PT 527: Critical Inquiry II

Curriculum Practice Model: This course contributes to the UND PT Curriculum Practice Model in the areas of Patient/Client and & Practice Management, and Threads of Communication, Individual/Cultural Differences, Professional Development, Critical Inquiry and Clinical Decision Making, and Education.

CAPTE Standards & Elements: *Standard 7: Elements 7B, and 7D as appropriate based upon the patient case.*

Course Description: PT 527: Critical Inquiry II. 2 credits. Application, analysis, and evaluation of clinical decision-making components, strategies, and skills. Preparation of a clinical case study. Prerequisite: Registered in Professional Physical Therapy Curriculum. S.

Teaching Methods and Learning Experiences: Mini lecture along with case applications will be used to guide critical inquiry, clinical decision-making and patient management. Preparation of a case study.

Department Offering the Course and Instructor(s):
Physical Therapy

Credit Hours:
Two (2) credit hours

Instructor(s):

- Mohamed Elhamadany, PT, MS, DPT, PhD, PCS
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Clock Hours:
Fridays, 8:00 am – 11:00 am

Course Prerequisites:
Registered in Professional Physical Therapy Curriculum.

GRADING:
Grades will be determined by applications and any examinations or quizzes given in the course.

GRADING SCALE: A (90% – 100%), B (80% – 89.9%), C (76%– 79.9%), Failure (75% or below)

Course Objectives

I. **HOW PHYSICAL THERAPISTS MAKE CLINICAL DECISIONS** (2 classes)
Upon completion of the course, the student will be able to:

- Define clinical reasoning and identify factors that affect clinical decision making
- Describe the key steps in the patient/client management process.
- Identify potential errors typically found in physical therapy practice
- Identify and discuss this distress or dilemma, which arose during an episode of care, relative to the appropriate Principle(s) of the APTA's Code of Ethics, the Guide for Professional Conduct, and the appropriate PT Practice Act.

Contents

- Clinical reasoning and factors influence decision making
- Diagnostic clinical reasoning
- Patient management reasoning
- When clinical decisions go wrong: errors and error prevention
- Ethical Decision Making

II. EVIDENCE BASED PRACTICE (1 class)

Upon completion of the course, the student will be able to:

- Define evidence based practice.
- Discuss the components of a research appraisal which enable its findings to influence clinical practice.
- Identify an article or database which substantiates or invalidates the physical therapy intervention of a specific clinical case. Summarize its implications for future practice.

Contents

- Ask a sound clinical question that is based on the needs of patients and the judgment of the clinician (Ch.10)
- Find the evidence that relates most closely to a clinical question (Ch. 11)
- Review the value of original experimental research for its accuracy and truthfulness to determine value in studies of diagnostic/prognostic accuracy and clinical intervention (Ch.12)

III. CLINICAL DECISION MAKING FRAMEWORKS (2 classes)

Upon completion of the course, the student will be able to:

- Identify frameworks and models may be used to organize the clinical reasoning process
- Choose the clinical decision making model that most fits a clinical scenario, and apply this model to a case.
- Identify the components of the International Classification of Functioning, Disability, and Health
- Integrate the ICF or another taxonomy with a clinical case, and discuss how the model clarifies choices for physical therapy examination, intervention and expected outcomes.

Contents

- Guide to PT Practice 3.0

- Problem-Oriented System
- Enablement/Disablement Models (ICF)
- The Hypothesis-Oriented Algorithm for Clinicians
- Unifying Framework (Integrated Framework for Decision Making by Schenkman)

IV. **UNDERSTANDING AND RESPECTING PATIENT VALUES AND CIRCUMSTANCES (**1 class**)**

Upon completion of the course, the student will be able to:

- Identify patients' values and circumstances, motivational forces, and communications
- Integrate patients' values and circumstances into collaborative decision making goals, and expected outcomes.
- Examine the influences of observed values, forces, and communications on a specific clinical case.
- Identify the components of quality patient/client education.

Contents:

- The Patient Interview as the primary source of information
- Bridging the Differences of Diversity: Communicating in the Borderlands
- Johari Window
- Force Field Analysis (Motivational Forces)
- Patient Education

V. SCIENTIFIC RIGOR and CLINIMETRICS/FUNCTIONAL SCALES: (2 classes**)**

Upon completion of the course, the student will be able to:

- Explain factors which enhance goal achievement; apply these principles to written goals of a clinical case.
- Identify tests and measures and interventions that have undergone rigorous scientific examination
- Apply the concept of scientific rigor to a clinical case; evaluate the choices of examination and intervention strategies relative to published literature.
- Write goals (ABCDF, Time), and choose an appropriate clinimetric, or quality of life scale for use with a clinical case.

Content:

- Evaluating Clinical Change
  - Writing of goals
  - Clinimetrics/functional scales,
  - Quality of life (QOL) measures
- Rigor
  - Psychometrics of the examination tools
  - Psychometrics of the outcomes

VI. COST/BENEFIT ANALYSIS/EFFECTIVE DOCUMENTATION FOR PT (1 class)

Upon completion of the course, the student will be able to:

- Discuss issues related to the choice of therapeutic intervention(s) and cost per modality, cost per patient visit, and cost per episode of care.
- Discuss the economic impacts of these choices relative to the individual and society.
- Apply the principles of cost/benefit analysis to a clinical case.
- Discuss effective, and efficient appropriate documentation that complies with all purposes and regulations, and reflects skilled care

Resources

- Hack LM, Gwyer J. Evidence into Practice: Integrating Judgment, Values, and Research (1st edition)
- O'Sullivan SB, Schmitz TJ, Fulk G. Physical Rehabilitation Ch.1 (7edition)
- Kisner C, Colby LA, Borstad J. Therapeutic Exercise: Foundations and Techniques, Ch.1 (7edition)

PT 527: CRITICAL INQUIRY II – Summer 2022

LECTURE/DISCUSSION: 8:00 am – 11:00 am Friday, Room W202
Mohamed Elhamadany, PT, MS, PhD, DPT, PCS.

DATE	TOPIC
May 27	Introduction to Course How physical therapists make clinical decisions
June 3	Score Builders – No in-person class When clinical decisions go wrong: errors and error prevention (Recorded lectures) Quiz 1*, on Articles, Due on Tuesday, June 7th
June 10	Clinical decision-making frameworks. International Classification of Functioning, Disability, and Health (ICF) Quiz 2**, on week 1&2 contents
June 17	Evidence-based practice Patient values and circumstances Quiz 3, on week 3 contents ICF case application Due June 23rd
June 24	Evaluating Clinical Change Quiz 4, on week 4 contents Patient values case application Due July 7th
July 1	Psychometrics of the examination tools and the outcomes (Rigor) Quiz 5, on week 5 contents
July 8	Cost/Benefit analysis Cost and benefits application (classwork) Due July 8th Quiz 6, on week 6 contents How to apply what you've learned in PT527 to the PT 521 Case Application (Fall 2022)
July 11-15	Final Week

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* To take outside of class
** The quizzes "2-6" will be in IRAT and TRAT forms to review content related to the topic.