

# The University Of Toledo

## Existing Graduate Course Modification Form

\* denotes required fields

Contact Person\*:  Phone:  (xxx - xxxx) Email:

### Present

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

College\*:

Dept/Academic Unit\*:

Course Alpha/Numeric\*:

Course Title:

Credit hours: Fixed:  or Variable:  to

### CrossListings:

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.

**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:

Dept/Academic Unit:

Course Alpha/Numeric:

Course Title:

Credit Hours: Fixed:  or Variable:  to

### CrossListings:

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.

**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):

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

The second of a series of two courses, this course emphasizes the application of problem-solving and critical thinking for a variety of diagnoses and practice settings using complex patient scenarios. An emphasis is placed on evidence-based decision-making, comprehensive evaluation, progressive intervention planning, and evaluation of one's own clinical reasoning processes and skills.

The second of a series of two courses, this course emphasizes the application of clinical skills and the integration of problem-solving and critical thinking for a variety of diagnoses and practice settings using a variety of patient scenarios. An emphasis is placed on evidence-based decision-making, comprehensive evaluation, progressive intervention planning, and evaluation of one's own clinical reasoning processes and skills.

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)


The revised course utilizes multiple clinical observation and interaction experiences for experiential learning. Discussion in class and reflection facilitates further clinical decision-making, clinical reasoning and understanding of the clinical process. Focus has shifted from discussing the clinical reasoning process to application and reflection on the clinical reasoning process. Many course objectives have been maintained.

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:**

As a clinical program that prepares clinicians to participate in a productive work force, the adjustments to this course will better facilitate skill development and critical thinking in a clinical situation.

**Approval:**

Department Curriculum Authority:

Beth Ann Hatkevich

Date 2016/04/02



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



**Administrative Use Only****Effective Date:**

2017/01/22



(YYYY/MM/DD)

**CIP Code:**

**Subsidy Taxonomy:**

masters

**Program Code:**

**Instructional Level:**

**Registrar's Office Use Only**

**Processed in Banner on:**



**Processed in Banner by:**

**Banner Subject Code:**

**Banner Course Number:**

**Banner Term Code:**

**Banner Course Title:**

---

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

**PhyT 6750: Clinical Reasoning II**

**Term & Year:** Spring Year 2 (14 weeks)

**Credit Hours:** 1 hour

**Contact Hours:** 16 hours per semester (1-2 hours of discussion/week) plus out-of-class self-study

**Course Coordinator:** Catherine L. Hornbeck, PhD, PT  
E-mail: [catherine.hornbeck@utoledo.edu](mailto:catherine.hornbeck@utoledo.edu)  
419-345-8730 (*prefer text messages*)

**Professors:** Catherine L. Hornbeck, PhD, PT

**Instructors:** Guest(s)

**Office Hours:** Tuesdays – before & after class and others by appointment only

**Course Pre-requisites:** All Year 2 Fall Courses

**Course Description and Student Learning Objectives:**

The second of a series of two courses, this course emphasizes the application of clinical skills and the integration of problem-solving and critical thinking for a variety of diagnoses and practice settings using a variety of patient scenarios. An emphasis is placed on evidence-based decision-making, comprehensive evaluation, progressive intervention planning, and evaluation of one's own clinical reasoning processes and skills.

Following the completion of this course, the PT student will be able to:

1. Analyze the process of clinical decision-making across the continuum of care in order to identify potential factors and complexities that influence comprehensive patient management.
2. Propose a rationale for clinical reasoning and decisions for selected impairments/diagnoses that is consistent with evidence presented in current professional literature.
3. Differentiate and conduct the relevant components of physical therapy examination for select impairments/diagnoses as recommended by the Guide to Physical Therapist Practice.
4. Propose rationale for appropriate selection and organization of physical therapy examination tests observed in the clinic, or for specific patient cases.
5. Synthesize the findings of the physical therapy examination from a clinical observation patient and hypothesize and/or determine the potential causes of the problems identified.
6. For select patient problems, formulate a PT diagnosis, prognosis and a prioritized plan of care, which is effective, efficient, and consistent with the clinical findings (including patient preferences) and the pertinent literature.

7. Synthesize information obtained from collaboration with patients/clients, family members, third party payers and other professionals when determining and/or modifying a plan of care.
8. Formulate a rationale for choosing from multiple treatment strategies/interventions for select patient diagnoses including the identification of both potential positive and negative treatment outcomes.
9. Discuss strategies for patient/family education to address select clinical problems/ situations.
10. Determine the need for re-examination, referral, or further services for a given case.
11. Determine the need for direction and supervision of support personnel as it pertains to a given case.
- 12.
13. Demonstrate consideration of individual and cultural differences when designing a plan of care to achieve the desired functional outcomes of the patient/client.
14. Demonstrate consideration of efficacy of interventions and resource constraints when designing a plan of care to achieve the desired functional outcomes of the patient/client.
15. Discriminate how one's own judgments and stereotypes about people from different cultural backgrounds relate to and/or impede clinical judgment.

**Course Methods:** Case study analysis  
Discussion  
Independent study  
PBL small group discussion  
Self-assessment/reflection  
Simulated patient interaction  
Written assignments

Addendum: Students will participate in a variety of short clinical experiences and use these experiences to facilitate critical thinking skills. Classroom discussion and debriefing times will further develop these skills. These clinical experiences may include:

- Two 2-hour observations in a MSK clinic
- One 2 hour observation and parent interview in a PEDS clinic
- Examination session for neurodegenerative diseases
- Treatment session for neurodegenerative diseases
- Examination and treatment session for patient with amputation
- Panel discussion on healthy aging for Lifespan

**Required Texts:**

- Applicable literature reviews and references of one's own choosing.
- Guide to Physical Therapist Practice, *Physical Therapy*. 2001; 81:9-744.
- Handouts: as provided by instructor

*Recommended References:*

Boissonnault, W. (2005), Primary Care for the Physical Therapist: Examination and Triage, Elsevier Saunders (ISBN-13: 978-0-7216-9659-1).

Goodman, C. & Snyder, T. (2007), Differential Diagnosis for Physical Therapists: Screening for Referral, Elsevier Saunders (ISBN-13: 978-0-7216-0619-4).

**Course Requirements:**

1. Attendance to all scheduled clinical experiences, including professional attire, demeanor, communication during these experiences.
2. Regular class attendance,
3. Active participation in labs, discussions & group activities, **and**
4. Acceptable performance (i.e.,  $\geq 70\%$ ) on all written assignments.

**Grading Procedure:**

|  |     |   |
|--|-----|---|
| Assignment 1: MSK Correlate Observation #1                           | 15% | Due: 72 hours after observation completed. All complete by 2/10/16  |
| Assignment 2: Peds Correlate Observation                             | 15% | Due: 72 hours after observation completed. All complete by 3/2/16   |
| Assignment 3: MSK Correlate Observation #2                           | 15% | Due: 72 hours after observation completed. All complete by 4/11/16? |
| Assignment 4: Neuro Correlate Reflection -<br>*Neurodegenerative Dz  | 15% | Due: by 3/30/16   |
| Assignment 5: Lifespan Correlate –<br>*Panel Discussion              | 15% | Due: All complete by 4/11/16?                                       |
| Assignment 6: Neuro Correlate Write Up<br>*Patients with Amputations | 15% | Due: 72 hours after observation completed All by 5/2/16             |
| Class Participation  | 10% |   |

**Grading Scale:** A = 89.5% or above  
B = 79.5% - 89.4%  
C = 70.0 – 79.4%

**Guidelines for Written Assignments:**

Expectations and guidelines for preparing all written assignments will be provided by course coordinator in advance of each assignment.

Each assignment write up is due within 72 hours of completing the clinical experience, with the exception of Assignment #4. Assignment #4 will be due by Wed. 3/30/16.

Assignments will be turned in via blackboard. Written or electronic copies of your assignments will be needed during debriefing class periods.

**Course Policies:**

**Class attendance/participation:**

- **General Appearance:** Personal appearance should conform to acceptable standards of the environment. The Doctorate 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<sup>^</sup>. 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*.

<sup>^</sup> **Note:** Students are required to contact the course coordinator at (419) 350-8699 prior to class to advise her of any tardiness or unanticipated need for absence. **This includes ANY clinical experience times.** Excused absences will be determined by departmental policy as outlined above. Any unexcused absence or excessive tardiness will result in lowering of the attendance/ participation portion of the final grade.

- **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<sup>^^</sup> on the date posted in the class schedule unless otherwise explicitly stated by the faculty member in writing (syllabus). 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* and of the *College of Health Science Student Handbook*.



**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/catalog/2000catalog/admissions/academic\\_dishonesty.html](http://www.utoledo.edu/catalog/2000catalog/admissions/academic_dishonesty.html)

**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 (Refer to the most current edition of the *College of Health Science Student Handbook*).

**Diversity:** In concert with the University of Toledo's values and expectations, the faculty within the College of Health Science 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