

# The University Of Toledo

## New Graduate Course Proposal

\* denotes required fields

1. College\*:

Department\*:

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

3. Alpha/Numeric Code (Subject area - number)\*:  -

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

5. Is the course cross-listed with another academic unit?  Yes  No

Approval of other academic unit (signature and title)

Is the course offered at more than one level?  Yes  No

If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the [New Undergraduate Course Proposal](#); if the undergraduate course is existing, submit an [Undergraduate Course Modification Proposal](#).

6. Credit hours\*: Fixed:  or Variable:   
 to

7. Delivery Mode:

	Primary*	Secondary	Tertiary
a. Activity Type *	<input type="text" value="Seminar"/>	<input type="text" value="--SelectType--"/>	<input type="text" value="--SelectType--"/>
b. Minimum Credit Hours *	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
Maximum Credit Hours *	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
c. Weekly Contact Hours *	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>

8. Terms offered:  Fall  Spring  Summer

Years offered:  Every  Alternate

**Year                      Years**

9. Are students permitted to register for more than one section during a term?  No  Yes

May the courses be repeated for credit?

No  Yes

Maximum Hours

1

10. Grading System\*:
- Normal Grading (A-F, S/U, WP/WF, PR, I)
  - Satisfactory/Unsatisfactory (A-C, less than C)
  - Grade Only (A-F, WP/WF, PR, I)
  - Audit Only
  - No Grade

11. Prerequisites (must be taken **before**): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

Successful completion of all course work from previous semesters.

PIN (Permission From Instructor)

PDP (Permission From Department)

Co-requisites (must be taken **together**):

12. Catalog Description\* (**75 words Maximum**)

13. Attach a syllabus - a syllabus template is available from the University Teaching Center. Click [here](#) for the Center's template.

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

14. Comments/Notes:

The system will not accept this proposal because it says the catalog description is too long. Thus, I deleted it from that section and put it here instead.

**Course Description:**

First of a series of two courses, this course emphasizes the application of clinical skills learned in didactic coursework and begins to develop 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, basic evaluation, intervention planning, as well as beginning evaluation of one's own clinical reasoning processes and skills.

**15. Rationale:**

As a clinical program that prepares clinicians to participate in a productive work force, the development of this course will help to begin to facilitate clinical skill development and critical thinking in a clinical situation. Beginning this interaction early in the program helps students to consolidate the information being learned early in the curriculum and embed didactic information with clinical situations.

**Course 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	2016/11/28

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

2017/01/22



(YYYY/MM/DD)

**CIP Code:**

260102

**Subsidy Taxonomy:**

masters

**Program Code:****Instructional Level:**

masters

**Registrar's Office Use Only****Processed in Banner on:**

2016/11/28

**Processed in Banner by:**

Tasha Woodson

**Banner Subject Code:**

PHYT

**Banner Course Number:**

6740

**Banner Term Code:**

201710

**Banner Course Title:**

Clinical Seminar I

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

**PhyT 6740: Clinical Seminar I**

**Term & Year:** Spring 20xx (xx weeks)

**Credit Hours:** 1 hour

**Contact Hours:** 16 hours per semester

**Course Coordinator and instructor:**

**Office Hours:**

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

**Course Description:**

Clinical Seminar I: First of a series of two courses, this course emphasizes the application of clinical skills learned in didactic coursework and begin to develop 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, basic evaluation, intervention planning, as well as beginning evaluation of one's own clinical reasoning processes and skills.

**Student Learning Objectives:** Upon completion of this course student will be able to:

1. Differentiate and conduct the relevant components of physical therapy examination for select impairments/ diagnoses as recommended by the *Guide to Physical Therapist Practice*.
2. Propose rationale for appropriate selection of physical therapy examination tests observed in the clinic, or for specific patient cases.
3. Differentiate the relevant components of physical therapy screening procedure for select impairments/ diagnoses as recommended by the *Guide to Physical Therapist Practice*. (Use with community screening)
4. Explain the findings of the physical therapy examination from a clinical observation patient and hypothesize and/or determine the potential causes of the problems identified.
5. 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.
6. 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.
7. Discuss strategies for patient/family education to address select clinical problems/ situations.
8. Determine the need for delegation, re-examination, referral, or further services for a given case.
  - a. Does this objective include Identifying treatment interventions appropriate to be delegated to a PTA? Or Explaining indicators for when/why you want to see a patient back on a PT schedule? I want to include this.
9. Demonstrate consideration of individual and cultural differences when designing a plan of care to

achieve the desired functional outcomes of the patient/client.

10. 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.
11. What about psychomotor skills, such and interacting with parents, clients, clinicians. Reflecting on this. Identifying the “flow” of an eval or treatment session,...Do we need objectives for these?

**Course Methods:**

Lecture/Discussion  
Laboratory practice  
Clinical Observation and practice  
Independent Study  
Student Presentations

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:

- One 2-hour observations in a MSK clinic
- Examination session for CVA patient
- Treatment session for CVA patient
- One 2 hour observation relevant to cardiopulmonary
- Screening for balance and mobility deficits at a local senior center

**Required Texts:**

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

**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: (needs editing for details)**

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 - *Neurodegenerative Dz	15%	Due: by 3/30/16
Assignment 5: Lifespan Correlate – *Panel Discussion	15%	Due: All complete by 4/11/16?

Assignment 6: Neuro Correlate Write Up *Patients with Amputations	15%	Due: 72 hours after observation completed All by 5/2/16
Class Participation	10%	

### 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%

### Guidelines for Written Assignments: (updates for dates needed)

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 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

**Daily Schedule:**