

PT 689: DOCTORAL PROJECT PROPOSAL

In Workflow

1. PT Committee Chair (kbaxter@csus.edu)
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Approval Path

1. Tue, 29 Sep 2020 20:06:22 GMT
Katrin Mattern-Baxter (kbaxter): Approved for PT Committee Chair
2. Tue, 29 Sep 2020 20:21:15 GMT
Michael Mckeough (mckeough): Approved for PT Chair
3. Wed, 07 Oct 2020 04:48:02 GMT
Heather Thompson (heather.thompson): Rollback to PT Chair for HHS College Committee Chair
4. Fri, 09 Oct 2020 21:34:50 GMT
Heather Crummett (crummetth): Approved for PT Chair
5. Tue, 20 Oct 2020 17:52:39 GMT
Heather Thompson (heather.thompson): Approved for HHS College Committee Chair
6. Tue, 20 Oct 2020 18:21:55 GMT
Mary Maguire (maguirem): Approved for HHS Dean

Date Submitted: Tue, 29 Sep 2020 19:04:24 GMT

Viewing: PT 689 : Doctoral Project Proposal

Last edit: Fri, 16 Oct 2020 20:46:30 GMT

Changes proposed by: Heather Crummett (210174092)

Contact(s):

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Catalog Title:

Doctoral Project Proposal

Class Schedule Title:

Doctoral Project Proposal

Academic Group: (College)

HHS - Health & Human Services

Academic Organization: (Department)

Physical Therapy

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2021 (2021/2022 Catalog)

Subject Area: (prefix)

PT - Physical Therapy

Catalog Number: (course number)

689

Course ID: (For administrative use only.)

202721

Units:

1

In what term(s) will this course typically be offered?

Spring term only

Does this course require a room for its final exam?

No, final exam does not require a room (Last Class)

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The Department of Physical Therapy is proposing some changes on how our program is meeting the Graduation Writing Assessment Requirement (GWAR) of the University. Currently, PT 608 is designated as the sole Graduate Writing Intensive course (GWI) that satisfies the GWAR. We are proposing that this requirement be met as Writing Enriched Curriculum (WEC) in the Doctor of Physical Therapy Program. The WEC meets the same goals and requirements as a Graduate Writing Intensive (GWI) course, and will be spread over 2 courses in the 9-semester Doctor of Physical Therapy (DPT) curriculum: In semester 1 the course is PT 608, and in semester 5 the course is PT 689. The written assignment for this PT 689 course includes 3000-word minimum written case analysis of an actual or paper patient case. The proposal paper will demonstrate the integration of best evidence and patient background information, tests and measures associated with arriving at a diagnostic impression, an intervention plan, a prognosis and the use of appropriate outcome measures.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

The Doctoral Project Proposal must demonstrate students' understanding of the application of current evidence-based practice to physical therapist practice in a multicultural and complex health care environment. The case report proposal and oral defense are the final requirements for Advancement to Candidacy in the Doctor of Physical Therapy program. The 3000-word minimum case report completes the Writing Enriched Curriculum began in PT608 for fulfilling the Graduate Writing Assessment Requirement (GWAR) in the DPT program.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)

Graduate Writing Intensive (GWI) course that is part of the Writing Enriched Curriculum (WEC) of the program; Open to Physical Therapy Majors only.

Does this course have prerequisites?

Yes

Prerequisite:

BIO 633, PT 600, PT 602, PT 604, PT 606, PT 608, PT 614, PT 618, PT 620, PT 622, PT 624, PT 625, PT 626, PT 630, PT 632, PT 634, PT 636, PT 638, PT 640, and PT 646

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

Yes

Corequisite:

PT 627, PT 644, PT 645, PT 648, PT 662, and PT 669

Corequisites Enforced at Registration?

Yes

Graded:

Credit / No Credit

Approval required for enrollment?

Department Approval

Course Component(s) and Classification(s):

Thesis Research

Thesis Research Classification

S3/CS#25 - Practice Teaching/Workstudy/Thesis Project/Independent Study (S-factor=.5 WTU per student enrolled)

Thesis Research Units

1

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'

Student Learning Outcome 1.0: Demonstrate professional physical therapist effectiveness by creating and documenting a comprehensive physical therapy patient management process, including determination of the physical therapy needs of any individual, designing a plan of care that synthesizes best available evidence and patient preferences, implementing safe and effective psychomotor interventions, and determining the efficacy of patient outcomes.

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.

1.3 Perform an effective and efficient systems review screen.

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

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

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

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

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

1.5.4 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).

1.5.5 Cite the evidence (patient history, diagnostic test results, tests, measures, and scientific literature) to support clinical decisions.

1.5.6 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).

- 1.5.7 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.
 - 1.5.8 Identify and prioritize body function and structure impairments to determine specific activity limitations towards which interventions will be directed.
 - 1.5.9 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.
 - 1.5.10 Determine the need for additional information and utilize technological search mechanisms to find that information.
 - 1.5.11 Adapt delivery of physical therapy services with consideration for patients' differences, values, preferences and needs.
 - 1.5.12 Apply current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management.
 - 1.6 Develop a plan of care based on the best available evidence and that considers the patient's personal and environmental factors
 - 1.6.1 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.
 - 1.6.2 Write measurable, functional goals that are time referenced with expected outcomes.
 - 1.6.3 Determine a patient prognosis by predicting the level of optimal improvement in function and the amount of time required to achieve that level.
 - 1.6.4 Recognize barriers that may impact the achievement of optimal improvement within a predicted time frame.
 - 1.6.5 Select and prioritize the essential interventions that are safe, meet the specified functional goals and outcomes and are patient-centered.
 - 1.6.6 Identify and collaborate with others needed in implementing the plan of care.
 - 1.6.7 Articulate a specific rationale for referrals made to other providers.
 - 1.6.8 Progress the plan of care by making ongoing adjustments to interventions.
 - 1.6.9 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.
 - 1.6.10 Seek and find information using contemporary technology that addresses the specific needs of the patient care plan.
 - 1.6.11 Identify patient needs in terms of discharge planning, discontinuation of care, and transfer of care.
 - 1.7 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.
 - 1.7.1 Perform efficient and effective procedural interventions utilizing evidence-informed physical therapy procedures in a competent manner.
 - 1.7.2 Modify or redirect selected procedural interventions in light of reexaminations and/or patient/client's response to interventions.
 - 1.7.3 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.
 - 1.7.4 Assess patient/client progress towards goals/projected outcomes.
 - 1.7.5 Coordinate patient/client care with other health care providers.
 - 1.8 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.
 - 1.8.1 Determine appropriate documentation for the recording of patient/client information consistent with professional standards, the fiscal intermediary, and the treatment setting.
 - 1.8.2 Produce quality documentation in a timely manner to support the delivery of physical therapy services.
 - 1.8.3 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.
 - 1.8.4 Communicate efficiently and effectively with other health care providers involved in the patient/client's management.
 - 1.9 Utilize data from selected outcome measures to document intervention effectiveness.
 - 1.9.1 Select relevant outcome measures for levels of body functions and structural impairments, activities and participation with respect for their psychometric properties.
 - 1.9.2 Collect relevant evidenced-based outcome measures that relate to patient/client goals and/or prior level of function.
 - 1.9.3 Describe how aggregate data is analyzed to assess the effectiveness of clinical performance (interventions).
 - 1.10 Determine an appropriate discharge, discontinuation of service, or transfer of care plan for patients/clients.
 - 1.10.1 Re-examine patients/clients to determine if continued physical therapy services are indicated.
 - 1.10.2 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.
 - 1.10.3 Determine needed resources for patients/clients to ensure timely discharge, including follow-up care.
 - 1.10.4 Discontinue care when physical therapy services are no longer indicated.
- Student Learning Outcome 2.0: Demonstrate the ability to plan, organize, administer, direct, and supervise human and fiscal resources for physical therapy practice management, and to communicate effectively with patients, families, other health care professionals and the public.
- 2.2 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.
 - 2.2.2 Apply basic educational concepts of teaching to the practice of physical therapy.
 - 2.2.3 Educate colleagues and other health care professionals about the roles, responsibilities and academic preparation of the physical therapist and scope of physical therapy practice.
 - 2.2.4 Present topics/issues using current evidence and sound teaching principles (i.e. case studies, in-service, journal article review, etc).

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

2.3.3 Electronic medical records documentation.

2.3.4 Contemporary electronic communication.

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

Student Learning Outcome 3.0: Demonstrate professional behaviors by reflecting on personal and professional development, and by integrating cultural, ethnic, age, economic, and psychosocial considerations in the communication and delivery of clinical services.

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

3.2 Communicate effectively for varied audiences and purposes.

3.2.1 Demonstrate effective interpersonal (verbal, nonverbal, electronic) communication skills considering the diversity of populations and environments.

3.2.2 Facilitate therapeutic communication and interpersonal skills.

3.2.3 Discuss difficult issues with sensitivity and objectivity.

3.2.4 Appropriately utilize communication technology efficiently, professionally, and effectively.

3.5 Demonstrate entry level generic abilities, including:

3.5.1 Professional accountability and commitment to learning.

3.5.2 Recognition of one's own limitations.

3.5.3 Effective use of constructive feedback.

3.5.4 Effective use of time and resources.

3.5.5 Demonstrate integrity, compassion, and courage in all interactions.

Student Learning Outcome 4.0: Practice in an ethical and legal manner through the consistent integration of sound decision-making with respect to established ethical, legal and professional standards.

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

4.1.1 Demonstrate awareness of and adherence to state licensure regulations.

4.1.2 Practice within all applicable regulatory and legal requirements.

4.1.3 Demonstrate the ability to search and find information about laws and regulations pertaining to physical therapy practice from state and federal electronic sources.

4.1.4 Demonstrate accountability by adhering to laws and regulations governing physical therapy fiscal management.

Student Learning Outcome 5.0: Demonstrate the critical evaluation, interpretation and application of the scientific and professional literature to inform independent judgments and clinical decision-making, research and education.

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

5.1.1 Formulate and reevaluate positions based on the best available evidence.

5.1.2 Evaluate the efficacy and efficiency of physical therapy procedural interventions.

5.1.3 Critically evaluate and interpret professional literature as it pertains to practice, research, and education.

5.1.4 Utilize contemporary technology consistently to access evidence.

5.2 Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline.

5.3 Understand the major formats, genres, and styles of writing used in the discipline;

5.4 Practice reading and writing within the discipline.

5.5 Practice reading and writing as a learning process that involves instructor feedback, revision, critical reflection, and self-editing.

Attach a list of the required/recommended course readings and activities:

A2C Proposal Instructions 2021.docx

Expectations & Potential Questions for Oral Defense of A2C proposal.docx

Proposal Timeline Algorithm 2020.docx

PT_689_Syllabus_2020 FINAL.docx

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 Doctoral Project Proposal will be presented both as a case report manuscript and an oral presentation. The manuscript and oral defense must be of sufficient rigor to ensure students' demonstration of critical and independent thinking and abilities to interpret the research literature and apply to current physical therapist practice.

The case report includes a minimum 3000-word manuscript of a partial case analysis of a patient case: 80% of course grade. The attached rubric is used to evaluate the proposal manuscript (SLOs 1.1 – 1.10, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1, and 5.1 – 5.5).

The oral defense of the case report in front of the faculty committee includes a 30 minute presentation and defense of the analysis of background information, the psychometrics of the tests and measures, and outcome measures used, and a defense of the theoretical basis of the intervention approach: 20% of course grade. (SLOs 1.1 – 1.3, 1.5, 1.6, 1.8, 1.9, 2.2, 3.2, 3.5, and 5.1 – 5.2).

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

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:

Doctor of Physical Therapy

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

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Doctorate Learning Goal(s):

Critical thinking/analysis
Communication
Information literacy
Disciplinary knowledge
Professionalism
Research

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Is this a Graduate Writing Intensive (GWI) course?

Yes

Please attach any additional files not requested above:

GWI Approval Request Form 689 Final_2020.docx
DPT-SLO_Letter.pdf

Reviewer Comments:

Heather Thompson (heather.thompson) (Wed, 07 Oct 2020 04:48:02 GMT): Rollback: Approved with minor changes, including small typos. Committee approved the form with pending changes. Please refer to the discussion during meeting. Committee members from the department will provide the detailed changes to the chair/author. Once re-submitted, the chair may approve the proposal immediately.

Key: 4107