - Health, Wellness, and Ergonomics

Spring 2013

COURSE CREDIT: 2 units: 2 hours lecture per week

INSTRUCTOR: TBA

LOCATION: TBA

TIME: TBA

COURSE DESCRIPTION:
This course presents basic philosophical, historical, psychological and scientific foundations in wellness; reviews cultural forces/theories that affect individuals and society; applies concepts of healthy lifestyle education to reach an understanding of the importance of wellness and to establish an effective and potentially fulfilling lifestyle. Ergonomic concepts as they apply to patient and self (to maintain and prevent future injuries, especially repetitive) will be covered as one preventative strategy. Open to Physical Therapy majors only.

Required Texts:
Health and Wellness, Tenth Edition [Paperback]
Gordon Edlin
and Readings posted on SacCT

LECTURE NOTES & POWER POINTS
Posted on SacCT

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

CO-REQUISITES:
OBJECTIVES:

All course objectives are referenced to program educational goals and related objectives. At the conclusion of the course, the student is expected to be able to demonstrate an understanding of the basis, execution, and effectiveness of the physical therapy evaluation, prevention and treatment / intervention procedures that are commonly used with the patient with musculoskeletal dysfunction. Specifically, the student should be able to:

**Goal 1.0:** **Demonstrate Professional Physical Therapist Effectiveness**

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   1.2.7 Determine the need for additional information and utilize technological search mechanisms to find that information.
   1.2.8 Adapt delivery of physical therapy services with consideration for patients’ differences, values, preferences and needs. 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.
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1.9.4 Present topics/issues using current evidence and sound teaching principles (i.e. case studies, in-service, journal article review, etc).

**Goal 2.0: Demonstrate Professional Behaviors**

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

**2.1.1** Practice physical therapy demonstrating cultural competence with all individuals and groups.

2.1.2 Work effectively with challenging patients.
2.1.3 Respect personal space of patients/clients and others.
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2.1.5 Respect roles of support staff and delegate appropriately.

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2.3.4 Promote participation in clinical education.

2.4 Recognize the need for personal and professional development.

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2.4.3 Assume responsibility for professional lifelong learning.

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2.5 Demonstrate entry level generic abilities, including:

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2.5.2 Effective use of constructive feedback.

2.5.3 Effective use of time and resources.

2.5.4 Demonstrate integrity, compassion, and courage in all interactions.
TEACHING STRATEGIES AND LEARNING ACTIVITIES:
- Assigned readings in a variety of areas pertinent to expanding the student's knowledge and understanding of the meaning of health and wellness.
- Study guides and handouts relevant to the topic being discussed.
- Class lectures, discussions, and activities.
- Student oral presentations and written assignments.
- Evaluations and assessment of student progress.

GRADING PROCEDURES:

<table>
<thead>
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<tr>
<td>Paper 3: Prescription For Happiness</td>
<td>135</td>
<td>1500</td>
<td>In this paper you will explain how you wish to live the rest of your life. Describe the lifestyle you have designed for your personal happiness, including your lifestyle, career, and leisure goals.</td>
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<tr>
<td>Oral Presentation &amp; Life Line</td>
<td>90</td>
<td>-</td>
<td>This is an opportunity to share your plan for happiness. The Lifeline allows the students to visually represent their future goals on a continuum over time.</td>
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</table>
Weekly Online Assignments (12 assignments at 20pts each) 240
Weekly assignment will be posted on-line. They may be a quiz over assigned reading, a reflection essay, or other related work. It is your responsibility to view assignments each week and complete them by the posted deadline.

Tests (2 quizzes, 85 pts each) 170 -
Other Assignments & Attendance 45 -
TOTAL 900 4000 +

Course Specific Outcomes
- The students will be able to identify the important qualities to be derived from educating for leisure.
- The students will be able to identify and discuss the fundamental philosophical, psychological, and social concepts of leisure.
- The students will explore the relationships of the basic leisure philosophies and theories to contemporary life and career concerns.
- The students will be able to apply the above relationships in facilitating more effective and beneficial future lifestyle outcomes for themselves.
- The students will be able to become aware of their internal influences that determine future behavior and who they are through examination of personality, values, leisure motivations, lifestyle desires, and goals for their future.
- The students will examine the external influences of increased leisure, the lack of leisure opportunities, and mass leisure as they affect future lifestyle decision-making.
- The students will examine and understand societal value systems, leisure interests and behavior, leisure attitudes and their affects on lifestyle implementation.
- The students will create a personalized leisure inclusive lifestyle plan for their future fulfillment.

Participation and Professional Behavior Students are expected to demonstrate professional behavior during all activities related to this course, as determined by the Generic Abilities document provided in the Student Handbook. This includes active participation and attendance at all lectures and labs; as well as timely completion of all assignments which includes homework of practice cases. Five points will be deducted for each day these assignments are turned in late and 20 points will be deducted for failure to turn assignment in. Cell phones are to be turned off during lecture and lab.

Written examinations will include short answers, multiple choice and true/false question formats, as well as case studies. The student will be tested in part on his/her ability to integrate course material and apply information presented in the course to new situations. Students must pass each written examination with at least 70% of their answers as correct or they will be required to submit to remediation for the material. The instructor will determine the type of remediation.

This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check SacCT for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through SacCT email.