

PT 514: CASE MANAGEMENT I – 2018

A UND Essential Studies Capstone Course

Lecture/Discussion: Monday 1:00 pm – 3:00 pm.

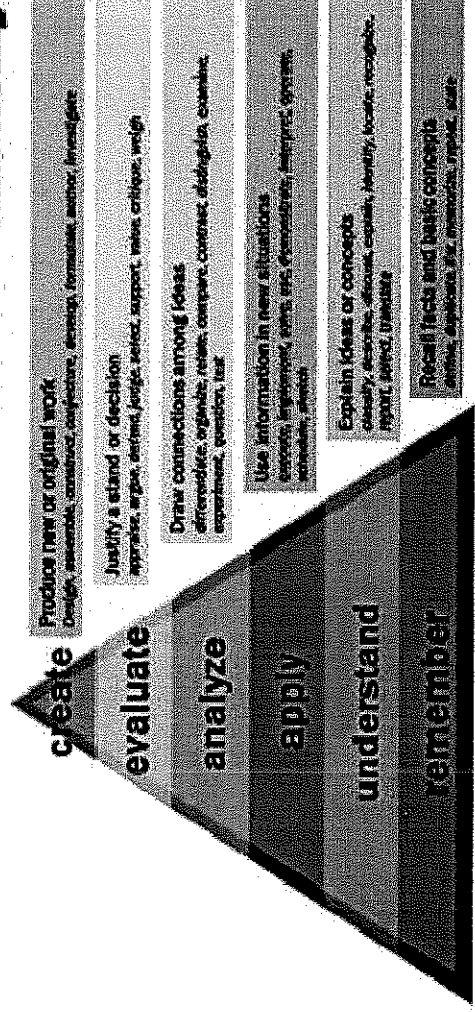
SMHS Rooms: Monday, W203. Tuesday & Thursday, E422

Discussion/Laboratory, 2:00 pm – 5:00 pm Tuesday & Thursday

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Assignments, Course Objectives, & Bloom's Categories	Essential Studies Goals
<p>EBP Worksheets:</p> <p>CO #4: <i>Cognitive Domain -- Application, Analysis</i></p> <p>Educational Materials:</p> <p>CO #9, 10: <i>Cognitive Domain -- Application, Analysis</i></p> <p>SOAP Notes/Documentation:</p> <p>CO #1, 2, 3, 4, (5), 6, 7, 10:</p> <p><i>Cognitive Domain -- Analysis, Synthesis, Evaluation</i></p> <p>Final Examination:</p> <p>CO # 8, and 11-16 via <i>Final Examination</i></p>	<p>Thinking and Reasoning (Critical Thinking, Quantitative Reasoning, Creative Thinking) <i>Soap Notes/Documentation, EBP Worksheets, Educational Materials</i></p> <p>Communication (Written, Oral) <i>Critical Thinking/Documentation, Educational Materials</i></p> <p>Information Literacy <i>Soap Note, Home Programs, Documentation, EBP Worksheets</i></p> <p>Diversity <i>Application of Clinical Decisions related to patient/client scenarios with representation of various ages, needs, physical and cognitive abilities, and socioeconomic factors</i></p>

Bloom's Taxonomy



Day		Date	Topics and Activities	Assignments
M		May 21	<p>Introduction to Course Lectures: Evidence Based Clinical Decision Making (EBCDM) Introduction of Cases 1 & 2. Assign Articles Demonstration: Database Searches, Selection of Articles</p>	<p>For Tuesday and Thursday: Read Review Article regarding the Diagnosis Complete D, P, T, or SR Worksheet</p>
T	Th	May 22 May 24	<p>Critical Thinking/Clinical Decision Making Presentations Clinical Decision Making MODEL: PMR and the SOAP note: Cases 1 and 2: Musculoskeletal Practice Pattern Tuesday, Case 1: Gluteus Medius Tendinitis/Tendinosis (aka: GTPS) Thursday, Case 2: Lateral Epicondylitis (aka: Tennis Elbow) (Guide: <u>Exam, Eval, Dx, Prognosis, POC, Intervention, Outcome</u>) (POMR: <u>Documentation: History, Subjective, Objective, Assessment, Plan of Care</u>) (ICF: <u>Health Condition, Body Functions & Structure, Activity, Participation, Environmental Factors, Personal Factors</u>) Lecture/Laboratory: Data Base Searches, Abstract Reviews, RefWorks, Selection of Articles. Worksheets with Examples Blackboard Threads</p>	<p>Review Monday's Lecture Materials. Complete the worksheet assigned on the first day. Articles and Worksheets: Find a second article related to the case and the assigned worksheet. (<i>Find and Complete Articles and Worksheets: these are Individual Assignments</i>)</p> <p>Cases 1 and Case 2: Gather Data for critical thinking/documentation. (<i>Documentation is a Group Assignment</i>)</p>
M		May 28	Memorial Day	
T	Th	May 29 May 31	<p>Discussions, Critical Thinking: Case 1 (Tuesday) and Case 2 (Thursday) (Guide: Prognosis, Plan of Care, Intervention, Outcome) and (ICF) (Clinical Decision Making MODEL: PoMR and the SOAP note: Assessment and Plan)</p> <p>Discussions: Cases 1 & 2 Q&A: Library Searches, Articles, Worksheets, Findings Articles for Cases, SOAP notes, as documentation and a critical decision making application</p>	<p>Cases 1 and 2: Gather Data for documentation. Cases 1 and 2: (Review) articles for EBCDM. Share Findings within and between groups.</p>
M		June 4	<p>Lecture & Group Activities: Teaching and Learning Strategies. Strengths, Limitation, Keys, Applications Instructional Media: Strengths, Limitations, Keys, Applications Lecture: Written Communications for Patient/Client Instruction Group Activity: Evaluation of Written Communications, and SMOG</p>	<p>Reading Level: Choose one lay article of your choosing, and one professional article of your choosing. For each, calculate the reading level. Submit the relevant pages and your calculations. This is DUE June 5 or June 7. Cases 1 and 2: Using the guidelines from the lecture, write a Home Program for your client (Case 1 or Case 2). Include ONE type of intervention: ROM or Resistive Exercises. This is DUE Tuesday, June 5 or Thursday, June 7. (<i>Home Program: Individual Assignment</i>)</p>
T	Th	June 5 June 7	<p>Discussion: Progression of Case 1 and Case 2 Teaching & Learning Episode: Display Booths</p> <p>Presentation: Cases 3 and 4: Integumentary Practice Pattern Case 3: Pressure Ulcer. Case 4: 2nd and 3rd Degree Burns</p>	<p>SUBMIT Cases 1 and 2 Notes; Articles, all Worksheets; and Educational Materials.</p> <p>Cases 3 and 4: Create Template for Integumentary Documentation Begin gathering data for critical thinking/documentation. Find articles & complete worksheets.</p>

Day	Date	Topics and Activities	Assignments
M	June 11	<p>Lecture: (Kristen) PT, the Health Care Team, Community Services and 1^o, 2^o, and 3^o Care Referrals in Physical Therapy: Accepting and Providing Referrals Delegation of Tasks to Others on the Health Care Team Cultural Sensitivity</p>	
T Th	June 12 June 14	<p>Discussion: Q&A: Library Searches, Articles, Worksheets, Findings Articles for Cases Clinical Decision Making MODEL: PoMR and the SOAP note Teaching & Learning Episode: Staff Education, Family/Friend Education</p>	<p>Cases: Report on Cases 3 and 4 (Articles & Worksheets.) Work on: Cases 3 and 4 critical thinking/documentation. Work on: Educational Materials: Examples: wound cleansing; or wound dressings; or pressure relief devices; or cosmesis/scar management; or ROM exercises; or positioning</p>
M	June 18	<p>Lectures: (TBD) Reimbursement, including Coding and Billing-- ICD-10 Codes, Private Insurances, Medicare Part-A, Medicare Part-B, G Codes.</p>	
T Th	June 19 June 21	<p>Tuesday: Electrotherapy for all. Tom will determine class times.</p> <p>Thursday: Class Times: Group 1 (Tuesday's Group), 1:00-3:00 pm. Group 2 (Thursday's Group), 3:00- 5:00 pm</p> <p>Discussion: Progression of Cases 3 and 4 Presentation: Cases 5 and 6: Neurological Practice Pattern Case 5: CVA; Case 6: MS</p> <p>EPIC TRAINING. Epic Times: Group 2 (Thursday's Group), 1:00-3:00 pm. Group 1 (Tuesday's Group), 3:00-5:00 pm</p> <p>2018: Comprehensive Examination</p>	<p>Submit: Case 3 & 4 Notes, Articles & Worksheets, and Educational Materials.</p> <p>Cases 3 and 4: Create Template for Neurologic Documentation Begin gathering data for critical thinking/documentation. Find articles & complete worksheets.</p> <p>EPIC Training Location TBD Bring you musculoskeletal SOAP note with you to training</p>
F	June 22		

Day		Date	Topics and Activities	Assignments
M		June 25	Discussion, Cases 5 and 6. Case 5, 1:00 – 2:00. Case 6, 2:00 – 3:00	
T	June 26	June 28	Discussion, Cases 5 and 6: Q&A: Library Searches, Articles, Worksheets, Findings Articles for Cases SOAP notes, as documentation and a critical decision making application Teaching & Learning Episode: Support Groups	Report on Cases 5 and 6, Articles, & Worksheets. Work on Cases 5 and 6, Critical Thinking/Documentation. Work on: Educational Materials Examples: ROM; energy conservation; bed mobility; transfers; positioning to decrease tone, ...
			Presentation: Cardiopulmonary Practice Pattern Case 7: Pneumonia; Case 8: MI with CHF	Cases 7 and 8: Create Template for Cardiopulmonary documentation Gathering data for critical thinking/documentation. Find articles & complete worksheets.
F	June 29	2:00 pm - 5:00 pm	TUESDAY'S GROUP: Discussion: Case 7, including progression Q&A of Articles & Worksheets	Case 7: be prepared to discuss critical thinking/anticipated documentation and articles/worksheets. Submit: Case 5 SOAP Notes, Articles & Worksheets, and Educational Materials.
M	July 2		Course Wrap-Up Discuss Final Exam	
T	July 3		THURSDAY'S GROUP: Discussion: Case 8, including progression Q&A of Articles & Worksheets	Case 8: be prepared to discuss critical thinking/anticipated documentation and articles/worksheets. Submit: Case 6 SOAP Notes, Articles & Worksheets, and Educational Materials.
Th	July 5		No Class ...	
M	July 9		Final Examination: 1:00pm – 4:00 pm, E101. Note the Assignment Due Today!	Submit Cases 7 & 8 Articles & Worksheets.
Th	July 12		Professional Recognition Ceremony	

Reading Assignments: Based upon the case presented: textbooks, journals, and materials on Blackboard and Handouts

PT 514: CASE MANAGEMENT I -- 2018

Curriculum Model: The course Goals and Objectives contribute to the physical therapy Practice Model in the areas of Practice Management, Communication, and Patient/Client Management.

Course Description: PT 514: Case Management I. 2 credits. Prerequisite: registered in Professional Physical Therapy Curriculum. Case management, with integration of examination, evaluation, diagnosis, prognosis, plan of care, and intervention strategies. Verbal and written communication of results will be emphasized.

Teaching Methods and Learning Experiences: Lecture. Discussion. Computer and Simulation Laboratories. Library searches for relevant articles. Completion of PICO sheets, Worksheets, and SOAP notes appropriate for presented cases. Review of laboratory techniques appropriate to cases. Final examination.

Objectives:

- A. Upon presentation of a *case scenario, and using knowledge from previous coursework, evidence-based literature, clinical experiences, and critical thinking skills*, the student will be able to:
1. Determine the appropriateness of accepting a patient/client for care based upon institutional policies and procedures and physical therapy practice act of the state in which care is provided. (S&E: 7D1)
 2. Select and implement appropriate screening, examination and evaluation procedures. Evidence-based clinical decision making strategies will be evident. (S&E: 7D10, 7D11, 7D17)
 3. Synthesize subjective and objective examination and evaluation findings to confirm the physical therapy diagnosis and/or to identify the need for a medical referral. (S&E: 7D10, 7D16, 7D17, 7D22)
 4. Prescribe a physical therapy plan of care appropriate for the physical therapy diagnosis and the case presentation (patient goals, physical therapy goals, indications, contraindications, prognosis, and expected outcomes). Evidence-based clinical decision making strategies will be evident. (S&E: 7D10, 7D11, 7D23, 7D24/7D24, 7D24)
 5. Demonstrate correctly (selected) physical therapy examination, evaluation, and/or intervention strategies identified in the plan of care, with modifications as required by the case presentation. (S&E: 7D10)
 6. For each of the four practice patterns (musculoskeletal, neurological, integumentary, and cardiopulmonary), and in SOAP note format, compose and communicate clearly and concisely the examination and evaluation findings, physical therapy diagnosis, prognosis, goals, plan of care (including referral recommendations), and patient response(s) to physical therapy interventions. (Discuss briefly the benefits and limitations of electronic documentation.) (S&E: 7D7, 7D20, 7D22, 7D23, 7D24, 7D24, 7D32)
 7. Discuss and formulate the strengths and limitations of the examination, evaluation, plan of care, intervention, and documentation strategies of his/her own work and that of peers. (S&E: 7D5, 7D5, 7D10)
 8. Discuss the implications of individual and cultural differences and professional behaviors as related to physical therapy practice (examination, evaluation, diagnosis, prognosis, interventions, plan of care, expected outcomes, and patient/client interactions). (S&E: 7D5, 7D8, 7D10, 7D11)

- B. Upon completion of the course, for the category of *Educational Strategies*, the student will be able to:
9. Apply selected educational strategies to the development of written and/or verbal patient/client instructions, as appropriate for the case scenario under study. (S&E: 7D7, 7D11, 7D12, 7D12)
 10. Progress the patient/client instructions as determined by healing progressions and the patient/client response(s) to physical therapy interventions, including the educational strategies. (S&E: 7D12, 7D12)
- C. Upon completion of the course, for the category of *Laws and Institutional Policies and Procedures*, the student will be able to:
11. Differentiate the role and restrictions of the physical therapy practitioner in accepting and implementing referrals to and from physical therapy. (S&E: 7D1, 7D5, 7D29)
 12. Identify the roles of the physical therapy student and the licensed physical therapist in delegating tasks associated with patient/client examination, evaluation, and intervention. (S&E: 7D1, 7D5, 7D29)
 13. Identify the roles of the physical therapy student and the licensed physical therapist in providing supervision of members of the health care team. (S&E: 7D1, 7D5, 7D29)
 14. Discuss Reimbursement, including Coding and Billing (ICD-9 Codes, Private Insurances, Medicare Part-A, Medicare Part-B, G Codes. Express a willingness to understand and comply with the billing procedures of the practice setting. (S&E: 7D1, 7D4, 7D3, 7D3, 7D42)
- D. Upon completion of the course, for the category of *Practice Management*, the student will be able to:
15. Explain the impact of the practitioner's professional behaviors on patient/client/therapist interactions and on public relations activities of the practice setting. (S&E: 7D5, 7D4)
 16. Differentiate the role of the physical therapist in providing primary, secondary, or tertiary care to patients/clients in collaboration with the health care team, service providers, and/or community-based organizations. (S&E: 7D34)

*S&E: Standards & Required Elements of the Commission on Accreditation in Physical Therapy Education [CAPTE], 2016.

Attendance:

Attendance is expected at all class periods.

If an absence is anticipated, assignments and tests are to be submitted or completed prior to the absence.

If an absence is unanticipated, the assignment is to be submitted upon return to classes.

If an absence is unanticipated, the examination is to be scheduled within 3 days of the student's return to classes and completed within 1 week after return to classes.

Additional course work will be assigned for all absences.

Assignments:

Participate actively in class and small group discussions.

Complete informal writing assignments.

Complete four Worksheets for **Evidence-based Clinical Decision Making**.

Write SOAP notes for each of the cases presented, as assigned, and with **evidence of EBCDM**

Create (focused) home programs for each of the cases presented, as assigned.

Examination:

The format of the final examination may include, but is not limited to, multiple choice, true/false, multiple-multiple choice, matching, short answer, essay, and patient problems. Failure to achieve a cumulative passing grade of 76% on all written examinations will result in failure of the course.

GRADING:

A	92% - 100%
B	84% - 91%
C	76% - 83%
D or F	≤ 75.99%

Grade Components:

Attendance is expected.

Worksheet Writing Assignments: 32% (8% for each of 4 worksheet)

SOAP Note Documentation: 48%

(16% for each of 3 SOAP notes, including the educational components)

Examination: 20%

Concerns:

If a concern arises regarding any aspect of course delivery and completion, the student is required to work through the appropriate channels of communication to resolve the problem. This channel is student ↔ faculty, student → Chair of Department, student → Dean of UNDSMHS. The procedures are further delineated in the UND-PT Scholastic Standards.

Academic Integrity:

In accordance with the rules concerning scholastic dishonesty in the Code of Student Life* at the University of North Dakota, I affirm that I understand these rules and I agree to comply with them.

I will not:

- receive any additional information or assistance for any exam other than what was provided during class or approved tutor sessions copy from another student's test.
- collaborate with or seek aid from another student who may have previously taken the exam.
- knowingly use, buy, sell, steal, or solicit in whole or in part the contents of any exam.
- bribe another person to obtain information about any exam.

Disability Services for Students (DSS):

If you plan to request disability accommodations in this course, you are expected to be registered with Disability Services for Students, McCannel Hall, Room 190, 701-777-3425 v/tty. For information about DSS see www.und.edu/dept/dss. If you have medical information to share with me or need assistance in case the building must be evacuated, make an appointment with me to discuss your needs.

Notice of Nondiscrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, und.affirmativeactionoffice@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

Reporting Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu or go to UND.edu/affirmative-action/title-ix.

Faculty Reporting Obligations Regarding Sexual Violence

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services at UND.edu/affirmative-action/title-ix.

Ombuds Office

"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences" (Audre Lorde). Before your differences with others become difficult and costly conflicts or formal grievances, in both seen and unseen ways, talk with the Ombuds Office in an informal, identity-protecting, impartial, and independent space.

314 Cambridge St Room 201. 701.777.6239. www.UND.edu/ombuds.

UND Cares Response Team

The UND Cares Response Team is available to assist with incidents involving UND students 24 hours a day, seven days a week. They respond to incidents such as major accidents, missing students, sickness that interferes with attending classes, death, suicidal ideations, situations involving self-harm, psychological trauma and sexual violence. Contact directly at 701.777.2664 during regular business hours OR 701.777.3491 after hours.

PT 514: Case Management I

Lab Schedule Summer 2018

D – Diagnosis
P – Prognosis
T – Therapy (Intervention [RCT])
S – Systematic Review

TUESDAY (Cases: 1, 3, 5, 7)	Group #	Cases 1,2	Cases 3,4	Cases 5,6	Cases 7,8	Group #	THURSDAY (Cases: 2, 4, 6, 8)
Nathan Hasunuma	1	D	P	T	S	7	Katelyn Voll
Allison Erdmann	1	P	T	S	D	7	Jamie Ronning
Kathryn West	1	T	S	D	P	7	Katelyn Hagen
Taylor Kunz	1	S	D	P	T	7	Tyler Trumble
Abigail Thomas	2	D	P	T	S	8	Logan Flegel
Kaci Hemmesch	2	P	T	S	D	8	Heather Harrower
Keely Hutchens	2	T	S	D	P	8	Shelby Stoltz
Isaiah Schwindt	2	S	D	P	T	8	Bailey Neubauer
Ross Swartz	3	D	P	T	S	9	Trista Saulter
Stephen Erlandson	3	P	T	S	D	9	Anna Larson
Landon Uetz	3	T	S	D	P	9	Gerald Carlson
Joshua Still	3	S	D	P	T	9	McKenzie Klocke
McKayla Haugeberg	4	D	P	T	S	10	Shenae LaCroix
Sarah Biberstine	4	P	T	S	D	10	Shawn Danielson
Jairica Christjohn	4	T	S	D	P	10	Blaize Kandler
Alexandra Gerlach	4	S	D	P	T	10	Zachary Drevlow
Erin Larson	4	D	P	T	S		
Kevin Hansen	5	P	T	S	D	11	Amber Klein
Ryan Keller	5	T	S	D	P	11	Natalie Murphy
Chloe Coleman	5	S	D	P	T	11	Karlee McCloud
Sarah Bunde	5	D	P	T	S	11	Kameron McNary
Carly Schroer	5	P	T	S	D	11	Kathleen Dennison
Katie Halzheimer	6	T	S	D	P	12	Ragen Wilson
Nathan Mertens	6	S	D	P	T	12	Kayla Smith
Callen Mouritsen	6	D	P	T	S	12	Chris James
Kayla Sendelbach	6	P	T	S	D	12	Daniel Torok
Taylor Jamison	6	T	S	D	P	12	Jamal Ibnelhaj

**PT 519: ELECTROTHERAPY AND ELECTRODIAGNOSIS
SUMMER SESSION, 2018**

LECTURE: 1:00 - 2:00 Tuesday & Thursday

LABORATORY: 2:00 - 5:00 Tuesday or Thursday

Faculty: Dr. Tom Mohr, Dr. Schawnn Decker, Dr. Steve Halcrow

Readings: **Course Notes and PowerPoints by Tom Mohr**

Text: **Physical Agents in Rehabilitation by Cameron**

DATE	LECTURE	LABORATORY
May		
T 22	Principles of E-Stim	No lab
Th 24	Stimulation of Normal Muscle	TENS/NMES
T 29	TENS/E-Stim for Denervation	TENS/NMES
Th 31	Iontophoresis	Iontophoresis/DC
June		
T 5	Written Exam I	Iontophoresis/DC
Th 7	Wound Healing	Wound Healing
T 12	Biofeedback	Wound Healing/Biofeedback
Th 14	NCV & EMG	Biofeedback
T 19	Pain Intervention	TBL – Pain Intervention
Th 21	Pain Intervention	TBL – Pain Intervention
T 26	Clinical Cases	Clinical Cases
Th 28	Clinical Cases	Clinical Cases
July		
T 3	Clinical Cases	Clinical Cases
Th 5	Clinical Cases	Clinical Cases
T 10	Final Written and Lab Examination (8:00 to Noon)	

**TAs: Ashley Jobe
Alison Kopp**