Course Change Request

Indiana University

IUPUI Campus

Check Appropriate Boxes: Undergraduate credit ☐ Graduate credit ☐ Professional credit ☑

1. School/Division: School of Health and Rehabilitation Sciences/Department of Physical Therapy
2. Academic Subject Code: AHPT
3. Current Course Number: P526
4. Current Credit Hours: 4
5. Current Title: Physical Therapy Examination/Intervention II
6. Effective Semester/Year for changes listed below: Fall 2010
7. Instructor: Prof. Terry Loghman

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: ____________________________

Change to: ____________________________

Recommended abbreviation (optional) ____________________________ (Limited to 32 Characters including spaces)

☐ 10. Current credit hours fixed at: 4 or variable from: ________ to ________

Change to credit hours fixed at: ________ or variable from: ________ to ________

☐ 11. Current lecture contact hours fixed at: 96 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

__________________________________________

__________________________________________

Change course description to (not to exceed 50 words)

__________________________________________

__________________________________________

17. Justification for change ________ Changing sequence of curriculum to enhance student learning requiring reorganization ________

(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 12/14/09

Dean Chairman/Division Director
date

Dean of Graduate School (when required)

Approved by: ____________________________ Date 1/26/11

Dean

Chancellor/Vice-President

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.

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
P526 Physical Therapy Examination/Interventions II

Fall 2010

Terry Loghmani, PT, MS, MTC
Indiana University
School of Health & Rehabilitation Sciences
Department of Physical Therapy
Indiana University  
School of Health & Rehabilitation Sciences  
Department of Physical Therapy  
P526 Physical Therapy Examination/Interventions II  
Fall Semester - 2010

Course Description: The second of two courses emphasizing neuromusculoskeletal examination, evaluation and interventions in physical therapy practice from a body regions approach; and documentation.

Credit Hours: 5

Meeting Day/Time: Lecture/Lab: TBD

Contact Hours: 7/week (3 lecture, 4 lab)
Total Contact Hours: 90

Course Coordinator: Terry Loghmani, PT, MS, MTC  
Phone: 317-278-3643  
Email: mloghmani@iupui.edu  
Mailing Address: Coleman Hall, CF 326A  
1140 W. Michigan St.  
Indianapolis, IN 46202-5119

Lab Assistant: Todd Verity  
Email: tverity@bodyonept.com

Lab Assistant: Trinda Metzger, PT, MS, COMT  
Email: trindametzger@aol.com

Office Hours: Course director office hours are as posted. Instructors are available after class. Students may contact all of the instructors by e-mail or by scheduling appointments.

Required Textbooks:
Required Clinical Reference and Tools:
1) Clinical examination instruments as specified.

Recommended Textbooks:

Additional Readings:
Students should complete assigned readings prior to class. In addition, students are expected to review notes and readings covered in D850 Anatomy, P513 Biomechanics and P515 PT Exam/Interventions I pertinent to the body region being covered. Required additional readings will be scanned and posted on Oncourse.

Course Objectives: Upon successful completion of this lecture/lab course, reading and studying the assigned required readings, given an actual or simulated patient/client or case study, the student should be able to:

1) Perform a regional examination and re-examination, based upon pertinent history and systems review, by selecting appropriate, age-related tests and measures. Tests and measures (listed alphabetically) include, but are not limited to the following:
   a) anthropometric measures (including weight, height, and girth, length and volumetric measurements)
   b) gait, assisted locomotion, balance and coordination
   c) muscle performance (including strength, power and endurance)
   d) pain (including pain analogs, indices, scales and questionnaires)
   e) palpation (including anatomical landmark identification)
   f) posture
   g) range of motion (including functional ROM, A/PROM and muscle length tests)
   h) reflex integrity (including deep and superficial reflex tests)
   i) sensory integrity (including cutaneous sensation and proprioceptive tests)

3) Justify the selection of appropriate test and measures.
4) Modify the examination process based on the patient response, position, age and/or condition.
5) Discuss the need for further examination or consultation by a physical therapist or for referral to another health care professional.
6) Discuss evidence based factors that influence the reliability and validity of selected tests and measures.
7) Based on examination findings, safely, effectively and efficiently perform selected direct physical therapy interventions. Interventions (listed alphabetically) include, but are not limited to:
   a) Therapeutic Exercise (including body mechanics and postural stabilization, flexibility exercises, neuromuscular re-/education, and strength, power and endurance exercises).
   b) Functional Training for self-care, home management and work (including BADL training, IADL training, barrier accommodation, assistive and adaptive devices or equipment training, injury prevention education and safety awareness training).
   c) Functional Training in work (job/school/play), community, and leisure integration reintegration, including IADL.
   d) Manual Therapy (including massage, soft tissue mobilization, cross fiber massage).
8) Formulate therapeutic exercise programs and patient-related instructions, based on examination findings as well as patient response, position, age and/or condition.
9) Modify intervention strategies based on the patient response, position, age and/or condition.
10) Discuss evidence-based literature that examines the effectiveness and/or efficacy of selected physical therapy interventions.
11) Complete thorough, accurate, analytically sound, concise, timely, and legible documentation that follows required guidelines and specific documentation formats.
12) Effectively communicate with individuals when engaged in physical therapy practice and education, including patients and simulated patients, clients, families, care givers, practitioners, consumers, payers, and policy makers.
13) Demonstrate professional and technically correct verbal, non-verbal and written communication skills.
14) Demonstrate professional behavior and affect in interactions with patients/clients and simulated patients/clients, families, caregivers, and other health care providers.
15) Participate in self and peer assessment.
16) Apply the elements of patient/client management and the disablement models as related to the clinical decision making process.
17) Recognize interventions appropriate for delegation to physical therapist assistants.
18) Recognize the implications for what one delegates to physical therapist assistants.

**Lecture Objectives:**
Following successful completion of the lecture and lab experiences related to the each body region, the student should be able to:
1. Discuss the structure, degrees of freedom, function, capsular pattern, loose/closed pack positions and lifespan changes as related to the region.
2. Accurately identify and palpate anatomical landmarks and structures.
3. Select and perform appropriate systems review, joint clearing and screening tests.
4. Select, justify the selection of appropriate tests and measures based on the history and systems review given a simulated patient and/or patient case scenario.
5. Perform, modify as needed, and document results for the below tests & measures:
   i. Anthropometric Measurements
   ii. AROM/AA/PROM (Range of Motion, including goniometry)
   iii. Muscle Length (Range of Motion)
   iv. Muscle Performance (strength – MMT/ power/endurance)
   v. Clinical Assessment/Special Tests/Functional Tests
   vi. Other relevant tests and measures

6. Relate the history, systems review and test and measures examination findings to the elements of patient/client management process given an actual, simulated patient and/or patient case scenario.

7. Formulate intervention programs based on the examination, evaluation, prognosis, diagnosis and desired outcomes given a simulated patient and/or patient case scenario.

8. Perform, educate others, modify as needed, and appropriately document intervention programs given a simulated patient and/or patient case scenario.

9. Discuss evidence-based literature on the reliability/validity of related tests & measures and effectiveness and/or efficacy of selected PT interventions.

**Teaching Methods:**
- Lecture
- Discussion
- Applied Laboratory Activities
- Clinical Laboratory Experiences
- Audiovisual Aids
- Reading Assignments

**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 Exam I & II - 100 points each
  - Lab Practical I & II - 50 points each
  - Clinical Lab Feedback Forms- 4 points total
  - Quizzes (1-5) – 35 points total
  - Lab Assignments (I-II) – 36 points total
  - Examination/Intervention Presentation – 25 points

* 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 component to earn a passing course grade as outlined in the matriculation and retention policy of the student handbook. Students will be permitted to repeat no more than one course in this manner throughout the curriculum.

**Re-Take Policy:** Any student who does not receive a 75% on a lab practical will be given one opportunity to retake 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. Lab practical re-takes must be arranged with the course director. A maximum of one re-take will be allowed.
Grading Scale:

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<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>A+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>75-76%</td>
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<tr>
<td>C-</td>
<td>70-74%</td>
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<tr>
<td>D+</td>
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<tr>
<td>D</td>
<td>63-66%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
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<tr>
<td>F</td>
<td>&lt;60%</td>
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</tbody>
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Course Continuum: P515 PT Examination/Interventions I and P526 PT Examination/Interventions II are a foundational part of the curricular continuum. Both courses are built upon the basic science courses of anatomy, biomechanics and physiology. P515 & P526 are intended to establish a basis for making connections between examination findings and interventions through the process of evaluation. P515 introduced skills related to the process of patient/client management as discussed in the *Guide to Physical Therapist Practice*. The course introduced screening for medical referral, and documentation. P526 continues to develop basic skills in foundational tests & measures, such as goniometry, muscle length and MMT, relevant to the different regions of the body. Basic interventions related to impairments and functional limitations are addressed. Examination and interventions related to specific conditions or pathologies will be covered in subsequent practice pattern courses and in the clinic.

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

Lecture Outlines: The lecture outlines are meant to serve as a template for the foundation of the PT evaluation process based on the Elements of Patient/Client Management per the *Guide to Physical Therapist Practice*. These outlines are intended for carryover and customization throughout all Practice Pattern courses, as well as into the clinic.

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.

**Course Expectations:** To successfully complete this course, students must adhere to policies and procedures specified in the Department of Physical Therapy student handbook. 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. Instructors 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. Failure to comply with this policy may lead to failure in the course and subsequent dismissal from the educational program. Participation is expected in laboratory sessions. Points may be deducted for inadequate participation or unprofessional behavior and may be cause for dismissal from this course since these attitudes and behaviors interfere with the teaching/learning process. 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. Each student represents the University and the Department of Physical Therapy 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, which endangers a patient’s 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 doctorate of physical therapy educational program.

**HIPAA Compliance:** Recently enacted HIPAA regulations place stringent requirements on practitioners to protect the privacy of patients. When completing assignments that include actual 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.

**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.