# Course Change Proposal

**Form A**

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Health and Human Services</th>
<th>Academic Organization (Department):</th>
<th>Physical Therapy</th>
<th>Date: 2/22/2011</th>
<th>Submitted by: Dr. McKeough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Course Proposal:</td>
<td></td>
<td>Department Chair:</td>
<td>Dr. McGinty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New ___ Change <em>x</em> Deletion ___</td>
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<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students?</td>
<td>Yes ___ No <em>x</em></td>
<td>For Catalog Copy:</td>
<td>Yes <em>x</em> No ___</td>
<td>CCE (Extension):</td>
<td>Yes ___ No <em>x</em></td>
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<td>Semester Effective:</td>
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<td>Fall <em>x</em> Spring <em><strong>2012</strong></em></td>
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This course replaces experimental course **Subject Area (prefix) and Catalog Nbr (course number):**

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

<table>
<thead>
<tr>
<th>Change from:</th>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>PT260</th>
<th>Title:</th>
<th>Graduate Physical Therapy Seminar I</th>
<th>Units:</th>
<th>1 - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change to:</td>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
<td>PT 660D</td>
<td>Title:</td>
<td>Graduate Physical Therapy Seminar ID: Electrotherapeutics Laboratory</td>
<td>Units:</td>
<td>2</td>
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**JUSTIFICATION:**

This course is being changed as part of the curriculum changes with the new DPT program required for continued accreditation for the program. The course reflects the expectations of opportunities for advanced study in a doctoral program. This seminar option within PT 660A-G addresses the development of advanced clinical skills in electrophysiology and electrodiagnostics in physical therapy.

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

This is a seminar laboratory experience focusing on electrophysiology and electrodiagnostics in physical therapy. The lab will allow students to research and apply evidence-based practice and gain advanced hands-on practice in performing and interpreting the results of electromyographic and nerve conduction velocity testing with clients. This course satisfies one of two requirements for selected seminars in the curriculum. Open to Physical Therapy majors only.

**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
- 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 627 Physical Therapy Educator
- 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
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](http://www.csus.edu/acaf/example.htm)

This course outlines the theory, evidence, and practice guidelines that are necessary to begin a career in electromyography.

At the completion of this course the student will be able to:

**Goal 1.0 Demonstrate Professional 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.
   1.1.2.1 Identify the clinical characteristics for lesions affecting the peripheral nervous system.
   1.1.2.2 Describe the neuroanatomical structure and functioning of and the clinical implications of lesions or disorders affecting the peripheral nervous system.
   1.1.3 Discuss common medical/surgical treatments for major disorders.
   1.1.3.1 Discuss common medical/surgical treatments for a patient client with disorders of the peripheral nervous system.

1.2 Determine the physical therapy needs of any individual seeking services.
   1.2.2 Review pertinent medical records and conduct a comprehensive patient interview.
   1.2.2.1 Recognize medical record findings consistent with a lesion of the peripheral nervous system.
   1.2.3 Carry out appropriate and comprehensive patient examinations including tests and measures in a safe and client-centered manner.
   1.2.3.1 Apply knowledge of the neuroanatomy and pathophysiology of disorders of the motor and peripheral nervous system to the physical therapy evaluation.
   1.2.3.2 Select and interpret the results from electrophysiologic measurement tools used in assessing patients/clients with disorders of the motor and peripheral nervous systems.
   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.
   1.2.11.1 Interpret electrophysiological test findings terms of guiding the development of a prognosis, 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.
   1.2.12.1 Recognize the various levels of structural impairments based on electrophysiological findings.
   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.
   1.2.13.1 Recognize electrophysiological findings that warrant referral to the appropriate health care professional.
   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.

1.5 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.
   1.5.1.1 Properly document electrodiagnostic examination findings.
1.8 Produce quality documentation in a timely manner to support the delivery of physical therapy services.

Provide consultative services applying the unique knowledge and skills of a physical therapist to identify problems, recommend solutions, or produce an outcome or product.

**Goal 2.0 Demonstrate Professional Behaviors**

2.4 Recognize the need for personal and professional development.
2.4.2 Welcome and seek new learning opportunities.
2.4.2.1 Recognize the opportunity and requirements for attaining a board certification in clinical electrophysiology.

Demonstrate entry level generic abilities, including:

2.5.1 Professional accountability and commitment to learning.
2.5.1.1 Recognition of one's own limitations.
2.5.1.2 Effective use of constructive feedback.
2.5.1.3 Effective use of time and resources.
2.5.1.4 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.
3.1.2.1 Demonstrate knowledge of the laws and regulations pertaining to practicing as a board certified clinical electrophysiologist.

**Goal 4.0: Demonstrate Scholarship**

4.1 Adhere to all applicable state and federal laws.
4.1.3 Evaluate the efficacy and effectiveness of physical therapy electrotherapeutic interventions.
4.1.3.1 Evaluate the efficacy and effectiveness of electrotherapeutic modalities.
4.1.4 Read, critique, and interpret professional literature.
4.1.4.1 Read, critique, and interpret professional literature on modalities.
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.

**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:

**Assessments:**

Describe the theory and practice of electromyographic and nerve conduction velocity testing
Correctly perform electromyographic testing
Correctly interpret the results of electromyographic testing
Correctly perform nerve conduction velocity testing
Correctly interpret the results of nerve conduction velocity testing

**GRADING**

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = < 60%

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)? Yes x__ No ___ 2 sections of PT660A-G

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.*
**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>2-21-11</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td></td>
</tr>
<tr>
<td>CSE (for school personnel courses ONLY)</td>
<td>2-21-11</td>
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<tr>
<td>Associate Vice President</td>
<td></td>
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<tr>
<td>and Dean for Academic Programs</td>
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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.

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

PT660D Electrotherapeutics Laboratory

Spring Semester

COURSE CREDIT: 2 units

INSTRUCTOR: TBA
OFFICE:
OFFICE HOURS:
TELEPHONE:
E-MAIL:

CLASSROOM: TBA

TIME: TBA

COURSE DESCRIPTION
This is a seminar laboratory experience focusing on electrophysiology and electrodiagnostics in physical therapy. The lab will allow students to research and apply evidence-based practice and gain advanced hands-on practice in performing and interpreting the results of electromyographic and nerve conduction velocity testing with clients. This course satisfies one of two requirements for selected seminars in the curriculum. Open to Physical Therapy majors only.

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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 227  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
PT 669  Psychosocial Issues in Physical Therapy

REQUIRED TEXTS/ REFERENCES:

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 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.
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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.
4.2.1.1 Participate in, plan and/or conduct clinical, basic, or applied research with modalities.

4.2.1.2 Disseminate the results of modality research.

TEACHING STRATEGIES AND LEARNING ACTIVITIES
1. Combination of lecture and laboratory demonstrations
2. Practice therapeutic techniques
3. Assigned readings
4. Video presentations
5. Problem solving group discussions
6. Case studies and soap notes

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.

LAB ATTIRE:
Shorts and bathing suit top or sport bra for females. Shorts for males. These clothes should be available for every lab class.

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.
ASSESSMENT/ ASSIGNMENTS

Assessments:
Describe the theory and practice of electromyographic and nerve conduction velocity testing 20%
Correctly perform electromyographic testing 20%
Correctly interpret the results of electromyographic testing 20%
Correctly perform nerve conduction velocity testing 20%
Correctly interpret the results of nerve conduction velocity testing 20%

GRADING
A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = < 60%

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