Course Change Request  

Indiana University  

Check Appropriate Boxes:  
Undergraduate credit [ ]  Graduate credit [ ]  Professional credit [x] 

1. School/Division  School of Health and Rehabilitation Sciences/Department of Physical Therapy  

2. Academic Subject Code  AHPT  

3. Current Course Number  P515  

4. Current Credit Hours  6  

5. Current Title  Physical Therapy Examination/Intervention I  

6. Effective Semester/Year for changes listed below:  Fall 2010  

7. Instructor:  Prof. Terry Loghmani  

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

☐ 8. Change course number to:  ____________________________ (must be cleared with University Enrollment Services)  

☐ 9. Current course title:  ____________________________  

Change to:  ____________________________  

Recommended abbreviation (optional)  ____________________________  

(Limited to 32 Characters including spaces)  

☐ 10. Current credit hours fixed at:  6  

Change to credit hours fixed at:  3  

or variable from:  ____________________________ to  ____________________________  

☐ 11. Current lecture contact hours fixed at:  128  

Change to lecture contact hours fixed at:  64  

or variable from:  ____________________________ to  ____________________________  

☐ 12. Current non-lecture contact hours fixed at:  ____________________________  

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 [x]  

Change to S-F (only) grading?  Yes [ ]  No [x]  

☐ 14. Does this course presently have variable title approval?  Yes [ ]  No [x]  

Is variable title approval being requested?  Yes [ ]  No [x]  

☐ 15. Is this course being discontinued? For all campuses [ ] or for this campus only [ ]  

☐ 16. Current course description  

Change course description to (not to exceed 50 words)  

Changing sequence of curriculum to enhance student learning requiring reorganization.  

(Use additional paper if necessary)  

17. Justification for change  

18. Are the necessary reading materials currently available in the appropriate library?  Yes [x]  

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:  

______________________________  

Department Chairman/Division Director  

Date 12/14/09  

Dean of Graduate School (when required)  

Date  

Approved by:  

______________________________  

Dean  

Date 2/26/11  

Chancellor/Vice-President  

Date  

University Enrollment Services  

Date  

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
P515 PT Examination/Interventions I
Fall 2010

Terry Loghmani, PT, MS, MTC
Indiana University
School of Health and Rehabilitation Sciences
Department of Physical Therapy
Doctor of Physical Therapy Program
Indiana University  
School of Health and Rehabilitation Sciences  
Department of Physical Therapy  
Doctor of Physical Therapy Program  
P515 Physical Therapy Examination/Interventions I

Course Description: First of two courses covering basic principles of neuromusculoskeletal examination, evaluation and interventions in physical therapy practice. Emphasis is placed on the history taking, systems review, principles of examination and interventions from a functional approach; and documentation.

Credit Hours: 3 credit hours

Scheduled Meeting Time & Location: In order to accommodate guest lecturers and clinical lab experiences there may be some variances noted in the Class Schedule from the times listed below:
Lecture/Lab: TBD

Contact Hours: 4 hours/week

Course Director: Tery Loghmani, PT, MS, MTC  
Associate Clinical Professor  
School of Health & Rehabilitation Science  
Department of Physical Therapy  
Coleman Hall CF 326A  
1140 West Michigan Street  
Indianapolis, IN 46202-5119  
317-278-3463  
nloghman@iupui.edu

Lab Assistants: Trinda Metzger, PT, MS, MTC  
Email: trindametzger@aol.com

Todd Verity  
tverity@bodyonept.com

Teaching Assistants: TBD

Office Hours: Office hours for the course director as posted. Instructors are available after class. Students may contact the course director and instructors by email or by scheduling a meeting.

Course Continuum: P515 & P526 are part of a course continuum. P515 introduces the student to the process of patient/client management as discussed in the Guide to Physical Therapist Practice. Basic concepts and skills relevant to elements of the patient/client management process will be addressed as specified in the course objectives. P526 begins to develop skill in basic tests & measures, and basic interventions relevant to different regions of the body as specified in the course objective. Both courses are intended to build a foundation for the
relationship between examination findings and interventions through the process of evaluation. Documentation is incorporated throughout both courses.

**Educational Philosophy:**

The faculty’s purpose is to facilitate an environment that supports the best student learning. Success requires equal effort and commitment on the part of faculty and students. This course is a component of a curriculum where the end goal is to prepare students to assume the role of patient/client care. All lectures, assignments, laboratory sessions and clinical laboratory experiences are designed to promote the achievement of this mission.

**Required Textbooks:**

No single text reflects the breadth of information covered in this course. These texts are a part of building each student’s professional library.


**Required Clinical Textbook and Tools:**


*APTA Basic Evaluation Kit for Students of Physical Therapy*. APTA, Alexandria, VA, 2002, or examination instruments as indicated. Note: The examination tools will be used during course lab sessions and clinical internships.


**Recommended Textbooks:**


**Additional Readings:** As assigned
**Course Objectives:** Upon successful completion of this course, given an actual or simulated patient/client, or case study with a single medical diagnosis without central nervous system involvement, student will be able to:

1) Apply the elements of patient/client management and the disablement models as related to the clinical decision making process and documentation.

2) Demonstrate basic skill and safety, including good body mechanics, during transfers, positioning and draping in order to prepare for and perform selected patient/client examinations and/or interventions.

3) Demonstrate the basic skills necessary to obtain a pertinent history, under supervision, from the patient/client and/or from other relevant sources, including the following information, but not limited to (alphabetically listed):
   - Family history
   - Functional status and activity level
   - General demographics
   - Growth and development
   - History of present condition
   - Living environment
   - Medications
   - Occupation
   - Other tests and measures, e.g. medical tests
   - Pain assessment
   - Past history of present condition
   - Past medical history
   - Social habits and health status
   - Social history

4) Based upon a given patient/client history, demonstrate the ability to perform, under supervision, a systematic systems review of the following:
   - *Communication, affect, cognition, language, and learning style:
   - **Physiological and Anatomical Status:**
     - Cardiopulmonary: heart rate, blood pressure, respiratory rate, edema
     - Musculoskeletal: Gross symmetry, gross ROM, gross strength
     - Neurological: Gait, locomotion, balance, motor function
     - Integumentary: disruption, color, texture (pliability)

5) Justify the selection of systems review tests and screening tools.

6) Recognize potential medical contraindications/complications that may indicate the need for further examination or consultation by another physical therapist or referral to another health care professional.

7) Demonstrate the basic skills necessary to perform appropriate, age-related tests and measures, under supervision. Selected tests and measures (listed alphabetically) include, but are not limited to the following:
   a) assistive and adaptive devices: e.g., observation for appropriateness, fit and safety
   b) circulation: heart rate, blood pressure, palpation of peripheral pulses, observation,
   c) environmental, home, and work (job/school/play) barriers
   d) gait, assisted locomotion, balance and coordination
   e) pain: descriptor tests, indexes, pain drawings and maps, questionnaires, scales
   m) reflex integrity: deep tendon reflexes, clonus, Babinski
   n) self-care and home management functional assessment (including activities of daily living and instrumental activities of daily living): interviews, observations, questionnaires, scales
   o) sensory integrity: superficial sensory tests
p) work (job/school/play), community and leisure integration or reintegration (including instrumental activities of daily living): interviews, observations, questionnaires, scales

8) Explain the specified tests and measures
9) Justify the selection and performance of the above tests and measures
10) Discuss evidence-based factors that influence the reliability and validity of selected tests and measures

11) Based on actual or simulated examination findings, demonstrate basic skill in selected physical therapy procedural interventions in safe, efficient and effective manner. Interventions include, but are not limited to:
   a) Bed mobility
   b) Body mechanics training
   c) Functional training in selected activities of daily living
   d) Functional training in self care and home management (including activities of daily living and instrumental activities of daily living).
   e) Gait training (including ambulation with assistive devices and ventilatory support)
   f) Posture awareness training
   g) Transfer training
   h) W/C mobility

12) Explain the specified procedural interventions.
13) Justify the selection and performance of the above procedural interventions.
14) Design basic intervention(s) and patient/client related instructions based on specified impairments and/or functional limitations given a case study.
15) Choose appropriate basic intervention(s) and patient/client related instructions based on specified impairments and/or functional limitations given a case scenario.
16) Discuss the need for coordination of services, communication and documentation processes as a part of patient/client management.
17) Describe the components of a SOAP note.
18) Compare and contrast various documentation formats.
19) Document selected examination findings and interventions using the SOAP format and approved medical abbreviations.
20) Perform a chart review of an actual or simulated patient’s medical record, including: describe its components; recognize potential medical “red flags”; and decipher medical abbreviations contained in the document.
21) Effectively communicate with individuals when engaged in physical therapy practice and education, including patients and simulated patients, clients, families, caregivers, and practitioners.
22) Demonstrate professional behaviors and affect in interactions with patients and simulated patients, clients, families, caregivers, and practitioners.
23) Report on the challenges of architectural and attitudinal barriers associated with the use of assistive mobility devices.
24) Demonstrate professional and technically correct verbal, non-verbal, written communication skills.
26) Recognize interventions appropriate for delegation to physical therapist assistants.
27) Recognize the implications for what one delegates to physical therapist assistants.

Teaching Methods:
- Lecture
- Discussion
- Applied Laboratory Activities, including clinical laboratory experiences
- Audiovisual Aids, including videos
- Case studies/Case Role Plays
• Reading Assignments- Note: reading assignments should be completed prior to the scheduled lecture/lab.

Learning Activities: As assigned

Grading Policy: The course grade will be assigned by calculating the percentage of total course points earned based on the below grading scale. Grades will be based on total points earned from:

• Written Exams: 3 exams (Exam I-100 pts, Exam III-100 pts)
• Lab Practicals: 1 pass/fail; 2 practicals (50 points each)
• Quizzes
• Lab Assignments (points as listed on assignment)
• Documentation Assignments (points listed on assignments)
• Clinical Lab Experience Assignments (points as listed on assignments)

Five points will be deducted from the total course points earned for each unexcused class absence. Students are required to achieve a minimum average of 75% on written and a minimum of 75% on each practical to pass this course. Any student who does not receive a 75% on a lab practical will be given one opportunity to re-take the practical in order to demonstrate a 75% minimally acceptable competency level. Students may be required to complete supplementary work in preparation for a re-take based on the discretion of the course director.

Re-Take Policy: Lab practical re-takes must be arranged with the course director. A maximum of one re-take will be allowed. Students must pass the lab practical(s) prior to being allowed to participate in the subsequent clinical lab experiences.

Grading Scale: Grades will be calculated on the percentage of totals points earned based on the grade scale below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>D</td>
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<td>D-</td>
<td>60-62%</td>
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<tr>
<td>F</td>
<td>&lt;60%</td>
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Consultation: It is incumbent upon the student who may be experiencing difficulty in the course to contact the instructor for assistance in understanding the material or adjusting study strategies.

Cheating and Plagiarism: 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 everything 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 acknowledgment 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.

*IU School of Allied Health Sciences Bulletin*

**Expectations:**

Physical therapy education consists of two major components, academic and clinical. In both the classroom and clinic settings it is expected that students will conduct themselves as mature individuals and as professionals in training. The course director must be notified in advance of student absences from classes or clinics. Late class arrival is disruptive and should be avoided. Leaving early for vacation is not an acceptable excuse for absence from either. Attendance in all laboratory sections of class is mandatory. Absences must have prior approval of the instructor. Five points will be deducted from the total course points earned for each unexcused class absence. Failure to comply with this policy may lead to failure in the course and subsequent dismissal from the Program. The instructor will designate laboratory attire. Laboratory sessions are sometimes held in physical therapy clinics and a white lab coat should be available for these sessions in the event one is required in a specific clinic. It is imperative that students and faculty do not add to the discomfort of patients or peers. Each student represents the University and the Program to the patients, to health care providers and to the general public. Professional behavior will be evaluated on appearance, comportment and interpersonal communications as well as on performance. Any action or behavior, which endangers a patient's or peers' physical or psychological well being, is sufficient reason for recommending probation or dismissal. Defacement in any form of equipment, books, journals or any other reference materials in a library or in a clinic is a most serious offense and will receive a severe penalty. The act of defacement is considered failure of the student to maintain a satisfactory standard of performance and the penalty could be dismissal from the Physical Therapy Program.

**HIPAA**

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.
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6. Restrict the use and/or disclosure of information, even though permitted, to the minimum necessary to accomplish the intended educational purpose.
Professional Essentials & Standards the Course meets or partially meets:
CAPTE Standards: (CC-5.27)(CC-5.28)(CC5-29)(CC5.30 a,b,d,e,g,h,i,m,p,q,s,u,x)(CC-5.35)(CC-5.36)(CC5.39a,b,c)(CC-5.42)

Specific Accommodations:
If you need special accommodations in order to meet any of the requirements of this course, please see the instructor prior to the second class session. Requests, which 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.