

# The University Of Toledo

## Existing Graduate Course Modification Form

\* denotes required fields

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### Present

Supply all information asked for in this column. (Supply core, research intensive and transfer module info if applicable)

College\*: College of Health Sciences  
Dept/Academic Unit\*: Rehabilitation Sciences  
Course Alpha/Numeric\*: PHYT 5750

Course Title: Clinical Reasoning I

Credit hours: Fixed: 1 or Variable: to

### CrossListings:

Insert  
To add a course, type in course ID and click the Insert button.  
To remove a course, select the course on left and click the Remove button.  
Remove

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

### Proposed

Fill in appropriate blanks only where entry differs from first column.

College: College of Health Sciences  
Dept/Academic Unit: Rehabilitation Sciences  
Course Alpha/Numeric: PHYT 5750

Course Title: Clinical Reasoning

Credit Hours: Fixed: 1 or Variable: to

### CrossListings:

Insert  
To add a course, type in course ID and click the Insert button.  
To remove a course, select the course on left and click the Remove button.  
Remove

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Successful completion of previous semester's coursework

Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

**Catalog Description** (only if changed) 75 words max: **Catalog Description** (only if changed) 75 words max:

Introduction to theoretical models that guide clinical decision making, including patient management, clinical reasoning, disablement, and evidence-based practice models. Documentation will be discussed as a tool to aid clinical reasoning.

Has course content changed?

 Yes

 No

If course content is changed, give a brief topical outline of the revised course below( less than 200 words)

Proposed effective term\*:  ( e.g. 201140 for 2011 Fall)

File Type	View File
Syllabus	<a href="#">View</a>

List any course or courses to be deleted.

Effective Date:  

Effective Date:  

Comments/Notes:

**Rationale:**


There is a proposal to change the name of the current "Clinical Reasoning II" course, such that there will no longer be the need for the "I" in this course. Therefore, we are proposing this name change.

**Approval:**

Department Curriculum Authority:	Beth Ann Hatkevich	Date	2016/04/01
Department Chairperson:	Michelle Masterson	Date	2016/04/02
College Curriculum Authority or Chair:	Eric Longsdorf	Date	2016/04/20
College Dean:	Barry W. Scheuermann	Date	2016/09/27
Graduate Council:	Constance Schall (GC 10.18.2016)	Date	2016/10/18
Dean of Graduate Studies:	Amanda Bryant-Friedrich	Date	2016/10/26
Office of the Provost :	Marcia King-Blandford	Date	2016/10/27

print

**Administrative Use Only**

<b>Effective Date:</b>	2017/01/22	 (YYYY/MM/DD)
<b>CIP Code:</b>		
<b>Subsidy Taxonomy:</b>	masters	
<b>Program Code:</b>		
<b>Instructional Level:</b>		

**Registrar's Office Use Only**

<b>Processed in Banner on:</b>	2016/10/28	
<b>Processed in Banner by:</b>	Tasha Woodson	

**Banner Subject Code:**

PHYT

**Banner Course Number:**

5750

**Banner Term Code:**

201640

**Banner Course Title:**

Clinical Reasoning

**DOCTOR OF PHYSICAL THERAPY PROGRAM  
DEPARTMENT OF REHABILITATION SCIENCES  
COLLEGE OF HEALTH SCIENCES  
THE UNIVERSITY OF TOLEDO**

**PhyT 5750: Clinical Reasoning**

**Term & Year: Fall 2016 (8 weeks)**

**Credit Hours: 1 hour**

**Contact Hours: 16 hours per semester**

**Course Coordinator:** TBD

**Office Hours:**

**Course Pre-requisites:** Successful completion of all coursework from previous semesters.

**Course Description:** Introduction to theoretical models that guide clinical decision making, including patient management, clinical reasoning, disablement, and evidence-based practice models. Documentation will be discussed as a tool to aid clinical reasoning.

**Student Learning Objectives:** Following the completion of this course, the PT student will be able to:

1. Discuss the concept of professional competence as it relates to PT practice.
2. Describe the goals of each of the five elements of patient/client management from the *Guide to Physical Therapist Practice*.
3. Discuss the roles that clinical reasoning and judgment play in achieving the goals of each of the elements of patient/client management.
4. Analyze different clinical reasoning strategies, including hypothetico-decutive reasoning, narrative reasoning, and pattern recognition.
5. Examine the influence of various factors, such as personal values, professional ethics, practice law, individual and cultural differences, and knowledge base, on decision-making processes.
6. Discuss the use of disablement models, including the Nagi model and the ICF, as tools for clinical reasoning.
7. Use the ICF to categorize information from a patient case.
8. Given a patient case, apply a clinical decision making model (HOAC II) to justify clinical decisions related to physical therapy examination, evaluation, diagnosis, prognosis, and intervention.
9. Given a patient case, use PT patient management and SOAP note formats to document the examination, evaluation, diagnosis, and prognosis.
10. Analyze different ways of knowing, including tradition, authority, experience, and evidence, as they relate to physical therapy practice.
11. Given a patient case, develop foreground and background clinical questions that can be used to guide a literature search.
12. Given a patient case, use different literature databases (Medline, CINAHL, Ohiolink, PEDRO, and Hooked on Evidence) to perform a literature search to answer a given clinical question.
13. Discuss levels of evidence, and categorize different sources of evidence according to evidence hierarchies.
14. Demonstrate the ability to engage in self-assessment of one's current level of inquiry, reasoning, and decision-making skills.

**Course Methods:**

Lecture  
Discussion/Class activities/Group work  
Case studies  
Homework assignments

**Required Texts:**

Kettenbach, G. (2009). *Writing Patient/Client Notes: Ensuring Accuracy in Documentation*, 4<sup>th</sup> edition. FA Davis Company. ISBN 978-0-8036-1878-7

Guide to Physical Therapist Practice (available online to all members of the American Physical Therapy Association at <http://guidetoptpractice.apta.org/>)

Jewell, D. (2014). *Guide to Evidence-Based Physical Therapist Practice*, 3rd edition. Jones and Bartlett Learning. ISBN 978-0763777654.

**Course Requirements:**

1. Completion of reading assignments prior to class
2. Active participation in discussions
3. Appropriate professional behavior in all class sessions
4. Adherence to all standards of conduct outlined in the Handbook for Physical Therapy Students (8/10) and the College of Graduate Studies

**Grading Procedure:**

Assignment #1:	20%
Assignment #2:	20%
Assignment #3:	30%
Quizzes :	20%
Participation:	10%

The assignments will require students to develop their reasoning and documentation skills through the use of patient cases. Specific instructions for each assignment will be discussed in class.

Quizzes will be on material that is covered in class as well as assigned reading.

**Contesting exam/assignment items:** Despite the instructor's efforts to be clear on exam and assignment questions, some questions may be open to multiple interpretations. If you lost points on an exam or assignment, but feel that the answers you provided were correct based on your interpretation of the question, you are encouraged to contest the item. *Within 48 hours of receiving the graded exam or assignment*, you must submit, in writing, 1) the question you are contesting, 2) your original answer, 3) your argument for why feel your answer should be given full credit. The instructor will consider your argument, and points will be added to your grade on the exam/assignment if the argument is convincing.

**Grading Scale:**

The final course grade will be consistent with the grading policy of the Doctor of Physical Therapy Program of the University of Toledo and will be assigned as follows:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = < 60%

**Course Policies:****Class attendance/participation:**

- **General Appearance:** Personal appearance should conform to acceptable standards of the environment. The Doctor of Physical Therapy Program is designed to prepare students for the

role of a professional, thus a more professional standard of dress is required. Refer to the most current edition of the *Handbook for Physical Therapy Students*.

- **Classroom and Clinical Behaviors:** Behaviors consistent with public situations are required at all times. Course instructors will identify expectations regarding behavior during classroom and lab activities for each course. Refer to the most current edition of the *Handbook for Physical Therapy Students*.
- **Electronic Communication:** The primary means by which faculty will communicate electronically with students is through their designated UT e-mail addresses. It is the responsibility of the student to check his/her UT e-mail account frequently and respond accordingly.
- **Absence/Illness:** Attendance is required unless there is an unanticipated, excused absence. Per departmental policy, unanticipated, excused absences include: illness of self or a dependent, jury duty or death of an immediate family member. Students are asked to notify the Administrative Assistant (419-530-6670) and/or the faculty member prior to the absence. Refer to the most current edition of the *Handbook for Physical Therapy Students*. For illness that results in a change in health status, please refer to the most current edition of the *Handbook for Physical Therapy Students*.
- **Chronic Health Condition Not Requiring Accommodations:** Students are responsible for notifying the instructor of their inability to participate in a lab activity or activities that are potentially harmful due to a pre-existing physical condition, acute or chronic, that places them at risk for injury.
- **Inclement Weather:** The Physical Therapy Program's policy is that classes will be canceled only in the event that the University of Toledo cancels classes due to inclement weather. Students are asked to use discretion regarding attending class in the case of severe weather conditions. Refer to the most current edition of the *Handbook for Physical Therapy Students*.

**Group Work:** In some instances, students may work together in small groups (2-4 individuals) to complete certain aspects of an assignment (i.e. data collection or analysis). However, unless explicitly stated by the faculty member in writing, each student is expected to submit a document that reflects his or her own synthesis of the assignment. For example, in a lab assignment that requires data collection, analysis, and a summary of the project, the students may work together to complete the data collection and analysis portions of the assignment. However, the written summary should serve as evidence of one's own thoughts and clinical reasoning.

**Assignment Due Dates:** Assignments are due by 11:59PM on the date posted in the class schedule unless otherwise explicitly stated by the faculty member in writing. Unless prior arrangements have been made with the instructor, *one letter grade (10 percentage points) will be deducted for each day that the assignment is late.*

**Essential Functions and Accommodations:** Students with need for accommodation due to disability or illness should refer to the most current edition of the *Handbook for Physical Therapy Students*.

**Academic Integrity:** All course work is to be the student's own with exceptions for assigned group work. Students are encouraged to access and read the University of Toledo policy for academic dishonesty at: [http://www.utoledo.edu/policies/academic/graduate/pdfs/3364\\_77\\_01.pdf](http://www.utoledo.edu/policies/academic/graduate/pdfs/3364_77_01.pdf)

**Use of Technology:** Personal laptop computer or similar device use is allowed for course related activities during class time. Students are asked not to review email, access social networking sites, or engage in other non-course related activity (e.g. web browsing) during class time. Cell phone use during class time is prohibited with exception for emergency use.

**Diversity:** In concert with the University of Toledo's values and expectations, the faculty within the College of Health Sciences upholds the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse faculty, staff, and students; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities.

Hence, all students enrolled in this course will be expected to:

- Be considerate of the thoughts and ideas of others
- Demonstrate accountability, integrity and honor in all course-related activities
- Promote a collaborative and supportive educational environment
- Treat every individual with kindness, dignity, and respect regardless of:
  - Gender,
  - Race/ethnicity,
  - Religion,
  - Sexual orientation,
  - Impairment(s)/Disability(ies),
  - Political views, and
  - Other element(s) of uniqueness