**Course Change Request**  
Indiana University  
IUPUI Campus

Check Appropriate Boxes: Undergraduate credit □  Graduate credit □  Professional credit ✔

1. School/Division  SHRS/Physical Therapy
2. Academic Subject Code  AHPT
3. Current Course Number  P511
4. Current Credit Hours  1
5. Current Title  Clinical Decision Making
6. Effective Semester/Year for changes listed below:  Fall 2010
7. Instructor:  Rioho/Strunk

**Type of Change Requested (Check appropriate boxes and indicate changes)**

- □ 8. Change course number to: ________________________ (must be cleared with University Enrollment Services)
- ✔ 9. Change course title:  Clinical Decision Making  
  Change to:  Clinical Decision Making and Professionalism in PT Practice
  Recommended abbreviation (optional) ____________________  
  (Limited to 32 Characters Including spaces)
- ✔ 10. Current credit hours fixed at:  1 or variable from: ________________________ to ________________________
- □ Change to credit hours fixed at: ________________________ or variable from: ________________________ to ________________________
- ✔ 11. Current lecture contact hours fixed at:  16 or variable from: ________________________ to ________________________
- □ Change to lecture contact hours fixed at: ________________________ or variable from: ________________________ to ________________________
- □ 12. Current non-lecture contact hours fixed at: ________________________ or variable from: ________________________ to ________________________
- □ Change to non-lecture contact hours fixed at: ________________________ or variable from: ________________________ to ________________________

- □ 13. Is this course currently graded with S-F (only) grades? Yes ___ No ___
- □ Change to S-F (only) grading? Yes ___ No ___

- □ 14. Does this course presently have variable title approval? Yes ___ No ___
- □ Is variable title approval being requested? Yes ___ No ___

- □ 15. Is this course being discontinued? For all campuses ________ or for this campus only ______
- ✔ 16. Current course description  An Overview of the profession of PT and a framework for the process of clinical decision making. Includes the role of PT in contemporary healthcare delivery, the disabament model, and an introduction to the APTA Guide to PRactice as components of the clinical reasoning process.

Change course description to (not to exceed 50 words)  An overview of the profession of physical therapy, a framework for the process of clinical decision making and the many issues that contribute to successful professional development. Includes a discussion of the evolving role of physical therapy in contemporary healthcare delivery and an introduction to the APTA Guide to PT Practice and the Generic Abilities Assessment tool.

17. Justification for change  Moving to an integrated curricular model with clinical education.  

(Use additional paper if necessary)

18. Are the necessary reading materials currently available in the appropriate library?  Yes ___

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of this course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:  
Date 12/4/09  
Department Chairman/Division Director

Approved by:  
Date 2/16/10  
Dean

Date  
Chancellor/Vice-President

Date  
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 725  
University Enrollment Services

Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow;  
Department/Division—Pink; University Enrollment Services Advance—White
Indiana University  
Department of Physical Therapy  
Clinical Decision Making and Professionalism in PT Practice P 511  
Fall

Course Description: An overview of the profession of physical therapy, a framework for the process of clinical decision-making, and the many issues that contribute to successful professional development. Includes a discussion of the evolving role of physical therapy in contemporary health care delivery and an introduction to the APTA Guide to PT Practice and the Generic Abilities Assessment Tool.

Credit Hours: 2

Scheduled Meeting Time
Location:

Contact Hours: 2 Hours/Week Lecture
Total classroom hours - 32

Instructors: Lisa Riolo, PhD, PT, NCS
Valerie Strunk, MS, PT

Phone: 317-278-1875
E-mail: lriolo@iupui.edu vstrunk@iupui.edu

Office Hours: By appointment

Required Textbooks: 

- Guide to Physical Therapist Practice. APTA. 2001
- Course Packet for P511 available in Bookstore
- APTA Student Membership

Additional Readings: As Assigned

Course Objectives: Upon completion of this course the student should be able to:

1) Examine the evolution of the physical therapy profession in the political/societal context.
2) Describe the application of clinical reasoning processes to clinical practice.
3) Delineate the body of knowledge for physical therapy.
4) Describe the disablement model as a framework for understanding and organizing physical therapy practice.
5) Explain the components of client examination, evaluation, diagnosis, prognosis, and intervention as described in the Guide to Physical Therapist Practice.
6) Integrate and compare the clinical reasoning process to the patient management process described in the *Guide to Physical Therapist Practice*.
7) Describe the importance of well-designed clinical education in the context of acquiring effective clinical reasoning skills.
8) Appreciate how modeling professional core values may positively influence professional behavior in a patient care environment.

**Teaching Methods:**
- Classroom and electronic activities and discussion
- Case studies
- Video tapes
- Lecture

**Grading Policy:** Examinations will be given on the days listed in the syllabus. No questions will be answered during examinations to reduce disruptive activities and to remove tester bias. Make-up examinations may be scheduled at the course coordinator’s discretion. The course coordinator reserves the right to deny any make-up examinations. Scoring guidelines for each assignment appear separately. **Assignments must be handed in during the class time on the due date noted on the course schedule. Students will lose 10 points each day for any late assignment.** Evidence of APTA student membership is required to earn a grade in the course. Students will need to show the course instructor their membership cards by mid-semester. The course grade will be assigned by calculating the percentage of total course points earned. Students that earn a “C-” grade will be required to discontinue progression in the curriculum and take the course for credit again when it is next offered, as outlined in the matriculation and retention policy on page 29 of the Student Handbook. Students will be permitted to repeat no more than one course in this manner throughout the curriculum.

**Grading Scale:**
- A = 93-100%
- A- = 90-92%
- B+ = 87-89%
- B = 83-86%
- B- = 80-82%
- C+ = 77-79%
- C = 75-76%
- C- = 70-74%
- D = 69-60%
- F = <60%

**Cheating/Plagiarism Statement:** Faculty and students have rights and responsibilities for learning, teaching, and scholarship within the entire university community. Academic functions are characterized by reasoned discourse, intellectual honesty, mutual respect and openness to constructive change. Individuals must remain active in avoiding violation of academic ethics.

**Cheating:** Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examination questions shall be considered cheating. It is the responsibility of the student, not only to abstain from cheating but, in addition to, guard against making it possible for others to cheat. Any student who helps another student to cheat is as guilty of cheating as the student assisted. Students should also do every thing possible to induce respect for the examination process and for honesty in the performance of assigned tasks in or out of class.
**Plagiarism:** Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one’s own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. **Any student who fails to give credit for ideas or materials that are taken from another source is guilty of plagiarism.**

**Course Policies:** To successfully complete this course, students must adhere to policies and procedures specified in the Department of Physical Therapy student handbook. Pay particular attention to the definition of and consequences of plagiarism. If the instructor finds evidence of plagiarism in written work, the minimum penalty will be a 0 grade for the assignment.

Students must also display professional behavior in accordance with the standards established by the Department of Physical Therapy student handbook, Indiana Practice Act for Physical Therapists and the American Physical Therapy Association Code of Ethics.

Students must satisfactorily complete all assignments and exams. Unless otherwise indicated, students should assume that all assignments for this course must be completed individually, without collaboration or assistance from another person. Students must work independently on all examinations.

Any questions about grading of assignments or exams must be submitted in writing to the instructor within 5 calendar days of the time a grade is received. If students ask for any part of an assignment or exam to be re-graded, the entire assignment or exam may be re-graded. The outcome of a discussion will always yield additional information for a student but may not always result in a change to the grade.

The processes of group discussion, peer-review, and case-based learning depend on active participation of each student. All participants are expected to be respectful of other opinions during these discussions. Attendance at every class and clinical session is **required** of all students. The student is responsible for alerting Dr. Riolo or Prof. Strunk to inform her of an emergency prior to the session meeting. Each unexcused absence (one that was not an emergency and/or Dr. Riolo/Prof. Strunk was not alerted) will result in reduction of course grade by one-half letter increment without the opportunity to make up the grade.

**Specific Accommodations:** Students that need special accommodations in order to meet any of the requirements of this course must see the instructor prior to the second class session. Requests that arise during the semester will require documentation that the basis for the accommodation is of recent origin. Students will be able to complete course requirements that are missed because of a religious observance if prearranged.

**HIPAA Compliance:** Recently enacted HIPAA regulations place stringent requirements on practitioners to protect the privacy of patients. When completing assignments that include patient-related information, students must comply with the following guidelines:
1. Maintain confidentiality concerning all patient information.
2. Change the names of patients, referring providers, and facilities to preserve anonymity.
3. Restrict the use and/or disclosure of information, even though permitted, to the minimum necessary to accomplish the intended educational purpose.

Course Expectations:
This course will be conducted in a case-based seminar format with the primary activities being discussion of the reading assignments and small group problem solution. Students are expected to have completed the reading assignments and preparation prior to class in order for effective learning to occur.
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment or Required Reading</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Module 1 Dr. Riolo</td>
<td>1</td>
<td>History and evolution of physical therapy as a profession, political and social context for physical therapy practice, introduction to the role of the APTA</td>
<td>Readings/website assignments</td>
<td>Lecture and class discussion</td>
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|      | 2    | *Guide to Physical Therapist Practice*  
Introduction to the IU Curriculum and DPT Case Family | Readings  
IU DPT Family Tree: An Integrated Case Series | Lecture and class discussion;  
*Guide* activity  
Dept. Chair to introduce Curricular Design and Case Family |
|      | 3    | Disablement model a framework for understanding and organizing physical therapy practice; Problem-oriented medical record; ICF Model | Readings                                          | Lecture and class discussion                   |
|      | 4    | Dynamical Systems Model  
IU Conceptual Framework for Clinical Decision Making and patient case integration | Readings                                          | Lecture and class discussion                   |
|      | 5    | Clinical reasoning: problem identification and data collection       | Readings                                          | Lecture and class discussion;  
small group activity                             |
|      | 6    | Hypothesis formation: what is the cause for the problems?  
Re-examination: did it work? | Readings                                          | class and small group discussion              |
|      | 7    | Intervention selection: coming up with a solution; Midterm Review Evidence Based Practice (Overview) |                                                | Small group discussion                         |

P511 Course Syllabus
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<th>Module 2</th>
<th>Professor Strunk</th>
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<td>9</td>
<td>Professionalism: What is it? Generic Abilities Assessment</td>
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<td>10</td>
<td>Patient centered care: roles different practitioners play in patient care, Professional Development Opportunities for PTs: Roles PTs play</td>
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<td>11</td>
<td>Clinical Education: an introduction to the process, players, and pitfalls</td>
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<td>12</td>
<td>Overview of learning styles, domains of learning, enhancing self-reflection</td>
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<td>13</td>
<td>Giving and Receiving: Communication and Feedback, Initiating difficult conversations</td>
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<td>14</td>
<td>Conflict resolution, self-advocacy in the clinic, confidence issues and student commitment to learning</td>
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<td>15</td>
<td>Student Supervisory Rules Clinical Education Panel Discussion</td>
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<td>16</td>
<td>Final Exam</td>
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