University of Florida

College of Public Health & Health Professions Syllabus

PHT 6207C: Basic Clinical Skills II (2 credit hours)

Semester: Spring 2018

Delivery Format: On-Campus and On-line
Course Website Available on Canvas

Instructors: Kevin MacPherson PT, DPT (Course Coordinator)
             Donovan Lott PT, PhD
             Shakeel Ahmed, PT (TA)
             Tava Buck PT, DPT (TA)

Room Number: HPNP (Lecture) & CLC (lab)
Lecture time: Mondays, 9:35 to 10:25a
Lab times:    Lab 1 - 12:50p to 2:45p
              Lab 2 - 3:15p to 5:10p
              *Some labs will occur outside of class time as they are at clinical or
               fitness facilities

Phone Number: KLM - 352-294-5998
Email Addresses: housekl@phhp.ufl.edu
djoltpt@phhp.ufl.edu
                 shakeel81@ufl.edu
tava.buck@brooksrehab.org

Office Hours: Scheduled as needed

Preferred Course Communications: Email

Prerequisites: Course participation is limited to entry-level DPT students who have successfully completed proceeding curricular course work at outlined in the DPT student handbook.
PURPOSE AND OUTCOME

Course Overview: This course will be centered on the application of prior prerequisite and ongoing curricular knowledge in basic human and exercise-specific physiology in relation to patient care. Knowledge acquisition and activity participation will revolve specifically around fitness evaluation and exercise prescription.

Relation to Program Outcomes

Course Objectives and/or Goals: By the end of this course, students will be able to

1. Assess the effects of detraining, deconditioning, and debility in a client by measuring the parameters of fitness, so that a valid fitness evaluation can be created that will guide physical therapy interventions. (Analysis)
   1.1. Differentiate expected change in skeletal muscle that has been subject to detraining, deconditioning, and or debility. (Comprehension)
   1.2. Select the appropriate screening and physical fitness tests to allow for safe assessment of a client’s fitness parameters. (Application)
   1.3. Assess cardiovascular and pulmonary vital signs concurrent with postural changes and exercise. (Application)
   1.4. Determine the indications, contra-indications, and purposes for conducting a maximal or submaximal aerobic fitness test. (Comprehension)
   1.5. Detect and record the cardiovascular and pulmonary responses to steady-state aerobic exercise and progressive graded aerobic exercise. (Application)
   1.6. Describe the physiologic mechanisms behind contraindications for aerobic or resistance exercise. (Comprehension)
   1.7. Select the appropriate methods for testing muscular strength, power, and endurance as related to patient-specific parameters. (Application)
   1.8. Conduct skinfold caliper and girth assessment of body composition, and interpret the findings based upon age, race, gender, and ethnic normative values. (Application)
   1.9. Distinguish pros and cons between measurements of obesity from different body composition techniques. (Comprehension)

2. Characterize the anatomical systems so that the dynamic relationships between multiple systems can be evaluated and predicted when an exercise prescription is administered to a client. (Analysis)
   2.1. Distinguish patients at high-risk for exercise-related complications as required for medical referral. (Comprehension)
   2.2. Explain the dynamic relationships between cardiovascular and pulmonary responses that occur with resistance exercise and training. (Comprehension)
   2.3. Differentiate between non-emergent, potentially emergent, and life-threatening emergency situations that may occur in the gym or clinic as related to clinical safety measures. (Comprehension)
2.4. Identify special considerations for exercise in patient populations, including those with severe obesity, diabetes or neurovascular disorders, and stroke. (Comprehension)

2.5. Distinguish and interpret the influence of chronic disease on exercise performance of patients, and interpret the effects of performance limitations on functional independence. (Analysis)

2.6. Discriminate the sources of fatigue and how fatigue can influence an exercise prescription for patients with neuromuscular disease. (Analysis)

3. Develop an exercise prescription that is informed by a client’s parameters of fitness, accounts for the relationships between anatomical systems, and increases physiologically relevant parameters. (Synthesis)

3.1. Differentiate between resistance training techniques to improve muscular endurance, strength, hypertrophy or power. (Comprehension)

3.2. Modify an exercise prescription to accommodate skills, capacity, and safety across the lifespan. (Application)

3.3. Identify and administer strategies for progressing an exercise prescription as related to the FITT-VP principles. (Application)

### Instructional Methods

This course will be predominately laboratory based with a smaller classroom session each week. The laboratory sessions will provide the learners with hands-on practice of clinical skills as related to lecture sessions and the course objectives. The instructional method for the classroom sessions will be a mixture or blended learning and traditional lecture but will also include team-based learning activities (see below). Additionally, there will be guest clinicians/instructors for sessions. These sessions will be either traditional or blended in nature as the presenters will deliver content during the session and allow for limited question/answer time.

#### Blended Learning

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Basic knowledge content that would have been traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets the instructor focus the face-to-face time on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

*What is expected of me?*
You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all assignments and learning activities. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you will struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. To ensure your preparedness, individual quizzes will be provided on-line prior to the class meeting times. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

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**DESCRIPTION OF COURSE CONTENT**

**Topical Outline/Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Lab Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CHECK Canvas Pages for ALL materials. Required content will be posted by the immediate proceeding Wednesday of the associated class.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1/8</td>
<td>Syllabus AND &quot;Introductory Lecture on exercise&quot;</td>
<td>Vitals assessment practice. &quot;Exercise as a drug&quot;</td>
</tr>
<tr>
<td>2</td>
<td>1/15</td>
<td>Online Lectures</td>
<td>No Official Class Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Quiz on lecture info due 1/19 at 5pm</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1/22</td>
<td>Quick review of online content Introduction to cardiovascular fitness testing</td>
<td>VO2 calculations using performance assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online material ACSM CH 3, 4 (p60-62 &amp; 72-94), 5 &amp; 6.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Topic</td>
<td>Material</td>
</tr>
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<tr>
<td>4</td>
<td>1/29</td>
<td>Introduction to cardiovascular fitness prescription</td>
<td>Online material ACSM CH 7 (p162-179), 8, 9. Recommended: P&amp;H CH 1, 16;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz on cardiovascular fitness material due 2/2 at 5pm</td>
<td></td>
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<tr>
<td>5</td>
<td>2/5</td>
<td>Introduction to Interval Training</td>
<td>Online material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LAB WILL BE AT NORMAN FIELD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case 1 Issued</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/12</td>
<td>Exam 1 during lecture time</td>
<td>Online material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practicals during lab time</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2/19</td>
<td>Introduction to muscular fitness testing</td>
<td>Online material ACSM CH 4 (p94-105)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Start OSMI labs (7-9 pm Mon or Wed)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Case 1 Due 2/23 at 5pm</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2/26</td>
<td>Introduction to muscular fitness prescription</td>
<td>Online material ACSM CH 7 (p179-186)</td>
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<tr>
<td>9</td>
<td>3/5</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>10</td>
<td>3/12</td>
<td>Periodization</td>
<td>Online material</td>
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<tr>
<td></td>
<td></td>
<td>Case 2 issued</td>
<td></td>
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</tbody>
</table>
## Course Materials and Technology


<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic Description</th>
<th>Supplemental Material</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>3/19</td>
<td>Blood flow restriction training</td>
<td>Online material</td>
<td>Muscle Fitness Quiz due 3/16 at 5PM</td>
</tr>
<tr>
<td>12</td>
<td>3/26</td>
<td>Basic nutrition introduction</td>
<td>Online material</td>
<td>Sensory and circumferential measurements</td>
</tr>
<tr>
<td>13</td>
<td>4/2</td>
<td>Special Considerations for the Diabetic Population</td>
<td>Required: As assigned by lecturer</td>
<td>TBD</td>
</tr>
<tr>
<td>14</td>
<td>4/9</td>
<td>Special Considerations Across the Lifespan</td>
<td>As Assigned by Guest Lecturer</td>
<td>TBD</td>
</tr>
<tr>
<td>15</td>
<td>4/16</td>
<td>Special Considerations for the Stroke Population</td>
<td>As assigned by the guest lecturer</td>
<td>TBD</td>
</tr>
<tr>
<td>16</td>
<td>4/23</td>
<td>Final Competencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>TBD</td>
<td>Final Examination</td>
<td></td>
<td></td>
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</tbody>
</table>
3. Personal stethoscope and blood pressure cuff.

4. Personal computer/tablet and printer as indicated by both the University and College requirements.

For issues with technical difficulties for E-learning please contact the UF Help Desk at:

Learning-support@ufl.edu

(352) 392-HELP - select option 2

https://lss.at.ufl.edu/help.shtml

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ACADEMIC REQUIREMENTS AND GRADING

Assignments

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Date (due date)</th>
<th>% of final grad (must sum to 100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>February 12th</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>TBD</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Theoretical Quiz</td>
<td>January 19th</td>
<td>5%</td>
</tr>
<tr>
<td>Cardiovascular Exercise Quiz</td>
<td>February 2nd</td>
<td>5%</td>
</tr>
<tr>
<td>Muscular Fitness Quiz</td>
<td>March 16th</td>
<td>10%</td>
</tr>
<tr>
<td>Lab Practicals</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>Competency 1</td>
<td>February 12th</td>
<td>15%</td>
</tr>
<tr>
<td>Competency 2</td>
<td>April 23rd</td>
<td>15%</td>
</tr>
</tbody>
</table>
Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

1. **General Grading Rubric for Case Assignments:** You will submit one case assignment with your assigned group. Please ensure agreement by all members as to the appropriateness of the final product. Please notify the instructor immediately if there is bullying or a lack of participation by an assigned group member.
   a. Subjective information is relevant to diagnosis and is clear and concise using the active voice, [https://owl.english.purdue.edu/owl/resource/539/02/](https://owl.english.purdue.edu/owl/resource/539/02/). This section speaks to why the patient is seeking PT, what functional issues they have, and
how the presenting complaint has evolved. It explains why you tested the items in the objective section. (20%)

b. Objective information is relevant to the reason for seeking PT and the functional limitations. Alterations in subjective complaints during objective testing or treatment should be housed here and not the subjective section. This is also where your planned exercise prescription is to go, both in-clinic and HEP. Provide the plan using FITT principle. (30%)

c. Assessment information should include a formal summative statement that includes; 1) a diagnostic statement with supporting evidence for the diagnosis as well as evidence that competing diagnoses are not likely, 2) the association between objective findings and the functional limitations, and 3) the reason the patient requires continued PT. This section should also house a prognostic statement including positive AND negative factors, as well as the goals (short and long term). Goals need to be written in SMART format AND LTGs require a functional association, eg In 4 weeks the patient will demonstrate 5/5 grip strength as required to use a screwdriver as work. (30%)

d. Plan information should include information on how the patient will be 1) assessed for progress, 2) progressed as expected on the next visit, and 3) undergoing any changes in direction of care. This area should include information regarding FITT principle and expected progression. (20%)

e. Peer Participation Grade: Students will complete a peer participation rubric for their Case Assignment peers for each case. This is a pass/fail rubric. Failure to pass a rubric will result in remediation. Failure to pass 2 of the 3 rubrics will result in failure of the course.

4. Laboratory Competencies: Students must achieve a score of 80% or higher, in order to pass a competency. If the score is lower than 80%, the student must repeat the practical. If the student passes the competency on the second attempt, the student will receive a grade equal to 90% of the score obtained on the repeat test. If the student fails the second attempt, the student is subject to failing the course. Per the Student Handbook, a student may then petition the academic progression committee (APC) for a third attempt. The petition will be considered by the APC and a recommendation made on whether the student will be allowed a third attempt or fail the course.

5. Quizzes: There are 2 types of quizzes, planned-graded quizzes and pre-cursory knowledge quizzes. Planned quizzes are identified above and will be in multiple choice and true-false format using Canvas functionality. Pre-cursory knowledge quizzes will be issued when guest lecturers desire students to have reviewed content prior to their discussion or they will be issued when there is uncertainty of the class’s grasp on course
content. These, too, will be delivered via Canvas, or on rare occasions, using classroom polling technology.

6. **Written Exams:** Two written exams are scheduled. The exams will cover reading assignments, class lectures/discussions, your presentations and journal articles. Grading will follow the new grading scale listed above. Final exam is partially comprehensive (~70% new material, 30% material covered earlier in semester). The exams will be multiple choice, short answer, short discussion, and essay-style questions. The exams are designed to evaluate your mastery of the course content.

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at:

http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

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**Exam Policy**

**Policy Related to Make up Exams or Other Work**

In the event of a student failing to present for either of the exams or competencies, the attendance policy as described in the UF DPT Student Handbook will be the default guide for action for both excused and unexcused absence. The one exception being that a physicians note will be required if the student is unable to test due to illness. Provided the student satisfies the criteria for an excused absence, a live-proctored exam or competency will be conducted at the instructor’s earliest convenience.

**Policy Related to Required Class Attendance**

While this class does not have a formal attendance requirement, students looking to become doctors of physical therapy should consider the professional requirements of this societal role as this course is part of a professional degree program. Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic_regulations/academic_regulations_013.htm
STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Readings/Homework:

This course requires you to read/view quite a bit of material. For your scheduling purposes, please plan for 2-4 hours/week for your readings and assignments. You will always have at least 5 days to prepare for the next lecture period, and will always be provided with assignments when you are in class.

During the semester, there will also be video lectures. The associated lecture period will therefore be dedicated to small group activities/projects/TBL testing of content principles. It is expected that students will watch the video-taped lectures and read required content in advance, and come to class prepared to discuss and problem-solve potential solutions for the projects in a collegial manner.

Expectations Regarding Course Behavior

Professional behavior is critical for a successful transition from the classroom to the clinic, and one of many traits expected of a doctoring profession. All students must demonstrate appropriate levels of professionalism in their behaviors in the classroom and laboratory, and during communication with instructors and guest lecturers by phone, email, and in person. Professional behavior is demonstrated by:

1. Attendance to all classes and labs
2. Timeliness
3. Attentiveness
4. Respectful and polite interaction with peers, guests and instructors
5. Active learning as demonstrated by questions and discussion

Dress Code

Lecture or laboratory attire as per student handbook is acceptable for this class. Lecture or interview attire is expected for any guest lecturers announced in advance.

Personal electronics policy
Students are permitted to use laptop computers/tablets to take notes or use posted lecture slides during class. Every attempt will be made to post a draft of the weekly lecture and lab to Canvas by 5pm Friday night. In the case of video lectures, these will be uploaded to Canvas by 8pm Friday night. However, the instructor may need to make changes prior to class, and she/he is not required to guarantee slides will be available prior to the lecture.

Phone calls, text messaging, personal email and music devices are never permitted while class or lab is convened, and use must be restricted to during break times. The instructor will use her/his discretion to permit limited exceptions to the telephone policy, in the event of a family emergency and with advance notice.

Personal internet use is not permitted during class, e.g. facebook, twitter, etc... – this is a zero tolerance rule. Laptop computers/tablets will be entirely banned from class and lab on the FIRST instance of email, personal internet, or any other unauthorized use observed during lecture or laboratory time.

Math is a basic skill needed during clinical care. Unless specified otherwise by your instructor, you are not permitted to use personal electronic devices (cellphones, iPad, etc... ) as calculators on exams. You are permitted to use a calculator during lab time but not on exams.

**Laboratory Sessions**

**Partners:** In order to provide you with more 1:1 time with equipment and instructors, we may divide some laboratory sessions into groups, and will provide ample notice if your presence is not required for laboratory. We will assign you to a different lab partner each week.

**Health Considerations:** In this class, our laboratory will consist of various aerobic and muscular performance tests and exercises. These exercises may make you feel warm, tired, short of breath, or fatigued. It is expected that you will dress appropriately in your lab attire to stay cool during exercise and bring covers to stay warm when not exercising. If you have a physical condition that limits your ability to engage in cardiovascular conditioning or muscle strengthening exercises, it is strongly suggested that you consult the Office of Disability Resources and Services as soon as possible, to make accommodations for laboratory sessions and assignments. In addition, be certain to bring any medications or devices (i.e. inhaler, medication, orthotics) to each class, if prescribed by your physician for exercise.

**Study Aids:** To complete your lab assignments, you may at times need to make some calculations or look something up. The instructors are present to help guide you but cannot provide you with the answers. For this reason, you will be permitted to use your calculators in lab, to complete your assignments. However, phones and internet shall not be used for
personal reasons inside the laboratory. The lab privilege will be taken away on the first infraction.

**Equipment:** Great efforts have been made to secure financial support from the state to purchase clinical supplies/equipment to enhance your learning experience. In order to ensure both you and future students have the continued ability to benefit from the equipment, please be careful and treat the equipment with the respect you would reserve were it personally yours. Every student has been assigned to help the teaching assistants with lab setup and cleanup on weeks where larger amounts of equipment and furniture repositioning will be needed. Please refer to the posted assignment sheet in Sakai. It is requested that everyone please be considerate of the teaching assistants and your peers by helping to clean up the equipment and re-order the room after lab. If you would like to practice your skills outside of the scheduled laboratory time, please schedule this with one of the Teaching Assistants.

**Communication Guidelines**

All communication with the instructor or TA’s will be via email. In the case of a verbal exchange of sensitive nature, a related email will be sent in follow-up in order to ensure there is a written account of the interaction using UF's official communication method.

**Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”
It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

https://www.dso.ufl.edu/scrr/process/student-conduct-honor-code/

http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu so make sure you include a statement regarding the value and expectation for student participation in course evaluations. We suggest you include a comment regarding how you will use the evaluations (e.g. to make specific improvements to the course and teaching style, assignments, etc.). It is also important to make some statement regarding the direct influence they have on faculty tenure and promotion, so your input is valuable. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from:
  
  Alachua County Crisis Center:
  (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.