Instructor Name: Michael Hodges PT, DPT, MHS
Board-Certified Clinical Specialist in Orthopedic Physical Therapy
Phone Number: 352-733-1260
Email address: mhodges@phhp.ufl.edu
Office Hours: Thursday 1-2PM (CLC 216)
Preferred Course Communications: Email or live questions before/after class.

Clinical Faculty: Tom Hendricks PT
Email address: hendrt@shands.ufl.edu

Teaching Assistant: Jill Hayes PT, DPT, COMT
Board-Certified Clinical Specialist in Orthopedic Physical Therapy
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Faculty Instructor: Gloria Miller PT, PhD
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Course description: The goal of this course is to provide the student with a basic foundation for selection, modification, and progression of appropriate exercise interventions for individuals who have movement dysfunction due to problems with motor function (e.g., strength, activation, coordination, sensory-motor). Students are expected to develop the skill of effective patient education using previous communication skills, the phases of motor learning, practice, and feedback. Emphasis is placed on understanding normal and impaired movement through discussion of task analysis and normal motor control. The International Classification of Functioning, Disability and Health (ICF), the systems model of motor control and the task-oriented approach to movement analysis will be used as frameworks for evaluating simple (non-complex) movement dysfunction and for developing progressive intervention plans.

Course prerequisites: Course participation is limited to entry-level DPT students in their first year of the UF Doctor of Physical Therapy program.

Credit hours: 2 credits

Clock hours: (3.25): Lecture/discussion (1.00) Lab (2.25)
**Class time:** Lecture: Asynchronous – Watch prior to lab and take quiz  
Monday Lab 1 (HPNP 1104/1109): 8:00 AM-10:15 AM  
Lab 2 (HPNP 1104/1109): 11:00 AM-1:15 PM *Note: Labs change order each week.*

Note for labs: Class will decide on one 15-minute break per lab or lab will end 15 minutes early.

**Objectives:** At the conclusion of PHT 6186C the student will be able to  
1. **Analyze** normal movement (in task). Determine range, muscle length, muscle activation/strength, control required. **Analyze** abnormal movement. Identify impairments and motor control problems.  
2. Define/describe normal motor control, skilled movement, and motor learning/parameters. Use each of these to describe movement control problems and to design interventions.  
3. Define prescriptive therapeutic exercise program and functional re-training.  
4. For a given case and details (to include health condition, age, level/length of disability, stage of recovery, level of tissue healing, psychological consideration, patient goals, social history, general health, exercise history, environmental and personal information):  
   a. **Using the ICF model:** Identify all the impairments that may be contributing to functional limitations and participation restrictions. Be able to explain.  
   b. **Prioritize the top three impairments contributing to the greatest movement dysfunction.**  
5. **Select** appropriate exercises to address identified impairments: Increase length/ROM, muscle activation, strength, endurance, coordination, postural control (balance) and walking quality/speed/adaptability. **Explain and justify selection. Perform. Demonstrate. Teach.** Specific exercise selections may include:  
   a. Stretching: Inhibitive Techniques (hold/relax), Manual Stretch, Self-stretch  
   b. Range of Motion: Passive, Active-Assisted, Active  
   d. Type of exercise: isometric, isotonic (concentric/eccentric), isokinetic (will not practice this due to need for specialized equipment)  
   e. Straight plane, multiplanar, PNF diagonals  
   f. Facilitation (recruitment) techniques  
   g. Closed kinetic chain (CKC), Open kinetic chain (OKC), combined CKC/OKC  
   h. Stability, mobility, co-contractions  
   i. Core stability/strength retraining and progression  
   j. Postural control (balance) retraining  
   k. Functional movement retraining with facilitation  
   l. Gait re-training  
   m. Aquatics  
   n. Relaxation training  
6. **Compare exercises** for the same impairment(s). **Determine** advantages of each for various patients and various stages of recovery and tissue healing.  
7. **Design and create** an appropriate exercise program given a case study with basic history and objective measures, deficits, impairments, and functional status. Provide at least two alternative exercises that are equally effective. Provide two exercises that are less challenging (regression) and two that are the next level of progression towards STG/LTG (function)  
   a. e.g., Shoulder flexion 0-90. 1) Sit in chair/pelvis and trunk stable. 2) Stand against the wall. 3) Sit on stability ball (challenging the trunk) 4) Stand with PNF pattern across trunk, no wall support. 5) Change resistance. (Simple to complex)
8. **Select practice parameters** based on case study details. Explain, justify. **Integrate** knowledge and skills from prior coursework (PHT 6206C Basic Clinical Skills I, PHT 6207C Introduction to Exercise Science for PT, PHT 6153 Physiology for PT, and PHT 6189C Examination and Evaluation for the PT Patient)

9. **Demonstrate the skill of effective and efficient teaching** with out of task and in task exercise. Use the individual characteristics of the patient, characteristics of the learner at each stage of motor learning, and the VITAL sequence: (Include demonstration, plain language, guided movement, motivation, attention, positive feedback, instill confidence, practice parameters) **Modify** teaching skills based on instructor feedback.

10. Demonstrate competence and confidence explaining rationale for exercise, relationship of exercise to function and correcting patient performance with verbal, tactile, and guiding cues.

11. **Demonstrate appropriate response** to patient performance with exercise and functional re-training. Instill rapport and confidence.

12. **Re-evaluate/modify/progress** exercise program of a patient within session and return/follow-up sessions.
   a. Modify as appropriate
   b. Demonstration of previously prescribed HEP
   c. Progress or regress as appropriate

13. **Facilitate** patient, family, and/or caregiver understanding of the problem, relationship to goals, and how physical therapy may intervene. This enhances motivation. **Demonstrates shared decision making and therapeutic alliance between patient and physical therapist.**

14. **Further develop** a comprehensive examination/intervention for a selected patient with specific movement problems (coordination, balance, trunk and core control, limb control/fractionated movement) inclusive of standardized assessments. Conduct assessments with accuracy, document, develop LTG/STG and a starting plan of intervention with sound rationale. Plan patient progression (see case studies). Use planned progression to analyze and select appropriate intervention(s).

15. **Accurately document** movement analysis as part of identification of impairments, plan of care and specific intervention plan, patient response to single episode of care, patient education/instruction, and modification/progression of program, as necessary. Be able to construct effective home exercise programs (HEP) with pictures/explanations. **Be aware of options for non-English speaking patients.**

**Instructional Methods:** Blended learning, lecture (asynchronous), online educational experiences, demonstration, explanation, discussion, authentic cases, return demonstration, practice, and modification.

**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. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching 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 you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. 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 may 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. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitate overall mastery of the course objectives.

**Required Textbooks/Materials:**
- Dunleavy and Slowick: *Therapeutic Exercise Prescription*, 2019

![Therapeutic Exercise Prescription](image)

- Course Web Page: Canvas and attached resources

**Materials required:**
- Laptop (for lecture/lab, practicals, exams, in class assignments)
- Proper attire for lab (T shirts, sports bra/camisole, loose waist short/mid-thigh length)

**Class preparation:**
- Students are expected to come to the lab prepared with all materials/equipment.
- **Lab time is an opportunity to perfect your skills and get feedback from faculty – please use this time wisely.** If you finish practicing skills before the class moves forward with the next skill, review previously covered skills.
- Students utilize feedback to progress with professional abilities.

For technical support for this class, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
ASSIGNMENTS & GRADING:

I. Multiple Choice Examinations (40 points total): Expected time is 1 hour.

Examination 1 (Based on recorded lecture and lab material: Lower quarter and thoracolumbar spine): 20 points.
Examination 2 (Based on recorded lecture and lab material: Upper quarter and cervical spine): 20 points.

II. Assignments (20 points total):

Assignment 1: Lower quarter and thoracolumbar spine exercise logs: 10 points. Expected completion time is 2-3 hours.
Assignment 2: Upper quarter and cervical spine exercise logs: 10 points. Expected completion time is 2-3 hours.

III. Practical Examinations (30 points total)

Practical Examination 1 (Lower quarter and thoracolumbar spine): 15 points
Practical Examination 2 (Upper quarter and cervical spine): 15 points

IV. Quizzes (10 points total)

5 quizzes (2 points each) on recorded lecture material. Quizzes must be completed prior to the first lab on Monday each week. Expected completion time is up to 10-15 minutes (Quizzes are not timed).

TOTAL POINTS: 100

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td></td>
<td>4.00 grade point</td>
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<tr>
<td>90-92</td>
<td></td>
<td>3.67 grade point</td>
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<tr>
<td>87-89</td>
<td></td>
<td>3.33 grade point</td>
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<tr>
<td>83-86</td>
<td></td>
<td>3.00 grade point</td>
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<tr>
<td>80-82</td>
<td></td>
<td>2.67 grade point</td>
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<tr>
<td>79-70</td>
<td></td>
<td>2.00 grade point</td>
</tr>
<tr>
<td>69-60</td>
<td></td>
<td>1.00 grade point</td>
</tr>
<tr>
<td>Below 60</td>
<td></td>
<td>0 grade point</td>
</tr>
</tbody>
</table>

Final course grades: Final course grade rounding will occur based on the digit in the tenths place:
Original grade: 87.4 Rounded grade: 87
If the digit in the tenths place is below 5, the score is not rounded up.

Practical Examinations (2 total): Must pass at 100% safety. Please see rules for failure of practical examinations in Student Handbook: https://pt.phhp.ufl.edu/current-students/dpt-student-resources/
Should a student fail a practical exam, due to safety or additional reasons, they will have only one opportunity to repeat the exam.

**Multiple Choice Examination (2 total):** Students receiving a grade of "C" (less than "80") or less will be **required** to meet with the instructor.

**Assignment grading** will be completed within one week of due date. Your patience is appreciated. Rubrics will be available on Canvas under the assignment details. Questions related to assignment grading should be directed to the instructor that completed the grading.

**Policy Related to Examinations:**
Please notify lead instructor (Michael Hodges) with any anticipated scheduling conflicts for any written or practical examination. **A 10% reduction in examination score will occur for any student arriving late (without prior approval) to a practical or written examination.**

**Late Assignments:** Please notify lead instructor (Dr. Hodges) if you anticipate that you cannot complete an assignment by the due date/time due to significant extenuating circumstance.

The following criteria will be used when grading late assignment submissions.
- Less than 24 hours late - minus 2 points
- 24-48 hours - minus 4 points
- No assignment will be accepted beyond 48 hours after due date/time and will result in 0 points.

**Laboratory absences:** Please notify lead instructor (Dr. Hodges) in advance of any anticipated absences for laboratory sessions. **Absences will be reviewed on a case-by-case basis.** Absence from class due to illness, isolation, or quarantine will be considered “excused”. Please do not come to class/lab if you have a fever of 99.1 F or greater. Consistent with UF and UF DPT policies, you will have opportunities to complete missed content.

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:
[https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

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**Course Schedule Overview 2024:**

*Please see Comprehensive Course Schedule, Assignments and Grading on course Canvas course home*
STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Professional Course Behavior:

Mastering core areas of professional behavior is critical for a successful transition from the classroom to the clinical setting. We recognize the importance of these behaviors and have incorporated the development, as well as the evaluation, of these professional behaviors into each academic course.

Core areas of professional development and growth:
1. Critical Thinking
2. Communication
3. Problem Solving
4. Interpersonal Skills
5. Responsibility
6. Professionalism
7. Use of Constructive Feedback
8. Effective Use of Time and Resources
9. Stress Management
10. Commitment to Learning
**Professional Behavior** is described in the DPT Student Handbook and is exemplified by the following:

1. attendance in classes and labs,
2. timeliness,
3. attentiveness,
4. respectful and polite interaction with peers, instructors, and patients,
5. active learning as demonstrated by questions and discussion,
6. active participation in lab activities,
7. responsibility shown for maintenance, organization, and cleanliness of lab equipment and facilities,
8. leads and/or contributes to lab preparation and clean-up, as requested,
9. appropriate communication with the course instructor when absence from class is unavoidable,
10. appropriate lab and lecture attire,
11. adherence to all university policies,
12. acceptance of self-responsibility e.g., test preparation, seeking of information, seeking assistance when necessary, maintaining professional demeanor, recognizing one’s own stressors, et al.,
13. and other attributes as described on Professional Behaviors and Student Responsibilities in the Student manual.

You will receive constructive feedback from instructors for the first observed minor deviation from expected "beginning level" professional behavior (see Professional Behaviors Assessment Tool). Repeated deviation from expected behavior will result in referral to your mentor and Professional Development Committee (PDC) to develop a growth plan to improve behaviors to the expected level. Major/serious deviations from expected behaviors will result in referral to the Dean of Students Office (DSO) and PDC. Major or serious deviations may result in loss of points or letter grade as determined by DSO.

There will be no opportunity to make up content missed because of a critical professional behavior infraction in this class. Sanctions shall include lowering of grade for assignment, quiz, exam, and/or overall course grade; sanctions from Professional Development Committee (i.e. oral or written reflection, observation, and practice of affective skills in clinical setting, etc.); referral to the Dean of Student’s Office; loss of eligibility for scholarships, trips (i.e. Mexico), awards, teaching assistant or leadership positions. A critical professional behavior infraction is grounds for dismissal from the program.

Effective professional behavior is critical for a successful transition from the classroom to the clinical setting. The faculty recognizes the importance of these behaviors and has incorporated the development as well as evaluation of these behaviors into each academic course. To demonstrate safe and effective professional behavior prior to clinical visits that occur in the fourth semester of the curriculum, all students must demonstrate progression in their professional development across semester classes. Additional feedback will be provided by peers, instructors, and teaching assistants.

**Class Preparation/Attendance/Instructor Expectations:**

- Attendance in labs is mandatory
- Please review all online lecture material and complete the quiz prior to attending lab each week. This allows all students to proceed at the same pace through their learning experiences. Lab time is
an opportunity to perfect your skills and get feedback from faculty.

- Students are proactive: asking questions to clarify assignments.
- Students come to lab properly attired (and prepared with all materials/equipment.)
- Students utilize feedback to progress with professional abilities.
- Emails to faculty and teaching assistants are appropriately titled for ease of response.

**Dress Code:** Students are should wear appropriate lab attire that allows them to move for exercise participation. See Student Handbook.

Nails should be short so that nails are not visible from the palmar side of the hand.

**Opportunities for student input:** Students are encouraged to give instructor feedback to enhance learning experience. This can occur informally throughout the course, especially during lab time.

**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:

“One 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/sccr/process/student-conduct-honor-code/](https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) [http://gradschool.ufl.edu/students/introduction.html](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](https://evaluations.ufl.edu). Evaluations are typically opened 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/](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](http://www.dso.ufl.edu) within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. 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](http://www.counseling.ufl.edu). On line and in person assistance is available.
- **You Matter We Care website**: [http://www.umatter.ufl.edu/](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/](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](http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx)

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.