

**University of Florida  
College of Public Health & Health Professions Syllabus**

**PHT 6730: *Screening for referral in physical therapy***

Credits: 3

Summer: 2023

Delivery Format: On-Campus & E-Learning (not Hi-flex)  
Room Number: CLC

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**Preferred Course Communications:** Email

**Course Prerequisites:** Preceding UF DPT Coursework

## **PURPOSE AND OUTCOME**

### **Course Overview**

The primary goal of this course is to prepare you to:

1. Recognize client problems that are beyond the expertise of a physical therapist, and to then make the appropriate decision regarding the next step of referral.
2. Recognize client diagnoses consistent with those treated by physical therapists in an outpatient, direct access setting.

Screening for medical referral and diagnosis requires highly effective skills at comparing and contrast neuromusculoskeletal (MSK) signs and symptoms with those of possible systemic origin best evaluated by a different healthcare practitioner. We will review the clinical manifestations of the more common disorders of organ systems and discuss how they might mimic dysfunction amenable to physical therapy. You will develop proficiency in: systems screening, differential

interviewing strategies, risk factors, and specific flag recognition for conditions warranting referral. Introduction to pattern recognition and algorithmic approaches to clinical problem solving will be presented and practiced using case presentations and student acting. Emphasis will also be placed on the development of more advanced interviewing and observation skills.

## **Relationship to Program Outcomes**

This course provides content specifically directed towards the following Entry Level Program Goals for Students.

**SG1: To prepare entry-level students/graduates to become practitioners of collaborative, interdisciplinary, evidence-based practice and meet the dynamic needs of physical therapy healthcare consumers.**

Expected 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.

SG1e. Student/graduates will be physical therapists who adhere to state and professional ethical and legal regulations.

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

## **Course Goal**

After successfully completing this course, students will be able to effectively integrate advanced interviewing, observational, and physical assessment skills to analyze client signs & symptoms for the purpose of discerning whether the patient should be classified for treatment without referral, treatment with concurrent referral, or be immediately referred to the proper healthcare provider.

## **Course Objectives**

PHT 6730 students will be able to (Refer to DPT Program's Student Goals in Student Handbook):

1.0 Formulate diagnostic hypotheses for patient presentations, as related to both physical therapy and non-physical therapy amenable conditions, for a client/patient, given evidence in the form of signs, patient symptoms, pain patterns, and physical examination findings. (Synthesis, Program's Student Outcomes SG1b-f)

1.1 Discriminate medical conditions so that they are identified as either treatable by physical therapy or requiring additional healthcare. (Analysis)

1.1.1 Assess provided client information from an interview so that pain and/or symptom patterns, and related signs are associated with possible diagnoses. (Application)

1.1.1.1 Give examples of client conditions that are beyond the expertise of a physical therapist. (Comprehension)

1.1.1.2 Classify examples of client conditions that are treatable by physical therapy. (Comprehension)

1.1.1.3 Discuss risk factors associated with client conditions so that the need for alternative expertise beyond the scope of a physical therapist is addressed. (Comprehension)

1.1.1.4 Describe the signs and symptoms of immediate medical conditions so that the need for immediate intervention is addressed. (Comprehension)

1.1.1.5 Describe physiological mechanisms that can result in the perception of pain for nociceptive pain, neuropathic pain, nociplastic pain (previously centrally mediated), and visceral referral.

1.1.1.6 Describe the intervention procedures for obtaining immediate medical assistance on behalf of a client. (Comprehension)

1.1.1.7 Differentiate between the clinical patterns associated with each of the following disorders based on signs, symptoms, etiology, key distinguishing factors: (cardiovascular conditions, pulmonary conditions, hematologic disorders, gastrointestinal disorders, renal or urologic disorders, hepatic and biliary disorders, endocrine and metabolic disorders, diabetes, hypoglycemia, metabolic bone diseases, cancer - with emphasis on benign, malignant, and metastatic early warning signs, neuromusculoskeletal disorders, immunologic disorders, dermatologic disorders) (Comprehension)

1.1.1.8 For each of the disorders listed above, discuss the appropriate referral strategy so that modifications, timing, and referral procedures that include other members of the healthcare community are addressed. (Comprehension)

1.1.1.9 For each of the disorders listed above, discuss the implications of the following factors:

1. application of relative anatomical, physiological and developmental components
  2. principles of exercise physiology/exercise science
  3. effects and potential side effects of pharmaceutical intervention
  4. necessary infectious control procedures
- (Comprehension)

1.1.1.10 For psychological factors, determine the relationship between the patient's pain experience and different psychological diagnoses, and differentiate the appropriate referral. (Comprehension)

2.0 Perform a patient interview/assessment so that the source of a clinical complaint and relevant patient history is accurately determined. (Synthesis, Program Student Outcomes SG1b-d, SG1f)

2.1 Discriminate patient, verbally-provided, clinical information so that follow-up questioning can better target the source of a clinical complaint. (Analysis)

2.1.1 Establish a line of questioning that produces patient responses that provide relevant and useful information leading to an accurate diagnosis. (Application)

2.1.2 Conduct a patient interview that utilizes a systems screening approach to guide the inquiry. (Application)

2.1.3 Conduct a patient interview that distinguishes red flag health conditions from false red flags that are not a product of a patient's health condition. (Application)

2.1.4 Adapt the performance of a physical therapy interview to allow for individual and cultural differences. (Application)

2.1.4.1 Describe a systems screening approach to a client interview so that a strategic method is defined. (Comprehension)

2.1.4.2 Associate cultural and individual differences with how a client might perceive the interaction during an interview. (Comprehension)

### **Affective Goals**

PHT 6730 students will:

A-1 Advocate for therapeutic alliance and implement patient centered interviews that allow the patient to discuss their concerns in their terms, so that diagnostic error is diminished and made secondary to forcing patients to fit into a pre-existing patient presentation pattern that is a different pattern altogether. (Program Student Outcome SG1b, SG1d, SG1f)

A-2 Display an authentic desire to overcome communicative barriers and be able to converse with patients that may not be articulated due to injury, insult, and/or educational level. (Program Student Outcome SG1b, SG1d, SG1f)

A-3 Promote cross cultural awareness and cultural empathy in the delivery of Physical Therapy practice. (Program Student Outcome SG1b, SG1d, SG1f)

A-4 Demonstrate professional behavior appropriate for clinical practice and a responsibility toward team function and success. (Program Student Outcome SG1b, SG1d-f)

## Course Table

<b>Objective</b>	<b>Instructional Method</b>	<b>Assessment</b>
1.0	Lecture, instructor lead case discussion, team-based learning, compare & contrast chart creation, case reenactment, assigned readings/viewings	Written Exams, peer case reenactment rubrics, peer participation rubrics
1.1	Lecture, instructor lead case discussion, team-based learning, compare & contrast chart creation, case reenactment, assigned readings/viewings	Written Exams, peer case reenactment rubrics, peer participation rubrics
1.1.1	Lecture, instructor lead case discussion, team-based learning, compare & contrast chart creation, case reenactment, assigned readings/viewings	Written Exams, peer case reenactment rubrics, peer participation rubrics
1.1.1.1	Compare & contrast chart creation, case reenactment	Written Exams, peer case reenactment rubrics, peer participation rubrics
1.1.1.2	Online presentation, Assigned reading	Written Exams, peer case reenactment rubrics, peer participation rubrics
1.1.1.3	Online presentation, Assigned reading	Written Exams, peer case reenactment rubrics, peer participation rubrics
1.1.1.4	Online presentation, Assigned reading	Written Exams, peer case reenactment rubrics, peer participation rubrics
1.1.1.5	Online presentation, Assigned reading	Written Exams, peer case reenactment rubrics, peer participation rubrics
1.1.1.6	Online presentation, Assigned reading	Written Exams, peer case reenactment rubrics, peer participation rubrics
1.1.1.7	Online presentation, Assigned reading	Written Exams, peer case reenactment rubrics, peer participation rubrics
1.1.1.8	Online presentation, Assigned reading	Written Exams, peer case reenactment rubrics, peer participation rubrics
1.1.1.9	Online presentation, Assigned reading	Written Exams, peer case reenactment rubrics, peer participation rubrics
2.0	F2F Mock Patient Simulations, F2F discussion, Peer Review of interview performances,	Written Exams, peer case reenactment rubrics, peer participation rubrics

2.1	TBL, F2F case studies,	Written Exams, peer case reenactment rubrics, peer participation rubrics
2.1.1	Modified demonstrations utilizing audience response system	Written Exams, peer case reenactment rubrics, peer participation rubrics
2.1.2	Modified demonstrations utilizing audience response system	Written Exams, peer case reenactment rubrics, peer participation rubrics
2.1.3	Modified demonstrations utilizing audience response system	Written Exams, peer case reenactment rubrics, peer participation rubrics
2.1.4	Modified demonstrations utilizing audience response system	Written Exams, peer case reenactment rubrics, peer participation rubrics
2.1.4.1	Online presentation, Assigned reading	Written Exams, peer case reenactment rubrics, peer participation rubrics
2.1.4.2	Online presentation, Assigned reading	Written Exams, peer case reenactment rubrics, peer participation rubrics
A-1	Use or create a Therapeutic Alliance Scale to assess simulations or case studies.	Written Exams, peer case reenactment rubrics, peer participation rubrics
A-2	Modified Role Play	Written Exams, peer case reenactment rubrics, peer participation rubrics
A-3	TBL, Modified demonstrations utilizing audience response system and incorporating the LEARN and RESPECT models from APTA	Written Exams, peer case reenactment rubrics, peer participation rubrics
A-4	TBL	Written Exams, peer case reenactment rubrics, peer participation rubrics

## Instructional Methods

### Blended Learning Approach:

Initial preparatory materials will mostly be provided prior to each subsequent course meeting. The professional expectation of the students is they will have reviewed the materials in full prior to class discussions. Class discussions will include active learning strategies including groups assignments, audience response technologies, and others. Additionally, students will prepare compare & contrast (diagnostic pattern) charts through guided literature reviews as part of groups assignments. These charts will later be the basis of role play learning activities that will involve reciprocal-peer instruction and peer assessment. Additional supporting readings, video lectures, or learning activities will be created and issued as needed to ensure that the course objectives are met.

**The Peer Assessment Approach:**

Modern healthcare systems often demand a team-based approaches to within and among disciplines to provide optimal care to the patient. Peer-assessment asks each student to bring his, her, or their knowledge base and critical thinking skills forward into a team discussions and role plays. Failure to bring a sound knowledge base or critically analyze a clinical situation could be catastrophic. So, we will be using teams for the purpose of preparing students for the post-grades, real world. These peer teams will be created by the course instructor and announced via Canvas. Assessments will be performed via Qualtrics.

**DESCRIPTION OF COURSE CONTENT****Class Schedule:**

Monday: 1:30 – 4:30 p.m.  
 Friday: 12:30 – 3:30 p.m.(approx.)

**Topical Outline/Course Schedule**

Class		Class Meeting Dates	Lecture / Lab topic	Related Required of Supplemental Content
Week 1	<b>M</b>	15-May	Welcome, Intro & Syllabus Review Expert vs Novice Clinical Reasoning Health Literacy	<u>Required:</u> Online Materials  <u>Recommended</u> Boissonault Chapter 1 (for insight into primary care in PT)
	<b>F</b>	19-May	Intro to Compare & Contrast Charts, Creating a Patient Statement, Using Statement & Chart to Generate Diagnostic Statement	<u>Required:</u> Online Materials  <u>Recommended</u> Boissonault Chapter 1 (for insight into primary care in PT)
Week 2	<b>M</b>	22-May	Intro to Subjective Exam, SINSS, HOOFA Framework,	<u>Required:</u> Online Materials  <u>Recommended</u> Boissonnault Ch 3, 5, 7 & 10;
	<b>F</b>	26-May	Introduction to Bias Lecture Subjective Examination (Application of HOOFA)	<u>Required:</u> Online Materials
Week 3	<b>M</b>	29-May Holiday	(Asynchronous) Review of Cranial nerve exam and chest exam	<u>Required:</u> Review from previous class work
	<b>Th</b>	1-June 9 AM – 12:30 PM	Intro to Objective Exam	<u>Required:</u> Online Materials

			Diagnostic Process Selective Tissue Tension Testing Role of Special Tests	<b>Recommended</b> Boissonnault Ch 3, 5, 7 & 10; <b>Group Compare &amp; Contrast Charts DUE by Monday @ 11:59 PM</b>
Week 4	<b>M</b>	5-June	<b>Foundational Material Exam (12:30-1:30pm, CLC)</b> Upper Quarter Scan Abdominal Exam	<b>Required:</b> Online Materials <b>Required:</b> Online Materials, Visceral Pain Lecture
	<b>F</b>	9-June	Shoulder/UE Presentations	<b>Required:</b> Online Materials, C&C charts <b>Recommended</b> Boissonnault Text
Week 5	<b>M</b>	12-Jun	Shoulder/UE: Role play	<b>Required:</b> Online Materials, C&C charts <b>Recommended</b> Boissonnault Text
	<b>F</b>	16-Jun	Head & Neck Presentations	<b>Required:</b> Online Materials, C&C charts <b>Recommended</b> Boissonnault Text
Week 6	<b>M</b>	19-Jun Holiday	<b>No School</b>	<b>Review</b>
	<b>F</b>	23-Jun	Head & Neck: Role play	<b>Required:</b> Online Materials, C&C charts <b>Recommended</b> Boissonnault Text
Week 7	<b>M,F</b>	26-Jun & 30-Jun	Thorax Presentations Thorax Role Play	<b>Required:</b> Online Materials, C&C charts



				<b>Recommended</b> Boissonnault Text
Week 8	<b>M</b>	3-July <b>Holiday</b>		
	<b>Th</b>	6- July	<b>Upper Body Exam (1:30 – 3:30pm @ HPNP)</b>	
	<b>F</b>	7-July	Lower Body Scan	<b>Required:</b> Online Materials, C&C charts <b>Recommended</b> Boissonnault Text
<b>Week 9</b>	<b>M, F</b>	10-July & 14-July	Lower Back & Abdomen Presentations Lower Back Role Play	<b>Required:</b> Online Materials, C&C charts <b>Recommended</b> Boissonnault Text
Week 10	<b>M,F</b>	17-July & 21-July	Pelvis/hip Presentations Pelvis/hip Role Play	<b>Required:</b> Online Materials, C&C charts <b>Recommended</b> Boissonnault Text
Week 11	<b>M, F</b>	24-July & 28-July	Lower Extremity Presentations Lower Extremity Role Play	<b>Required:</b> Online Materials, C&C charts <b>Recommended</b> Boissonnault Text <b>HOO-FA Forms Due July 23<sup>rd</sup> at 11:59</b>
Week 12	<b>M</b>	31-Jul &	<b>Role Play Roulette</b>	
	<b>F</b>	4-Aug	<b>Lower Body &amp; FINAL EXAM</b>	

NOTE: This is a tentative schedule

**Recommended Text:**

Boissonnault, Primary Care for the PT – Examination & Triage, Elsevier.

**Website:**

We will use the Canvas system found at <http://lss.at.ufl.edu/>. Lecture notes, laboratory assignments, announcements, grades, etc., will be located here.

Please check the website prior to attending class

### **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.](#)

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

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

### **Assessment of Learning:**

**Peer Assessment Rubrics:** As mentioned above, grades for performance are not common in real world assessment of professional abilities. Team world and peer assessment become hallmark mechanisms of assessment in addition to productivity. To build these skills, students will be assessed utilizing peer-assessment rubrics. The first of these rubrics will be related to professionalism required for the completion of your group Compare & Contrast Chart and related presentations. Subsequently, students will also be assessed during role plays, and will be required to perform as both the patient and the physical therapist for instructor selected disease processes. These disease processes will be chosen from each week's compare/contrast charts created by the students, with the exception being "Role Play Roulette". **Note, preceding MSK I and II diagnoses will also serve as options for the instructor to choose from.** For "Role Play Roulette", the instructor will issue histories that will match a previously compared/contrasted diagnoses or

diagnoses covered at any point in the course prior to the day of roll play. Rubrics have been created for both the patient and therapist role plays to ensure consistency.

Note, the instructor's intention with the rubrics is to identify areas of growth that will benefit the students for future clinical experiences and clinical practice. This process is designed to help everyone meet the course objectives.

**Hypothesis Oriented Orthopedic Focused Algorithm (HOO-FA) Form:** The HOO-FA form is a means of explicitly recording the clinical reasoning process of learners. It is best applied to recorded case examples and in live evaluations. Students in this course are to complete the form for a single patient evaluation in which they have an active role. These evaluations are best done through service opportunities with the Physical Therapy Equal Access Clinic. If there are limitations in completing the form through EAC patient interactions, students may be permitted to complete the form through a role play experience.

**Traditional Examinations:** There will be 3 independent exams times (the foundational material exam and the upper body exam and lower body & comprehensive final exam). These proctored exams are to be completed **without assistance from any source**. Honorlock or similar exam integrity software will be used for these exams. As noted, the last exam will contain questions solely from the lower body content (75% of exam) while the remaining questions are from ALL material from the course (25%). The exams will cover reading assignments, class lectures/discussions, group presentations, compare & contrast charts, and journal articles as related to foundational knowledge and the upper body and lower body compare & contrast charts/presentations. Grading will follow the University of Florida PT department grading scale below.

**You will be expected to prepare for class discussion.** This includes reading assigned chapters/articles and viewing online materials prior to lecture periods as well as being able to demonstrate mastery of the content as demonstrated by peer evaluations.

## ACADEMIC REQUIREMENTS AND GRADING

### Summary of Grading:

• Peer Role Play Rubrics	20%*
○ Region specific PT role play	(5% of peer grade)
○ Region specific patient role play	(5% of peer grade)
○ Roulette PT role play	(5% of peer grade)
○ Roulette patient role play	(5% of peer grade)
• Peer Compare & Contrast Chart & Presentation	10%
• HOOFA Form Submission	10%
• Course Pre/Post tests	5% (2.5% each)
• Theoretical written exam	15%
• Upper body case exam	15%
• Lower body (75%) and final written exam (25%):	25%
• Unapproved unexcused absence	-2% of total grade each
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Total	100%

\*Failure on any single peer grading role play rubric (less than 70% or wrong diagnostic decision) will result in remediation and retake. Failure on the second attempt will result in failure in the course and potential removal from the DPT program

End of Year Competency

Pass/Fail

**\*The EOY Competencies are built into this course. Failing at the start of the semester requires the student undergo a remediation process. The student is then given the opportunity to re-take the competency testing at the end of the semester. In accordance with the student handbook:**

***Students must achieve > 70% in all skills to achieve a passing score in the associated courses (Clinical Education I and Differential Diagnosis). Students who do not achieve this percent grade will receive a U or an E for the course.***

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

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

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.

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

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>

### **Policy Related to Make up Role Play and Exam**

**Role Playing:** In the event of an unplanned excused absence for a class in which the student's role-play participation is required, the student will contact the instructor immediately to arrange a make-up time. The student is responsible for identifying a classmate to serve as the patient and/or physical therapist. For grading purposes here, the instructor will function as the "silent CI" using the peer grading rubrics. With the exception being a make-up for "Role Play Roulette", the diagnoses from which the instructor can assign will be limited to those that were covered during the student's absence.

**Final Exam:** In the event of a student failing to complete an exam due to sickness or life event, the attendance policy as described by the University of Florida and specified as needed by the UF DPT Student Handbook will be the default guide for action for both excused and unexcused absence. The student is required to contact the instructor as soon as possible regarding the absence. In the case of technological issues, the learner will be responsible for contacting the course instructor immediately regarding the issue. Make-up quizzes or substitution assignments will be issued at the discretion of the instructor on a case-by-case basis.

### **Policy Related to Required Class Attendance**

Attendance for this course is MANDATORY. This course is heavily dependent on peer grading and repetition of skills; thus students need to be present to meet the course objectives. Only excused absences as defined by the University of Florida will be allowed, and students will need to submit necessary documentation for these absences. There will, however, be a process to request a single non-excused absence through canvas. These are not automatically approved, and it is the student's responsibility to ensure they are approved prior to the absence. Approved unexcused absences will result in forfeit of available points for assignments on the scheduled day. If a student chooses does not attend class due to an unexcused and unapproved reason, they forfeit 2% of the total course grade for each occurrence. Instructors and teaching assistants are not obligated to meet outside of class to review lecture or lab material for any unexcused absence, excused or otherwise.

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](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 quite a bit. For your scheduling purposes, please plan for **4-6 hours/week** for your readings and assignments. These assignments will not exceed 4 articles (one book chapter will be considered 3 articles). **If you are spending greater than 6 hours on this course, notify the instructor immediately!**

### **Written Exams:**

There are 3 written exams times scheduled for this class. The foundational material exam and upper body exams will be provided at HPNP during times noted in the schedule above. The lower body & final comprehensive exam will be provided at a time and date to be provided to the students

once confirmed by the department. The exams will cover reading assignments, class lectures/discussions, your compare/contrast charts, presentations and journal articles. Grading will follow the grading scale listed above. Final exam is partially comprehensive, with 75% of the content coming from the lower body regional charts. The exams will include multiple choice, true/false, matching, and essay-style questions. The exams are designed to confirm your ability to recall information as well as evaluate your clinical decision-making abilities and your mastery of the concepts and course content.

**Homework:** The homework is designed to accomplish several goals:

- 1) To prepare you for the upcoming class;
- 2) To promote advanced critical thinking skills related to topics covered in class;
- 3) To increase your depth and breadth of knowledge in a particular area;
- 4) To review topics that you have had in previous classes, but need review;
- 5) To cover materials that class time does not allow for.

This is not busy work – We have carefully selected the readings and learning activities to promote excellence in your clinical decision-making and clinical performance.

### **Class Discussions:**

*Rationale:* Discussions provide you with opportunities to acquire knowledge, insight, and skills through face-to-face exchange of your rationale, information and ideas. Through discussion you gain practice in thinking through problems and organizing concepts, formulating arguments and counterarguments, testing out your ideas in a “safe” setting, and responding thoughtfully and critically to diverse points of view. Discussions teach you to think “on your feet”, provide rationale for your opinions, and develop a more confident and effective professional persona.

### *Discussion Principles (Deemer, 1986):*

- I am critical of ideas, not people. I challenge and refute the ideas . . . but I do not indicate that I personally reject them.
- I focus on coming to the best decision possible, not on winning.
- I encourage everyone to participate.
- I listen to everyone’s ideas even if I don’t agree.
- I restate what someone has said if it is not clear to me.
- I first bring out all ideas and facts supporting all sides, and then I try to put them together in a way that makes sense.
- I try to understand all sides of the issue.
- I change my mind when the evidence clearly indicates that I should do so.

### *Group Skills (Tiberius, 1990):*

- Seek the best answer rather than try to convince other people.
- Don’t let your previous ideas or prejudices interfere with your freedom of thinking.
- Speak whenever you wish (if you are not interrupting someone else, of course!), even though your idea may seem incomplete.
- Practice listening by trying to formulate in your own words the point that the previous speaker made before adding your own contribution.
- Avoid disrupting the flow of thought by introducing new issues; instead wait until the present topic reaches its natural end; if you wish to introduce a new topic, warn the group that what

you are about to say will address a new topic and that you are willing to wait to introduce it until people are finished commenting on the current topic.

- Stick to the subject and talk briefly.
- Avoid long stories, anecdotes, or examples.
- Give encouragement and approval to others.
- Seek out differences of opinion; they enrich the discussion.
- Be sympathetic and understanding of other people's views.

### How Should I Study for this Class?

1. Read/view the assignments before class, these will be identified in Canvas and will be "locked" by 8pm on the preceding day of class. This will put you in a position to comfortably be involved in the discussions and problem-solving case studies presented in class.
2. Be able to address written objectives for each chapter.
3. For each topic that we cover, **ABSOLUTELY KNOW:** the signs and symptoms, the underlying pathophysiology of the pain and its related body system, the characteristic pain patterns, the Red Flags, Guidelines for Referral, and Guidelines for immediate Medical Attention.
4. Read cases, think about cases, talk about cases, generate case examples.
5. Be engaged in the class discussions.

And **most importantly**, my goal, and the goal of this course, is to have you do well and enjoy learning. If you have any concerns or problems, please speak with me (the earlier in the course the better!) and we will come up with a way for you to make the most of this course.

### PHYSICAL THERAPY PROGRAM POLICIES FOR ALL COURSES

**Attendance** is expected for all class sessions, labs, and examinations. The Physical Therapy Program at the University of Florida strongly believes that professional behavior patterns begin during the student's academic preparation. According to the PT Student Handbook, students are expected to notify the department by phone (273-6085) in the event of unexpected absence from a scheduled class session. Students are expected to inform the instructor of planned absences at least two days in advance.

**Punctuality** is important in both the clinic and classroom. Students are expected to arrive to class on time (i.e. prior to the instructor initiating class) and to return from breaks on time. The clock in the classroom will be considered the "official" clock. You are encouraged to notify your instructor(s) when appointments/ unavoidable commitments will cause arrival to class after start time, or require you to leave early. It is also the responsibility of the instructor to begin and end class at agreed upon times, and to notify you when changes of schedule may occur.

### Course Accommodations:

If for any reason you feel you will have difficulty meeting the objectives and expectations of this course, please notify me within five (5) weekdays of the start of class so that accommodations may be implemented where indicated.

Individuals who require reasonable accommodations must contact the Dean of Students Office, 202 Peabody Hall, phone: 392-1261, as soon as possible. This office will provide necessary documentation. The student who is requesting accommodation must then provide this documentation to the instructor.

**COVID-Associated Policy:**

Due to the continued fluctuating nature of the pandemic, masking and physical distancing will be based on current Centers for Disease Control and/or UF Health Science Center recommendations/requirements.

**Professional Behavior:**

Professional behavior is critical for a successful transition from the classroom to the clinical setting. The faculty recognizes the importance of this by incorporating the development and evaluation of professional behavior into each academic course. All students must attain developmentally appropriate levels of professionalism on the University of Florida's Professionalism Development Tool (PDT). Student performance on the PDT will be determined by behaviors in the classroom and lab. Additional feedback will be provided by peers, instructors, and teaching assistants

**Actions that will result in success in this course:**

- 1) Your final grade point average is 70 or above.
- 2) You conduct yourself with honor and integrity.
- 3) Your behavior is that of a professional physical therapist.

**Actions that will result in failure in of this course:**

- 1) Your final grade point average is below 70.
- 2) You cheat.
- 3) Your behavior is unbecoming of a professional physical therapist.

**Electronics Requirements**

Refer to the current requirements provided in the UF DPT Program Student Handbook.

**ACADEMIC INTEGRITY****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 all work submitted for credit by students at the university, 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.

### **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](http://www.multicultural.ufl.edu)