

University of Florida
College of Public Health & Health Professions Syllabus
PHT6302C: PRINCIPLES OF DISEASE (3 credit hours)
 Fall Semester 2023
 Delivery Format: On-Campus

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 CTRB 2222
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Simulation Experiences: various

Meeting: Synchronous didactic – Friday, 8:00-9:30 am (C1-04)
 On-campus labs – Friday, 9:45-11:15 and 11:30-1:00 (HPNP 1104/9)
Optional open lab – Friday, 1-2 pm, most weeks
 Optional weekly Q&A – selected Tuesdays, 5-6 pm (most weeks, online)
**** There are exceptions - please see the schedule for projected dates and times. ****

Preferred Course Communications: Email is the official communication at the University of Florida.

Prerequisites: PHT 6935C: Pathophysiology (spring semester, Year 1)

PURPOSE AND OUTCOME

Course Overview

The purpose of this course is to educate the student physical therapist on clinical conditions that may be encountered by physical therapists in the acute care, sub-acute/rehab, home health care, and outpatient settings. We will focus on the clinical presentation, signs, and symptoms related to common systemic diseases. The course will highlight physical therapy considerations and evaluation and treatment modifications for patients presenting with complex or multi-system disease. We will emphasize signs and symptoms that may help to differentially diagnose pathologic conditions from musculoskeletal conditions, in order to make a medical referral when needed for conditions beyond the scope of physical therapy treatment. An "advanced beginners" level of professionalism competence will be expected during all learning activities and *is required to complete this course*. This course is a part of the physiology, exercise, and pathology curriculum thread and serves as a pre-requisite for the "Differential Diagnosis" course offered in the following summer.

Relation to Program Outcomes

The primary goal of PHT6302C is to prepare you to recognize the impact of primary systemic diseases on your patients, and to empower you to use your understanding of human disease to influence your clinical decisions. We will review the clinical manifestations of the systemic disorders most commonly encountered and discuss their relevance to physical therapy evaluation and intervention. A simulated acute care setting will be utilized to assess student physical therapist professionalism, technical skills, and clinical judgment. The role of the PT in risk factor reduction and prevention of disease will also be discussed, since patients with systemic diseases may be encountered in any clinical setting.

Course Objectives and/or Goals

Upon completion of this course, the student physical therapist will:

1. Explain relationships among pathophysiological processes, laboratory and diagnostic tests, medical treatments for human disease, and clinical manifestations of selected illnesses. (7A, 7C)
2. Analyze and synthesize the signs, symptoms, and pain patterns associated with various organ systems and their implications, including identification of whether physical therapy is indicated or whether a client requires referral to, or collaboration with, other appropriate healthcare professionals. (7A, 7C)
3. Critically evaluate journal articles regarding physical therapy practice, research, and education related to systemic diseases and complex patient management. (7D9, 7D11)
4. Prepare to evaluate a hospitalized patient with an acute disease, exacerbation, systemic illness or injury, including:
 - a. Identify the pertinent information in the chart or electronic medical record (7D28)
 - b. Communicate with other disciplines in the healthcare team (7D7, 7D24, 7D28)
 - c. Plan a logical and appropriate line of questions for patient interview (7D17)
 - d. Exemplify professionalism during the planning, coordination, and implementation of care (7D11)
 - e. Organize a patient evaluation, including mobilization and monitoring of physiologic function (7D18, 7D20, 7D30, 7D31)
 - f. Establish patient goals and desired outcomes in the presence of systemic disease and within the available resources (7D23)
5. Generate quality documentation in the health record that accurately reflects delivery of physical therapy services and recommendations. (7D32, 7D37, 7D40)
6. Demonstrate “advanced beginner” competence in ethical and legal professionalism standards, professional growth, communication skills, and inclusive interpersonal interactions during class, lab simulated patient evaluations, and required learning activities. (7D1-7D15)
7. Appraise the immunocompetence and infectious state of a patient based upon objective information from the chart, and apply appropriate precautions (i.e. universal, contact, droplet, airborne, or neutropenic). Select, don and remove necessary personal protective equipment (PPE) during a simulated patient evaluation. (7D28, 7D37)
8. Detect and adapt to specialized needs of patients in the acute care environment:
 - a. Identify key elements of systems review and select appropriate physical therapy tests and measures
 - b. Recognize interplay of disease state and acuity with physical functioning
 - c. Contrast the role of pain pattern, quality, associated signs, and exacerbating/relieving factors in the therapeutic prescription
 - d. Mobilize a patient in a role-playing situation with lines, tubes, monitors, and/or drains
 - e. Establish an exercise prescription for a medically acute patient
 - f. Identify key factors that will influence a discharge recommendation from the hospital
9. Differentiate the distinct physical therapy practice considerations associated with complex medical conditions, including cardiovascular, pulmonary, hematologic, gastrointestinal, renal or urologic, hepatobiliary, endocrine, musculoskeletal, immunologic/infectious, and integumentary disorders. (7A, 7C)
10. Describe the implications of the following factors on clients with systemic diseases: (7A, 7C)
 - a. anatomical, physiological and developmental components
 - b. principles of exercise physiology/exercise science
 - c. principles of nutrition
 - d. effects and potential side effects of pharmaceutical intervention
 - e. necessary infection control procedures.
11. Recognize signs and symptoms of emergent conditions and describe intervention including procedures for obtaining appropriate medical assistance. 7D30, 7D33
12. Participate in peer and self-assessment to improve the effectiveness of learning and practical care simulations. (7D38)

13. Participate in the case management and discharge planning process. (7D36)

Instructional Methods

We will use lecture, readings, class discussion, laboratory skills practice, and both video and in-person simulated cases. Master clinicians from the local area participate in lecture, labs, or simulation experiences as content experts. Clinical problem-solving strategies will be applied and practiced through in-person exercises and interactive homework. Role-playing will be used to further develop clinical decision-making skills as well as to promote advanced communication skills and professionalism. In-person lab sessions will focus on equipment management, patient handling, and competency of physical skills.

Tuesday sessions will be optional Q&A and group discussion, focused on the interactive homework and online simulation activities. While not required, these sessions are designed to allow student physical therapists to enhance their clinical decision-making skills in the areas of chart review, patient interviewing, selection and administration of outcome measures, and making recommendations for discharge and/or outside referral.

As part of your commitment to the APTA core values of accountability and excellence, it is expected that you will complete pre-work in advance of class, contribute to weekly discussions and exercises, and complete the lab activities. According to the University of Florida Graduate School, the expected time requirement for readings and assignments in graduate and professional programs is ~2-3 hours of self-study per credit hour, per week. Expect to dedicate 2-3 hours of studying the asynchronous content to prepare for synchronous Friday sessions. You will have ~5-7 days to prepare for the next weekly unit.

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 would have been traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets face-to-face teaching focus on more challenging content and course activities designed to help 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 will be difficult to reach the higher learning goals of the course. You are also expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date (Friday)	Topic(s)
1	Aug 25	Acute care introduction, chart review, and basic outcome measures
2	Sep 1	Hematology and cancer epidemiology
3	Sep 8	Oncologic PT
4	Sep 15	Acute musculoskeletal injury and surgery
5	Sept 22	Autoimmune disorders; EXAM #1
6	Sept 29	Acute cardiovascular PT
7	Oct 6	Simulations , Renal disease (asynchronous); Homecoming
8	Oct 13	Simulations , ICU considerations
9	Oct 20	Burn rehabilitation; Room of Errors
10	Oct 27	GI disease; EXAM #2
11	Nov 3	Wound evaluation
12	Nov 10	Simulations , Metabolic disease (asynchronous); Veterans' Day

Week	Date (Friday)	Topic(s)
13	Nov 17	Simulations , Wound management
14	Nov 25	<i>Infectious disease (asynchronous); Video competency; Thanksgiving</i>
15	Dec 2	Lymphedema; Oral Exam – wound management
16	December 9	<i>Reading Day</i>
	EXAMS WEEK	FINAL EXAM – DATE TBD

Note: This is not intended to be a comprehensive schedule of course activities and assignments. Please refer to the combined schedule posted on Canvas.

Course Materials and Technology

Recommended Textbook:

- 1) Paz, J. & West, M. (2019). **Acute Care Handbook for Physical Therapists, (5th ed.)**. St Louis: Elsevier. *Note, you may be able to obtain a 4th edition, which contains largely similar reference material, for a lower cost.

Other Recommended resources that you may already own or that are freely available:

- 1) Huether, S. & McCance, K. (2012). **Understanding Pathophysiology, (5th ed.)**. St. Louis: Mosby/Elsevier.
- 2) Steffers, G. & Credner, S. (2012). **General Pathology and Internal Medicine for Physical Therapists**. New York: Thieme. *Free electronic book, available through the HSC Library website.*
- 3) Hamm, R.L. (2019). **Text and Atlas of Wound Diagnosis and Treatment, 2e**. McGraw-Hill Education, *Free electronic book, available through the HSC Library website.*

Required Technology:

This course requires access to online articles, materials, and examinations during class and/or laboratory. A laptop computer or tablet in good working order with webcam and microphone capability is essential for SPTs.

Please check the **Canvas** e-learning system prior to attending class on Friday for lecture notes, homework and laboratory assignments, readings, announcements, grades, etc. The Canvas e-learning system can be accessed at the following link: <https://lss.at.ufl.edu>

We will be using iClicker technology during didactic sessions, both for attendance reasons and for in-class Q&A. In addition, the Discussion feature is active in Canvas to enable you post questions during or outside of class, as you study or prep for class. Other classmates will be able to see questions and “like” them if they have the same question. This will help identify which questions are the highest priority for the entire class and help the instructor to avoid missing questions via email, create an announcement to the entire class in Canvas, answer questions directly, or address them in class. The goal will be to enhance your learning experience by allowing me to focus more on you. Use the two course spaces:

1. Course Questions – ask general course-related questions here e.g., questions about the schedule, assignments, etc.
2. Content Questions – ask content-related questions about assigned readings, pre-recorded content, in-class lectures, etc.

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

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

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

Weekly Coursework Assignments:

As the primary course dedicated to PT management of acute or critically ill individuals, the content in this class is extensive. On many weeks, videos/notes and/or reference readings are posted for completion in advance of class. Assignments are targeted to take <60 minutes/week, but a couple may take slightly longer. Be prepared to ask questions related to this content in class (or in optional Tuesday online Q&A sessions). This will maximize the available time for lab/application. To help organize the content and assist with studying, optional study questions/guides have been posted for many applied topics.

Pre-work assignments and quizzes (10 total, 10% of the grade): Canvas quizzes will focus on content from the homework videos and/or reference readings. One to two hours of preparation will be needed in advance of each synchronous learning unit. Homework quizzes serve as readiness assessments of basic content for the week. Student physical therapists may use notes from the readings and/or videos during the quiz; however, assistance from any other human being is not permitted. Each quiz/assignment is graded as % of questions correct.

Post-class assignments (optional learning activity): A follow-up learning activity is provided for most weeks to reinforce key concepts. Post-class assignments will be mixed format, **take <30 minutes to complete (and often <15 minutes)**. These are ungraded and recommended, but not required. Students who complete and submit every post-class assignment will earn 2% extra credit toward their final grade in the course.

Simulated Patient Evaluations: Acute care physical therapists must understand the precautions related to a patient's disease process, body habitus, injury, and/or surgery, while mobilizing safety and preserving lines, tubes, and monitors. Simulations also expose students to the vulnerabilities of hospitalized people, including a loss of independent function, lack of control in a hospital environment, and personal, social, and/or financial stressors related to illness. This class includes two different case-based simulated patient evaluations, emphasizing professionalism, patient and interprofessional communication, and physical therapy treatment considerations encountered in orthopedic/trauma and medical/surgical units.

Simulation Objectives:

1. Identify the impact of relevant medical history, co-morbidities, medications, lab values, and social history on planning and completing a physical therapy evaluation.
2. Interview mock patients to identify the source(s) of their clinical problem(s).
3. Mobilize patients while using appropriate body mechanics and equipment for precautions related to orthopedic, vascular, or cardiac surgery or secondary to medical lines/tubes, burns, edema, cancer, or obesity. **Be aware that masking practices in simulations will follow isolation precautions based on the simulated patient's medical status, as well as the current requirements at UF Health. Masks will be required at UF Health – and in simulations - when the CDC designates Alachua County as high risk for community spread of respiratory illness.
4. Modify a physical therapy examination and/or intervention, based on recognition and incorporation of client individual and cultural differences.
5. Communicate important information to other healthcare professionals, including a clinical instructor, nurse, and case manager.
6. Reflect upon areas of strength and needs for improvement in your evaluation and treatment techniques in a simulated acute care setting.

7. Create a “SOAP” note that accurately reflects your patient encounter and provides your clinical judgement on the patient’s clinical problems, rehab potential, relevant PT goals, and discharge recommendations.

Orthopedic Patient Simulations:

SPTs will be scheduled for one, 2-hour simulation session. Most will be on **October 4 and 11**. Orthopedic patient simulations are designed to familiarize student physical therapists with several crucial aspects of acute care physical therapy interventions, including a chart review (30-60 minutes advanced preparation), briefing of a clinical instructor, history taking, mobilizing patients with hospital lines and equipment, and communicating your findings to others. SPTs will work in pairs across two scenarios, assuming the roles the student physical therapists, as well as observing peer performance and providing feedback as “clinical instructors.”

Medical-Surgical Patient Simulations:

SPTs will be scheduled for one, 2-hour simulation session. Most will be on **November 8 and 15**. Medical-surgical simulation labs are designed to evaluate several crucial aspects of acute care student physical therapist performance, including a chart review, briefing of a clinical instructor, history taking, mobilizing patients with hospital lines and equipment, and communicating your findings to others. SPTs will work in pairs across two scenarios, assuming the roles the student physical therapists, as well as observing peer performance and providing feedback as “clinical instructors.”

Evaluations of Simulated Patient Handling

Simulation instructors are trained to facilitate simulated clinical experiences that enhance learning in communication, clinical judgment, time-management, problem solving, safety, and professionalism. In a variety of core clinical skills, instructors will evaluate performance as: (1) within expected proficiency for the fourth semester, (2) above or (3) below expected levels, or (4) lower than the minimum acceptable level of proficiency. Please refer to the “Simulation Rating Form” located in Canvas. (Expected time commitment: 2 hours per simulation)

- **Simulated Orthopedic Patient Evaluation** performance will be rated by peer observations and the instructor for feedback. SPTs will receive a “complete” or “incomplete” score on performance, worth **2% of the course grade**.
- **Simulated Medical-Surgical Patient Evaluation** performance will be rated by master clinician instructors for feedback and competence, worth **6% of the course grade**. Performance at/above expected proficiency corresponds to 6%; one “below expected proficiency” item will earn 5%; two or more items below expected will earn 4%. If any italicized safety item is rated “not acceptable”, one retake will be offered. The maximum retake score is 3%. All italicized safety items must be out of the “not acceptable” range on the retake, to receive a passing grade in POD.

SOAP Notes - 6% of Grade (x2)

Your SOAP note will be due via Canvas at midnight of the same day you complete your simulated patient evaluation. Your INDIVIDUAL performance will be evaluated in this assignment. No collaboration is permitted. Lab assignments are graded on the 10-point rubric located in Canvas. Expected time to complete 30-60 minutes.

Post-Lab Peer Review – 4% of Grade (x1)

After turning in your orthopedic SOAP note, you will be assigned to review a classmate’s note. You will be asked to provide feedback to your classmate on their discharge recommendations relating to their patient case. *Your* feedback will be graded; your classmate will not be penalized for any questions you raise during your review of their work. Expected time to complete: 15 minutes.

Video Competency – Infection Control

Effective infection control practices protect student physical therapists and patients from the spread of pathogens. Standard precautions and application of protective equipment have been taught previously in the program (Basic Skills 1) and remain an expectation in weekly and simulated learning experiences. Sterile gloves and sterile field techniques will be taught during the wound evaluation learning unit. Student physical therapists will receive supplies to demonstrate these skills in videotaped competencies:

1. applying and removing protective equipment for a patient in contact isolation (expected time commitment: 30 minutes, competency open between weeks 1-14),
2. applying and removing sterile gloves and setting up a sterile field (expected time commitment, 60 minutes, competency open between weeks 11-14).

Competencies can be completed and submitted on Canvas at each SPT's convenience, throughout the semester. The deadline for submission is Monday, November 21 at 5pm. One retake is permitted. Students must demonstrate competency in two attempts, to complete this course.

Oral Exam – Wound Management (5% of final grade, estimated preparation: 1-2 hours)

On the last week of the semester, oral exams will be administered individually to students by Dr. Smith, in the area of wound management. Student physical therapists will be given a brief patient case description and picture to review. Exam structure and content will include (1) selection of relevant information pertaining to the wound etiology, (2) factors that may influence wound healing, (3) selection of a dressing or management approach, (4) one physical therapy goal related to wound healing, and (5) identification of at least one educational need. Grading will follow the rubric posted on Canvas. Students will need to pass the oral exam to complete this course and will be provided one opportunity for a retake.

Grading

Requirement	Due date	Points or % of final grade
Exam #1	Week 5	19%
Exam #2	Week 10	19%
Exam #3	Final Exam	19%
Weekly Class Prep Assignments	Multiple	10%
Ortho Simulation Lab completion	October 4/11	2%
Ortho Simulation Lab SOAP Note	Midnight of your lab	6%
Ortho Simulation Lab Peer Review	Three days after lab, 8am	4%
Med/Surg Simulation Lab competency	November 8/15	6%
Med/Surg Simulation Lab SOAP Note	Midnight of your lab	6%
Infection Control Video Competencies	November 21, 5pm	4%
Oral Exam: Wound Management	December 1	5%

Points earned	93-100	90-92	87-89	83-86	80-82	70-79	60-69	Below 60
Letter Grade	A	A-	B+	B	B-	C	D	E

Letter Grade	A	A-	B+	B	B-	C	D	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.0	1.0	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>

Exam Policy

Three exams will be administered, consisting of approximately 45 questions over 60 minutes. Exams will be administered synchronously and in-person, using the Canvas Platform with Respondus LockDown Browser. *Bring your own laptop to the exam, and be certain to download the software and test your wifi access in advance.* A multiple-choice format tests your decision-making abilities in case examples. The exam format was selected to mimic questions a DPT graduate encounters on PT Board exams. Exam content may cover reading assignments, class discussions, on-line tutorials, homework assignments, and labs. While each exam

focuses on the course content of the 4-5 previous weeks, some aspects are by necessity cumulative. For example: 6-Clicks scoring and lab values are covered earlier in the course but will be relevant for most units.

This course requires the use of LockDown Browser for online exams. Watch this [short video](#) to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams).

Then download and install LockDown Browser from this link: [LockDown Browser-UF](#) In addition, an ungraded practice test has been posted to Canvas, as an opportunity to test your laptop in advance. Be certain that you can load and complete the practice test before exam day!

To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this [Student Quick Start Guide \(PDF\)](#)

Policy Related to Make up Exams or Other Work:

Student physical therapists who miss a class because of an emergency or an excused absence should speak with the instructor to complete missed exams or assignments and contact classmates to obtain class notes/hand-outs or to gain information about lab activities.

Please note: Any requests for exam 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.

The difficult logistics of simulated patient evaluations typically prevent the ability for a make-up. Plan ahead to eliminate any potential schedule conflicts. If you cannot resolve the schedule conflict, it is *your responsibility* to identify another SPT who will switch times with you, and to notify your instructor by email in advance of the change. Copy the other student and Dr. Blythe in the email. Completion of the simulated patient evaluation is a requirement for submitting the follow-up writing assignments. Late submission of video competencies or written assignments from simulation labs face a 10% penalty for each 24-hour period the assignment is late.

Policy Related to Required Class Attendance

Excused absences must be consistent with university policies in the Graduate Catalog. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

In 2023, 3 of the 15 Fridays of the semester occur on University designated days off. The remaining 12 synchronous, in-person learning units will be essential for you to meet the minimum expected level of proficiency at the start of the first full-time clinical internship. As adult learners, SPT's are empowered to determine how to best use their time to learn the required course content. Every class and laboratory is important to facilitate development, and thus attendance is expected every week. On several occasions, master clinicians have restructured their busy schedule to share their expertise with you. *Tardiness or absenteeism on >1 of these occasions will be documented in a professionalism incident form; a pattern of repeated tardiness and/or absences reflects an inability to meet minimum professionalism competence criteria and may lead to inability to complete the course.* Please inform the instructor of planned absences as early as possible.

Emergencies and appointments may arise when SPT's cannot attend class. The DPT Program Handbook instructs student physical therapists to email the course instructor to report any last-minute illnesses or emergencies resulting in an unexpected absence. No make-up classes or labs are provided, but it may be helpful to attend an optional online Q&A session.

Be aware that most weekly labs require group discussions, practice with another SPT, or use of equipment that cannot be adequately replicated online. The class will be split into 2 lab groups, and time assignment will alternate between early and late time periods for fairness. In the event you have a schedule conflict, do not assume you can attend an unassigned lab. Instead, please speak directly to the course instructor.

Your attendance at simulations is absolutely mandatory. If you have a schedule conflict for your assigned time, it is *your responsibility* to identify another SPT who will switch times with you, and to notify your instructor by email in advance of the change. Copy the other student and Dr. Blythe in the email.

Attendance and Weather Emergencies

The fall semester is peak hurricane season. In the event UF cancels class for severe weather, we will reschedule learning activities originally scheduled for those days. Be advised that multiple courses often need to hold make-up lessons; rescheduled lessons may need to occur on evenings and/or weekends. We hope we will not have severe weather this year, but if we do, your flexibility will be expected in rescheduling essential learning activities.

How Should I Study for this Class?

1. Use the study questions/guides to determine the most important aspects for unit content and reading assignments. There are several sets of Quizlet flashcards posted by students from previous POD classes that may be helpful to review.
2. Complete recommended prework assignments before coming to class. ****Take or review notes as you watch the videos.**** This will put you in a position to maximize the class discussions and problem-solving cases presented in lab, since the covered content/skills build upon the prework.
3. Try to answer your Canvas-based quizzes without looking. Once you have taken the quiz on your own, refer to your notes to check your answers before you submit.
4. Come to scheduled learning sessions and identify what we emphasize.
5. For each disease that we cover, know the underlying pathophysiology, signs and symptoms, and the **specific** implications these have on your clinical approach as a physical therapist.

And most importantly....

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

STUDENT PHYSICAL THERAPIST EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

During synchronous learning sessions, student physical therapists are expected to silence or turn off cell phones during class and lab time, out of professional respect for classmates, guest speakers, and instructors. Email is the official communication of the University of Florida - class announcements will be made through email. Students shall use their UFL e-mail address for use with academic coursework and responsibilities. Students may not take, post, or distribute photos, audio or video recordings of any course materials or exams, without the written authorization of the instructor. Please conduct any written requests via email, so that guest instructors can be notified, if needed.

This course can be failed in any of the following ways:

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

Professionalism Competence Requirement:

High priority is placed on SPT engagement, professionalism, and adherence to the Core Values of a Physical Therapist. Professionalism is central to the mission of the UF Doctor of Physical Therapy Program. By the time student physical therapists begin the first full-time clinical internship, their professional attitudes and behaviors must reflect an ability to interact competently in a full-time clinical setting. The APTA has defined minimal professional standards for student physical therapists entering their first full-time internships. With this requirement in mind, **adherence to a minimal professionalism standard is required to complete this course.** Professionalism competence will be evaluated using the following categories from the Clinical Performance Instrument:

Ethical Practice.

Description: *Practices according to the Code of Ethics for the Physical Therapist; demonstrates respect for self, the patient/client, and colleagues in all situations.*

Examples:

- Adherence to physical therapy core values and code of ethics.
- Identifies, acknowledges, and accepts responsibility for their actions – applies to expected behavior in class, laboratory, and course assessments.

- Adherence to patient dignity, privacy, and confidentiality.
- Engages in a polite and respectful manner with patients/clients and colleagues.
- Devotes appropriate time and effort to meet patient/client needs; does not rush treatment session or intervention.

Minimal Professional Competence:

- Work collaboratively with classmates, instructors, and guests during learning activities.
- Complete course assignments within posted requirements and deadlines.
- Exhibit professional behaviors consistent with physical therapist core values during learning activities and communications, including honesty, integrity, commitment, compassion, respect and altruism.
- Considerate of the trauma-informed experiences of others.

Legal Practice.

Description: *Practices according to legal and professional standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.*

Examples:

- Acknowledges the legal and professional practice standards that guide physical therapist decision-making.
- Adheres to patient/client privacy laws and practice standards (e.g., keeps patient/client documentation systems out of line of sight of others, speaks in a low volume when discussing a patient's/client's case).
- Discusses patient/client information only with others involved with that patient's/client's care.
- Identifies cognitive dissonance that can arise during clinical training (i.e., textbook care versus clinical care).

Minimal Professional Competence:

- Adhere to applicable legal requirements (HIPAA, FERPA) during course communications and learning activities.
- Abide by University regulations and Department policies regarding student conduct and academic integrity.
- Protect patient confidentiality, privacy, dignity, and autonomy in applied and simulated learning.

Professionalism: Professional Growth

Description: *Accepts and is receptive to feedback; participates in planning and/or self-assessment to improve clinical performance; contributes to the advancement of the clinical setting through educational opportunities; seeks out opportunities to improve knowledge and skills.*

Examples:

- Seeks guidance from CI for steps to improve their clinical performance and/or clinical practice knowledge.
- Participates in planning to improve clinical performance and/or clinical practice knowledge.
- Develops and prioritizes several short- and long-term goals for improving their clinical practice skills.
- Takes initiative to communicate their clinical practice goals and learning needs to the CI.
- Accepts feedback without defensiveness.

Minimal Professional Competence:

- Inquire to the course instructor in writing, regarding any potential absences. More than one Friday absence will disrupt expected progression of course objectives. Participation in most lab work cannot be completed through remote learning.
- Prepare for class: complete pre-work in advance; come to class ready to ask questions; bring the equipment and attire needed to complete learning activities.
- Come to class on time and prepared to learn. Tardiness, talking to classmates, eating, sleeping, completion of unrelated computer activity, and personal use of mobile devices is unacceptable. If you have an urgent need to be reached on your phone, notify the course instructor, and keep the device on silent mode.
- Complete lab assignments and attend practice times as needed to improve clinical knowledge and skills.

- Care for the learning resources. Clean up after yourself, handle equipment with caution, ask if you need something, and notify an instructor if something is broken.
- Give helpful feedback to other students, in the spirit of optimizing their clinical readiness.
- Receive feedback graciously from peers and mentors, in the spirit of optimizing your clinical readiness.
- Take accountability for learning missed content in the event of an unplanned absence.
- Demonstrate insight into one's own limitations of expertise via self-assessment.
- Electronic devices will be prohibited if use becomes disruptive to your instructor or classmates, or if devices are used for unrelated activities. Acceptable uses include taking notes, accessing course-related documents or resources, following along with class discussion or lab demonstrations, course-related internet searches, and completing class projects.
- Unless there is a medical reason, eating is not permitted during class times, including quizzes and exams, lectures, and labs. Students who need to eat breakfast on campus should plan to arrive to campus early and finish before class begins. If you feel unwell and need to eat something, please step out or wait until a break. Drinking from a covered container is allowed.

Interpersonal: Communication

Description: *Demonstrates professional verbal and nonverbal communication with all stakeholders (e.g., patients/clients, caregivers, intra/interprofessional colleagues); adapts to diverse verbal and nonverbal communication styles during patient/client interactions; utilizes communication resources (e.g., translators) as appropriate; incorporates appropriate strategies to engage in challenging encounters with patients/clients and others; facilitates ongoing communication with physical therapist assistants regarding patient/client care.*

Examples:

- Introduces self and the role of PT to the patient/client.
- Demonstrates basic proficiency in identifying barriers to effective communication with patient/client and/or their caregiver(s) (e.g., hearing impairment, aphasia, low vision, low health literacy).
- Typically demonstrates effective verbal and non-verbal communication with patients/clients in non-complex situations.
- Demonstrates basic proficiency in communicating appropriately with other healthcare providers.
- Identifies the patient's/client's preferred communication style and uses their preferred communication style throughout most of the episode of care.
- Accesses and begins using translation services with assistance.
- Discusses patient/client status with other healthcare providers.
- Differentiates between technical and layman terminology.
- Typically exhibits active listening for improved understanding.

Minimal Professional Competence:

- Initiate questions in the event a learning concept or course assignment is not understood.
- Listen effectively.
- To facilitate communication with instructors and guests, wear name badge in a place where it can be easily read.
- Utilize appropriate nonverbal communication. Ensure that your eye contact, body language, posture, and workspaces are conducive to learning.
- Effectively facilitate a structured clinical encounter.
- Maintain clear, accurate, and appropriate records (e.g., written or electronic) of laboratory and simulated clinical encounters and plans.

Interpersonal: Inclusivity

Description: *Delivers physical therapy services with consideration for patient/client diversity and inclusivity for all regardless of age, disability, ethnicity, gender identity, race, sexual orientation, or other characteristics of identity; Provides equitable patient/client care that does not vary in quality based on the patient's/client's personal characteristics (e.g., ethnicity, socioeconomic status).*

Examples:

- Typically demonstrates respect for diversity and inclusivity regardless of age, disability, ethnicity, gender identity, race, sexual orientation, etc.
- Displays empathy in most patient/client interactions.

- Identifies some individual or cultural differences that may be impactful to the patient/client.
- Demonstrates a general understanding of the patient's/client's background and is respectful regardless of their background.
- Asks the patient/client some questions to improve understanding of cultural group differences (e.g., homeless, mental health, individuals who are incarcerated).
- Responds professionally to patients/clients with conflicting values.

Minimal Professional Competence:

- Demonstrate a considerate attitude towards other students, instructors, patients, and guests.
- Respect the beliefs, concerns, expectations, and illness experiences of others.
- Effectively work with other peers and other participants in this course to prevent, negotiate, and resolve interpersonal conflicts.
- Abide by the class culture and rules of engagement.

Academic Integrity

University of Florida students are expected to act in accordance with the University's policy on academic integrity. As a student physical therapist 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>

*Unless specified otherwise in writing, all assignments, quizzes, and exams are to be completed **independently**. This means that collaboration with or assistance from any other person on assignments, quizzes or exams will be considered an Honor Code violation and referred to the Dean of Students office.* The UF Honor Code specifies that it is the responsibility of the student to obtain clarification, if they have any questions about the nature of any assignment. Please do not hesitate to ask your instructors for guidance.

In this professional program we are particularly sensitive to students submitting independent work and to using complete and accurate referencing in complying with the University of Florida Rules – 6CI-4.017 Student Affairs: Academic Honesty Guidelines. Academic misconduct refers to dishonesty, knowingly furnishing false information to the University, plagiarism (e.g., presenting the ideas of someone else or the writing of someone else as one's own work), or cheating of any kind. All exams, quizzes, and written assignments are to be completed independently by each student.

*Further details regarding UF's honesty policy are available in the DPT Handbook, and on the Dean of Students' website: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

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 SPTs are permitted to attend class. However, we recognize that SPTs 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 permission to bring a guest(s) for a total of two class sessions per semester, across all courses. No further extensions will be granted. Guests are **not** permitted to attend either cadaver or wet labs. SPTs 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: <https://phhp.ufl.edu/policy-classroom-guests-of-students/>

Online Faculty Course Evaluation Process

Student physical therapists 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/>. SPTs 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 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>. On line and in person assistance is available.
- **You Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>

- **Crisis intervention** is always available 24/7 from the Alachua County Crisis Center at (352) 264-6789 or <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