

University of Florida
College of Public Health & Health Professions Syllabus
PHT 6189C: Examination Evaluation for the Physical Therapy Patient
Semester: Spring 2024
Delivery Format: On-Campus and Blended

Instructor Name: Michael Hodges PT, DPT, MHS

Board-Certified Clinical Specialist in Orthopedic Physical Therapy

Room Number: Monday/Wednesday: HPNP 1104/1109

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Office Hours: By appointment (my office is at CLC Room 216)

Preferred Course Communications (e.g. email, office phone): Email or live questions before/after class.

Clinical Faculty: Tom Hendricks PT

Email address: hendrt@shands.ufl.edu

Teaching Assistant: Jill Hayes PT, DPT, COMT

Board-Certified Clinical Specialist in Orthopedic Physical Therapy

Email address: jrtheis@ufl.edu

Faculty Instructor: Gloria Miller PT, PhD

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Course Clock hours: 4.5 total

1 hour lecture (3 live lectures at HPNP 1104/1109: see Comprehensive course schedule on Canvas course home page. Otherwise, asynchronous/recorded.)

3.5 hours lab/discussion/group work hours/week x 16 weeks

Class time:

Mon Lecture: 10:30AM-11:20AM (3 live lectures at HPNP 1104/1109: see Comprehensive course schedule on Canvas course home page. Otherwise, asynchronous/recorded.)

Mon Lab: HPNP 1104/1109 First lab 1:00PM-2:45PM/Second lab 3:15PM-5:00PM

Wed Lab: HPNP 1104/1109 First lab 1:30PM-3:15PM/Second lab 3:45PM-5:30PM

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

See Lab Schedule Posted on Canvas course home page as our class runs simultaneously with Introduction to Exercise Science (Dr. Lott) on Monday and Health Promotion and Wellness II (Dr. Dunleavy) on Wednesday.

Prerequisites Course participation is limited to entry-level DPT students in their first year of the UF program. PHT 6187C Functional Anatomy 1, PHT 6024 Professional Issues 1, PHT 6206C Basic Clinical Skills 1

PURPOSE AND OUTCOME

Course Overview: The purpose of this course is for the physical therapy student to develop competence and confidence in conducting basic physical therapy examination skills such as patient interviewing, circumferential measures, basic movement screening, joint range of motion, flexibility and muscle testing, neurological examination (except for cranial nerve testing), and gait/balance assessments. Students will also analyze examination findings using clinical reasoning through patient case scenarios based on acute care,

outpatient and/or inpatient rehabilitation settings. Students will create documentation related to practical examination cases as well as a case study assignment. Appropriate affective behaviors will be integrated into the skill sets. This course will use simple and predetermined health conditions and diagnoses.

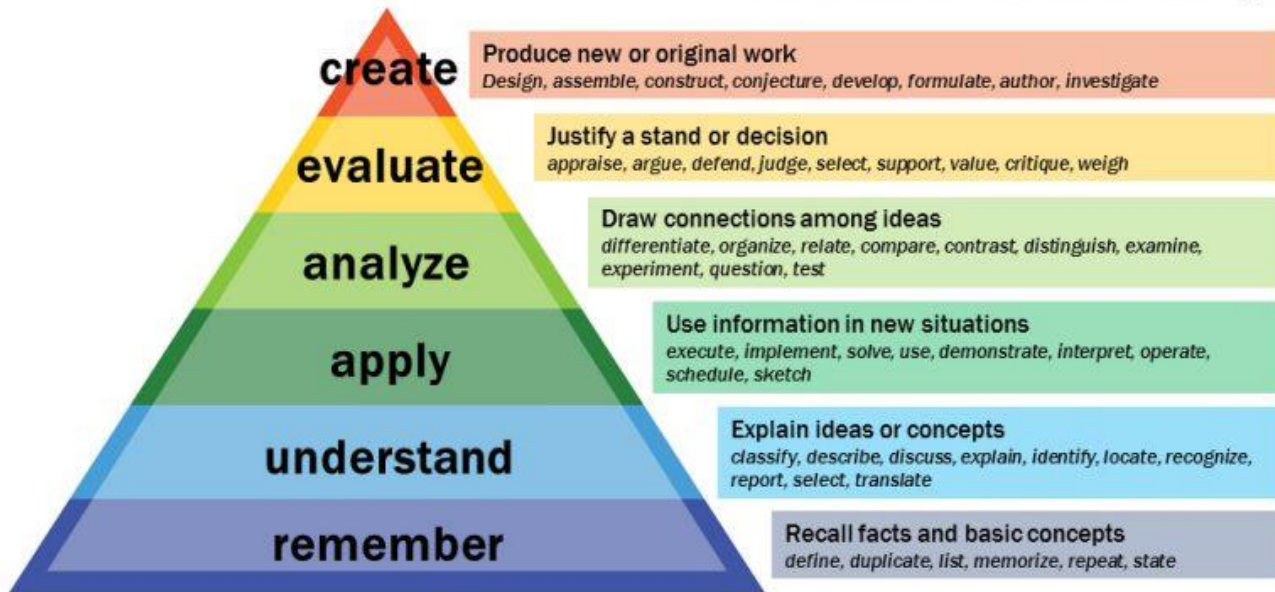
Note: This is not a course in developing differential diagnosis for the individual patient. Those skills that require knowledge of specific disease/conditions/disabilities which will be discussed in more patient specific courses such as Musculoskeletal I/II, Cardiopulmonary, Principles of Disease, Neuro Rehabilitation I/II, Medical Screening for Referral.

Relationship to Program Outcomes: (1d). Students will be physical therapists who address the unique physical and psychosocial characteristics of each individual client; (1f) provide safe and effective physical therapy services in a variety of settings; and (1b) are independent problem-solvers and critical thinkers. To accomplish these program goals/outcomes, students will be able to assess ROM, muscle length, strength, and function in patients across multiple settings and make evaluations based on individual patients.

Skills acquired in this course can be utilized in a variety of levels of care & settings:

Hospital	Inpatient Rehabilitation Subacute/Home Health	Outpatient
Acute illness/surgery Gross joint and muscle function. Neurological examination Gait and balance assessments	Subacute illness/surgery Gross and specific joint and muscle function. Neurological examination Circumferential measures Gait and balance assessments	Acute or chronic injury Gross and specific joint and muscle function Neurological examination Circumferential measures Gait and Balance assessments

Bloom's Taxonomy



 Vanderbilt University Center for Teaching

Credit: Vanderbilt University Center for Teaching

Course Objectives and/or Goals (Refer to Bloom's Taxonomy above to see association between course objectives and anticipated learning outcomes. Taxonomy words underlined below.)

Objectives: At the conclusion of PHT 6189C the student will be able to:

1. **Apply** an examination/evaluation form that will provide a thorough examination of a patient with a known pathology/health condition that will lead to a thorough analysis of their movement dysfunction and provide a sound basis for the creation of individual goals and plan of care that will significantly reduce impairments and improve function and/or participation.
2. **Understand the frameworks** of Vision 2030, ICF model, the Guide to PT Practice model for examination/evaluation, and patient statements of movement dysfunction(s) and goals when **analyzing** appropriate tests, measures, and basic interventions to be selected for a specific patient.
3. **Evaluate** evidence, clinical expertise, and the characteristics/goals of the individual patient, when developing an examination, evaluation, and basic intervention.
4. **Justify** (verbally and written) **using clinical reasoning** the selection of each test, outcome measure, and basic intervention for an individual patient and/or individual setting.
5. **Apply** selected tests, measures, and basic interventions in a rational, organized, and efficient manner tailored to the individual patient.
6. **Analyze** the differences of testing and intervention selection in various patient care settings (e.g. acute, OP, inpatient rehabilitation).
7. **Understand** the principles and procedures for each standardized and/or functional test, measure, and intervention (circumferential measures, neurological examination, MMT, goniometry, gait, and balance measures)
8. **Demonstrate accuracy and reliability with safety at 100%** when **applying** basic examination procedures including but not limited to patient interview, palpation of muscle/bone/ligament, circumferential measurements, muscle length testing, goniometry, manual muscle testing, functional muscle testing, and basic neurological testing.
9. **Understand and discuss the results of a basic examination.**
10. **Create goals and basic plan of care including simple interventions (Case study assignment).**
11. **Apply modification of** standardized testing and intervention procedures to the individual needs of the patient while maintaining the validity and reliability of the test.
12. **Clearly and accurately document (create)** the results of testing and intervention in standardized and organized format.
13. Students will demonstrate **appropriate affective behaviors (PBAT)** consistently during the subjective examination, objective examination and evaluation (explaining to patient the impact of impairments/deficits). These behaviors include but are not limited to respect, consideration, communication, and professionalism. Please refer to the generic abilities and professional development plan for more details. Students will use feedback to improve affective skills. **These are skills related to becoming a professional.**
14. Be **competent** in **creating**/writing patient notes in both SOAP format and patient/client management format. Electronic documentation will be spelling and grammatically correct.
15. **Analyze** feedback from course instructor and teaching assistants in a timely fashion without defensiveness to increase accuracy, reliability, and confidence. The student will use feedback to modify performance. **These are skills related to becoming a professional.**
16. **Integrate material and resources** from both previous and concurrent courses (e.g. Functional Anatomy I, II, Basic Skills I, II, Neuroscience) to enhance understanding and application of course material.
17. Utilize lecture/lab environment, learning experiences, and feedback/interaction with instructors, teaching assistants, and peers to **analyze and progress** in their individual professional development plan. **This is a skill related to becoming a professional.**

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

Blended Learning

What is blended learning and why is it important?

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

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitate overall mastery of the course objectives.

Materials required:

- Goniometer (large)
- Laptop or tablet (for lab and practical examinations)
- Sports bra/camisole for women when doing upper quarter, sleeveless shirts, loose fitting shorts mid-thigh for all.
- **Name tag first 3-4 weeks**

Required Textbooks

Please use Canvas based Course Template as a guide for materials to read to supplement lecture/lab material.

- Fruth, Stacie J. *Fundamentals of the Physical Therapy Examination: Patient Interview and Tests & Measures*. Second edition. Burlington, Massachusetts: Jones & Bartlett Learning, 2018. Print.
Online access provided through UF Libraries:
https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/175ga98/alma99383200154706597

Reference textbooks and materials (used in previous coursework):

- Trail Guide; palpation skills from Functional Anatomy I
- Prior course material from Professional Issues I, Basic Clinical Skills I

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>

ACADEMIC REQUIREMENTS AND GRADING

Assignments & Exams (Graded): Please see Comprehensive Course Schedule, Assignments and Grading on course Canvas Home Page for more details.

The teaching and grading format emphasizes the epistemology of this course (beliefs about what and how you know - knowledge is complex, constructed, and interpreted in individual context vs. knowledge is simple.) The focus of this course is on developing accuracy, reliability, and confidence. Students must have multiple opportunities to practice the skills and receive feedback. Assignments have been developed to develop your patient interview skills, problem solve neurological cases, as well as synthesize examination findings related to a complex case presentation. Two short answer written exams allow the student to demonstrate clinical reasoning skills related to both lecture and lab material. Practical assessments will test psychomotor and oral skills related to patient examination and evaluation. Practical examinations are like the scenarios that you will encounter while on clinical experiences and/or at Equal Access clinic.

I. Written Examinations (**20 points total**): Expected time is 1 hour.

Examination 1 (Short answer based on recorded lecture and lab material: Subjective Exam, Circumferential Measures, Cervical/Upper Quarter): 10 points.

Examination 2 (Short answer based on recorded lecture and lab material: Trunk/Lower Quarter, Neuro Exam, Gait and Balance): 10 points.

II. Assignments (**25 points total**):

Assignment 1: Recorded dyad (partner) interview and reflection: 7.5 points. Expected completion time is 1 hour per student.

Assignment 2: Neurological case studies: 5 points. Expected completion time is 1-2 hours.

Assignment 3: Comprehensive case study: 12.5 points. Expected completion time is up to 3 hours.

III. Practical Examinations (**35 points total**) Each practical examination will be 30 minutes per student to include a 5 minute "debrief" on performance.

Practical Examination 1 (Cervical spine, shoulder, elbow): 15 points

Practical SOAP note (To be submitted by 11:59 on night of practical): 2.5 points

Practical Examination 2 (Trunk, hip, knee, ankle/foot): 15 points

Practical SOAP note (To be submitted by 11:59 on night of practical): 2.5 points

IV: Quizzes (**20 points total**)

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

TOTAL POINTS: 100

Lecture attendance (3 live lectures)	Required (Student with unexcused absence = drop of one letter grade e.g. A to A-)
Lab attendance above)	Required (Student with unexcused absence = drop of one letter grade as above)

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

Written Examination (2 total): Scores will be posted within one week of the exam. Your patience is appreciated. Students receiving a grade of "C" (less than "80") or less will be **required** to meet with the instructor.

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

Policy Related to Written and Practical Examinations:

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

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

The following criteria will be used when grading late assignment submissions.

Less than 24 hours late - minus 2 points

24-48 hours - minus 4 points

No assignment will be accepted beyond 48 hours after due date/time and will result in 0 points.

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

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Grading Scale:

93-100 = A	4.00 grade point
90-92 = A-	3.67 grade point
87-89 = B+	3.33 grade point

83-86 = B	3.00 grade point
80-82 = B-	2.67 grade point
79-70 = C	2.00 grade point
69-60 = D	1.00 grade point
Below 60 = E	0 grade point

Final course grades: Final course grade rounding will occur based on the digit in the tenths place:

Original grade: 87.4 Rounded grade: 87

If the digit in the tenths place is below 5, the score is not rounded up.

Original grade: 87.5 Rounded grade: 88

If the digit in the tenths place is 5 or above, the score is rounded up.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Professional Course Behavior:

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

Core areas of professional development and growth:

1. Critical Thinking
2. Communication
3. Problem Solving
4. Interpersonal Skills
5. Responsibility
6. Professionalism
7. Use of Constructive Feedback
8. Effective Use of Time and Resources
9. Stress Management
10. Commitment to Learning

Professional Behavior is described in the DPT Student Handbook and is exemplified by the following:

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

13. and other attributes as described on Professional Behaviors and Student Responsibilities in the Student manual.

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

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

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

Class Preparation/Attendance/Instructor Expectations:

- Attendance in lectures/labs is mandatory- see grading.
- Please review all online lecture material and complete the quiz prior to attending lab each week. This allows all students to proceed at the same pace through their learning experiences. Lab time is an opportunity to perfect your skills and get feedback from faculty.
- Students are **proactive**: asking questions to clarify assignments.
- Students come to lab properly attired (and prepared with all materials/equipment.)
- Students utilize feedback to progress with professional abilities.
- Emails to faculty and teaching assistants are appropriately titled for ease of response.

Dress Code: Students are allowed to wear lab attire to both lecture and lab. See Student Handbook. Nails should be short so that nails are not visible from the palmar side of the hand.

Name tags-students required to wear name tags for the first **3-4 weeks**.

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

Academic Integrity

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

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

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

“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 feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically opened during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web

site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.

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

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.

Course Schedule Overview 2024:

Please see Comprehensive Course Schedule, Assignments and Grading on course Canvas course home page for more details.

Week	Day/Date	Topic
1	M 1/8	Course Introduction and Overview/Observation and Posture
	W 1/10	Subjective Examination
2	M 1/15	MLK Day (No class today)
	W 1/17	Circumferential Measures (Edema/Effusion)
3	M 1/22	Shoulder
	W 1/24	Shoulder
4	M 1/29	Shoulder
	W 1/31	Elbow
5	M 2/5	Forearm/Wrist
	W 2/7	Hand
6	M 2/12	Cervical
CSM	W 2/14	Cervical
7	M 2/19	Case Integration
	W 2/21	REVIEW
8	M 2/26	Written Exam 1 (10:30AM-11:30AM) HPNP 1104/1109 Practical 1 (1PM-6PM) HPNP 1104/1109
	W 2/28	Practical 1 (1PM-6PM) HPNP 1104/1109
9	M 3/4	SPRING BREAK (No class today)

	W 3/6	SPRING BREAK (No class today)
10	M 3/11	Trunk
	W 3/13	Trunk
11	M 3/18	Neurological Examination
	W 3/20	Neurological Examination
12	M 3/25	Hip
	W 3/27	Hip
13	M 4/1	Knee
	W 4/3	Ankle/Foot
14	M 4/8	Balance and Gait
	W 4/10	Balance and Gait
15	M 4/15	Case Integration
	W 4/17	REVIEW
16	M 4/22	Practical 2 (1PM-6PM) HPNP 1104/1109
	W 4/24	Practical 2 (1PM-6PM) HPNP 1104/1109
	Thurs 5/2	Written Exam 2 (8AM-9AM) HPNP 1104/1109