

University of Florida
College of Public Health & Health Professions Syllabus
PHT 6870C Integrated case studies for PT/Competency I (1 credit)
 Summer: 2024
 Delivery Format: On-Campus
 UF E learning website PHT6870C

Instructor Name: Gloria Miller, PT, PhD
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 Office Hours: Tuesday 4:00-5:30 pm, immediately after class, and by appt.
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Guest instructors

Preferred Course Communications: email

Class time: Monday 4-5 pm Case presentation and discussion (except week of 5/29, make up on 6/1)
 Monday 5-6:15 pm lab skill practice

Prerequisites: Physiology/Exercise Physiology for PT, Functional Anatomy I/II, Evidence Based Practice for PT I, HPW I/II, Basic Skills I, Examination and Evaluation for PT, Neuroscience in PT, Exercise Science for PT, Pathology for PT

PURPOSE AND OUTCOME

Course description: This course integrates foundational material with clinical coursework using authentic patient case studies. Class time will be used to problem solve, plan, practice and demonstrate skills. Competency I will be a formalized assessment of knowledge and skills covered in the first 2 semesters. Passing this course is a requirement to move forward into Clinical Education II.

Course Overview:

Case study presentations by UF DPT faculty and UF Health clinicians will be the primary framework for this course. The coursework focuses on integrating the skills required to examine, evaluate, and provide intervention with foundational knowledge of body systems using authentic cases studies of patient conditions encountered in Semesters 1 and 2. Cases will be based on a variety of authentic patients encountered by both academic faculty and clinical faculty that cover patient/pathologies that students will be expected to successfully examine, evaluate, and provide intervention for during Clinical Education I, II, and III coursework. These health conditions include orthopedic, neurological, general medical, and integumentary disorders, within acute hospital, acute inpatient rehab, and outpatient settings. To be successful, the student must integrate knowledge, skills, and critical thinking skills from the first two semesters. Format will include discussion of cases presented by multiple faculty and clinicians. Students will be required to problem solve, critically think, and perform assessment skills and intervention skills related to the cases. Laboratory time will be used to problem solve, plan, and demonstrate skills

Relation to Program Outcomes

SG1b: Students/graduates will be independent problem-solvers and critical thinkers

SG1c: Students/graduates will be autonomous practitioners able to diagnose and treat movement disorders.

SG1d: Students/graduates will be physical therapists who address the unique physical and psychosocial characteristics of each individual client

SG1f: Student/graduates will be physical therapists who provide safe and effective physical therapy services in a variety of clinical settings

Course Objectives and/or Goals

Upon successful completion of this course, students will be able to:

1. Given a subjective exam and intake form, create a thorough examination that will address all patient centered problems, PT anticipated problems, and all systems using knowledge and skills from pathology, foundational sciences, and clinical sciences completed in semesters 1 and 2.
2. Accurately perform simple tests and measures from semesters 1 and 2 and document correctly using PT approved terminology.
3. Given a case study subjective exam, intake form, and results of objective examination, interpret test and measures to develop an accurate evaluation (assessment), determine likely prognosis and create short-term (i.e. 2-4 week) and long-term goals.
4. Given a complete evaluation (assessment) of a case study using pathologies from semester 1 and 2, design an intervention plan that is thorough, and patient centered.
5. Demonstrate all interventions included in a case study and modify when the patient requires regression or progression.

Instructional Methods

Case study presentations and discussion are the primary framework for this course. Cases will be based on a variety of authentic patients encountered by both academic faculty and clinical faculty. Review of provided material (e.g. patient history or tests and measures) will occur prior to class. Small group activities will focus on discussion of the various body systems involved in each case. Lab practice of skills related to patient care (examination and intervention) will occur during in class time. Scripted role play for objective testing and interventions will be used to facilitate performance and observation of skills (e.g. performing tests and measures and simple interventions, and teaching simple exercises). Students will complete a patient note that will be reviewed for completeness and accuracy with feedback provided

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings/Pre-class review
1	Monday 5/15/23	Course introduction. Explanation of format, potential pathologies (Clin Ed I, II, III), integration of examination, evaluation, and intervention skills. Sample case. Explanation of competency I.	None
2	Monday 5/22/23	Case study 1. Integrates physiology, pathology, exam/eval of the acute patient, intervention skills for an acute patient. (stroke) Tamika Hawkins, DPT UF Health Acute Heart and Vascular, Neuromedicine	Read Case 1, complete questions, discussion board before Monday class. Vital signs, blood gases and lab values Observation, passive and active range of motion and motor performance
3	Monday 5/29/23	Holiday. Class rescheduled Thursday 6/1/23	
3	Thursday 6/1/23 Make-up 12-2 pm CLC	Case study 2. Integrates anatomy, pathology, exam/eval of the ortho patient, intervention using skills for orthopedic patients. Name TBA UF Health Orthopedic Resident	Read Case 2, questions, discussion board. Vital signs, cardiopulmonary systems Examination of posture, range of motion, muscle tests, sensory integrity, joint stability, movement observation
4	Monday 6/5/23	Case study 3. Integrates physiology, pathology, exam/eval of the acute rehab patient (stroke); intervention skills for rehab patients. Alaine Blessman, DPT UF Health Rehab	Read Case 3, questions, discussion board. Vital signs, blood gases and lab values Neurological examination Transfers, motor performance, gait
5	Monday 6/12/23 4-6 pm	Case study 4. Integrates physiology, pathology, exam/eval of the acute patient; intervention skills for an acute patient. S. Sewell, DPT UF Health Cancer (hematology, oncology, med-surg, bone marrow transplant)	Read Case 4, questions, discussion board. Vital signs, blood gases and lab values Observation, passive and active range of motion and motor performance Integumentary review Transfers, bed mobility, gait Patient education
6	Monday 6/19/23	Holiday. Time off for Competency Testing.	

Week	Date(s)	Topic(s)	Readings/Pre-class review
6		Competency I. Harrell testing center. Completed 5/19/23	
7	Monday 6/26/23 4-6 pm	Case studies start to include information from semester 3 curriculum. (Pharmacology, Musculoskeletal I, Ther Ex I, Modalities/Pain) Case Study 5. (Make-up) Integrates anatomy, pathology, exam/eval of the acute rehab patient (SCI) , pharmacology, intervention using skills for rehab patients. Emily Slater, DPT UF Health Rehab SCI Remediation starts if required. Retest can occur at any time during the next 5 weeks, prior to next semester/Clin Ed II.	Read Case 5, questions, discussion board. Vital signs, cardiopulmonary systems Examination of posture, range of motion, muscle tests, sensory integrity, joint stability, movement observation Exercise testing Manual therapy and exercise (flexibility, strength, endurance) Education (eg pain, health and wellness)
8	Monday 7/3/23 4-6 pm	Case study 6 Integrates physiology, pathology, exam/eval of the acute including pain assessment; intervention skills for rehab patients, interventions using neuroscience, exercise science. Includes information from Pharmacology, Ther Ex I, Modalities. M. Arpin, DPT UF Health ICU step down unit. Med/Surg. General Medicine	Read Case 6, questions, discussion board. Vital signs, blood gases and lab values Neurological examination Transfers, motor performance, gait\ Integumentary review Wheelchair assessment/assistive device review and training Simple conditioning program
9	Monday 7/10/23 4-6 pm	Case study 7. Integrates physiology, pathology, pharmacology, exam/eval of the acute; intervention skills for rehab patients Includes information from Pharmacology, Ther Ex I, Modalities. Orrin Whitten UF Health Acute Surgical ICU, Pre-and Post-Transplant	Read Case 7, questions, discussion board. Vital signs, cardiopulmonary systems Examination of posture, range of motion, muscle tests, sensory integrity, joint stability, movement observation Exercise testing Polypharmacy and medication impact on rehab Exercise (flexibility, strength, endurance) Education (eg pain, health and wellness)
10	Monday 7/17/23 4-6 pm	Case study 8. Integrates anatomy, pathology, exam/eval of the ortho patient, pharmacology, intervention using skills for orthopedic patients. Includes information from Pharmacology, Ther Ex I, Modalities VA Orthopedic Resident – Reilly Hasting, DPT	Read Case 8, questions, discussion board. Vital signs, cardiopulmonary systems Examination of posture, range of motion, muscle tests, sensory integrity, joint stability, movement observation Exercise testing Manual therapy and exercise (flexibility, strength, endurance) Education (eg pain, health and wellness)
11	Monday 7/24/23 4-6 pm	Case study 9. Integrates physiology, pathology, exam/eval of the geriatric patient ; intervention skills for an acute patient. Includes information from Pharmacology, Ther Ex I, Modalities. Victoria Harvey, DPT GCS UF Health Haile	Read Case 9, questions, discussion board. Vital signs, blood gases and lab values Observation, passive and active range of motion and motor performance Integumentary review Medication impact on rehabilitation, side effects etc Transfers, bed mobility, gait Patient education
12	Monday 7/31/23 4-6 pm	Final written exam. Includes selected topics from Semesters I, 2, and 3. All multiple choice.	Study Guide for written exam.

Course Materials and Technology

Course materials (all) from Semesters 1, 2, and 1st 6 weeks of semester 3. All students will need a portable computing device to access course materials during class periods. Please confirm that your device is able to access UF computing apps including Canvas.

For technical support for this class, please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

ACADEMIC REQUIREMENTS AND GRADING

Assignments/Grading

Requirement	Due dates	Points or % of final grade (% must sum to 100%) All assignments are completed by groups of 4
Case 1	Fri Wk 2	5% Reflective questions post lab vignettes 5% Documentation of evaluation, goals, intervention
Case 2	Fri Wk 3	5% Reflective questions post lab vignettes 5% Documentation of evaluation, goals, intervention
Case 3	Fri Wk 4	5% Reflective questions post lab vignettes 5% Documentation of evaluation, goals, intervention
Case 4	Fri Wk 5	5% Reflective questions post lab vignettes 5% Documentation of evaluation, goals, intervention
Case 5	Fri Wk 7	5% Reflective questions post lab vignettes 5% Documentation of evaluation, goals, intervention
Case 6	Fri Wk 8	5% Reflective questions post lab vignettes 5% Documentation of evaluation, goals, intervention
Case 7	Fri Wk 9	5% Reflective questions post lab vignettes 5% Documentation of evaluation, goals, intervention
Case 8	Fri Wk 10	5% Reflective questions post lab vignettes 5% Documentation of evaluation, goals, intervention
Case 9	Fri Wk 11	5% Reflective questions post lab vignettes 5% Documentation of evaluation, goals, intervention
Competency I	Week 6 (this year occurs Week 1)	P/F. Pass requires 90% pass on skills. No safety issues.
Final exam/written	Week 12	10% All multiple choice. Study Guide provided.

Reflective Question write-ups: Each student in a group will respond to one of the reflective questions (questions are different for each team member). Write-up will be submitted as a single document for all 4 answers. The full grading rubric for the write-up is presented on Canvas. Write-ups are due the same day as lab by 11:59 pm. **Late submissions** will lose 1% (out of 5%) for each day late.

Case write-ups:

Each student group will complete a clinical note (SOAP or patient/client format) due the Friday after the case presentation by 11:59pm. The note will include pertinent findings from the case in the appropriate areas; eg history, tests and measures, prognosis, intervention, plan. The full grading rubric for the write-up is presented on Canvas. **Late submissions** will lose 1% (out of 5%) for each day late.

Max 2 pages. Estimated time: 60 mins

Competency 1:

This is an assessment of selected skills from Semesters 1 and 2. Skills will be performed on standardized patients. A development plan will be established for any skill areas in which it is determined that a student could benefit from additional practice prior to clinical experiences. Performance of any skill that is assessed as unsafe will require a repeat competency exam. The full list of skills is provided on Canvas.

Expected time for exam: 20 minutes

Point system used (i.e., how do course points translate into letter grades).

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>
<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Exam Policy

Quizzes, cases, and assignments: Late submissions (quizzes, assignments, and discussions) will receive a maximum of 50% of the assigned points.

Policy Related to Make up Exams or Other Work

Students missing class because of an emergency or excused absence should contact the instructor regarding the process to complete missed exams, quizzes, or assignments and with fellow students to obtain class notes/hand-outs.

The ability to make up quizzes through an unexcused absence is at the instructor's discretion and will be determined on a case by case basis. Making up an exam missed due to an unexcused absence will be determined on a case by case basis and a minimum of 10% reduction will be assign from earned grade regardless of the reason for the missed exam.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Attendance is MANDATORY. Only excused absences will be allowed, and students will need to submit the necessary documentation for these absences. Please contact the instructor as soon as possible if you are

unable to attend a class for any reason. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Unexcused absences will result in the loss of 1 professional behavior point/class.

Please note all faculty are bound by the UF and UFDPT policies for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>).

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Professional Behavior is expected at all times, and can be defined as:

1. Personal responsibility for prompt arrival, and regular participation and attendance in all course activities; with appropriate and judicious use of class and lab time.
2. **Students are expected to be thoroughly prepared for class.** Students are expected to read and study assigned materials as indicated on the course website and syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class online meetings.
3. Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all other electronic devices at your end; not reading other material during class; meeting deadlines; arranging with instructor or peer to get materials or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.
4. Students are expected to actively participate in lecture and small group discussions. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to one another of various backgrounds whether students, therapists, supervisors or professors. Students gain an understanding of relationships in a professional role.
5. Lecture notes and/or Power Point slides: are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and small groups.
6. **Cell Phones:** Cell phones should be turned off and not used during online class time. This includes making or receiving phone calls and/or texting. Breaks are given throughout the block time periods to access/use your phone.
7. Zoom meetings online: Etiquette - During lecture and discussion periods with TA's all cameras are to be on, unless there are bandwidth/hardware/software issues that need to be handled on an individual basis. You are responsible to notify the instructor during class through the chat. The instructor reserves the right to ask students to turn off their cameras under certain circumstances.
8. While it is anticipated that professional physical therapy students will behave with tact and courtesy online, please follow the following guidelines for Internet etiquette:
 - In the real world we can see facial expressions, gestures, and hear tone of voice. We do not have that extra information online. It is easy to misinterpret the other person's meaning. Be cognizant of how you are communicating to your faculty and peers online.

- Flaming is an expression of a strongly held (usually negative) opinion without holding back emotion. This online class does not allow flaming.
- YELLING: Using all capital letters in your writing is considered yelling online. Please make sure your caps lock is off.
- Flaming, yelling or inappropriate comments are considered disruptive to a professional learning environment. If you are angry or upset related to something in this class, make an appointment with the instructor for a telephone conference. Students who are disrespectful of the instructor(s) or fellow classmates during discussion will be denied access to the course until the matter can be resolved.

Communication Guidelines

Consider email communication between instructors/assistants and students in the class an extension of other forms of written communication among these groups. Just as you follow face to face communication norms in conversation, you should do the same in written communication. Email is not a direct messaging service. It is important to reflect upon the tone, timing and content of an email message before it is sent. Never say anything by e-mail that you wouldn't want published or shared. Any inappropriate or offensive language or comments deemed to not be tolerated.

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/sccr/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.

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational

use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. 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.
- **U 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>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

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.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as

protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu