

**PT 592: Case Management II - Summer 2021**  
**Lecture / Discussion: Tuesdays & Thursdays, 8:00 am – 10:00 am**  
**Cindy Flom-Meland, PT, MPT, PhD and Emily Henneman, PT, DPT**

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May 25	Introduction to Course; Mini-Topic Presentations for T&L
May 27	Mini-Topic Presentations for T&L; time to begin Legis/Advocacy projects
June 1	Working Day in Class (to begin on Legislative/Advocacy Presentations)
June 3	Working day in class to work on Portfolios
June 8	Legislative/Advocacy Presentations & <u>Letters due</u> (Cohort C/D)
June 10	Working day in class to work on Teaching & Learning Presentations (Cohort C/D) <u>Summary paper of your 3 learning styles/inventories due (upload in Bb)</u>
June 15	Legislative/Advocacy Presentations & <u>Letters due</u> (Cohort A/B)
June 17	Working day in class to work on Teaching & Learning Presentations (Cohort A/B)
June 22	Legislative/Advocacy Presentations & <u>Letters due</u> <b><i>Draft of T&amp;L presentation due for those presenting June 29</i></b>
June 24	Legislative/Advocacy Presentations & <u>Letters due</u> <b><i>Draft of T&amp;L presentation due for those presenting July 1</i></b>
June 29	Teaching and Learning Presentations 1.                    2.                    3. <b><i>Draft of T&amp;L presentation due for those presenting July 6</i></b>
July 1	Teaching and Learning Presentations 1.                    2.                    3. <b><i>Draft of T&amp;L presentation due for those presenting July 8</i></b>
July 6	Teaching and Learning Presentations 1.                    2.                    3.
July 8	Teaching and Learning Presentations 1.                    2.                    3.
July 12-16	No Class – finals week <u><b><i>Final Portfolio due by July 13</i></b></u>

***\*\*Final Copy of T&L Unit due one week AFTER your presentation day***

## **Course Title and Number:** PT 592: Case Management II

### **Description:**

Case management, with emphasis on the teaching and learning process and techniques targeted to promote and optimize physical therapy services, including advocacy. Professional development as a practitioner of physical therapy is emphasized through introduction and preliminary development of a portfolio.

### **Department Offering the Course:**

Physical Therapy

**Credit Hours:** 2 credit hours

### **Instructor:**

Cindy Flom-Meland, PT, MPT, PhD, NCS and Emily Henneman, PT, DPT

### **Clock Hours and Schedule:**

Lecture:

Discussion:

Schedule: Tuesdays and Thursdays 8:00 am -10:00 am

### **Course Prerequisites:**

Registered in Professional Physical Therapy curriculum.

### **Course Objectives:**

Following completion of the course, the learner will be able to:

1. Plan and prepare to deliver an educational episode using appropriate pedagogy or andragogy. (SRE: 7B, 7D5, 7D7, 7D8, 7D12, 7D13, 7D34; Bloom's: Cognitive – application, analysis, synthesis)
2. Identify, discuss, and advocate for or against a policy or law affecting PT practice. (SRE: 7B, 7D4, 7D5, 7D7, 7D8, 7D13, 7D14, 7D34, 7D41; Bloom's: Cognitive – application, analysis, synthesis, evaluation; Affective – valuing)
3. Define personal philosophy and goals. Develop a professional portfolio. (SRE: 7D5, 7D13, 7D15; Bloom's: Cognitive – application, analysis, synthesis; Affective – receiving)

### **Outline of Contents and Assigned Instructor:**

See attached course syllabus.

### **Description of Teaching Methods and Learning Experiences:**

Lecture – traditional lecture.

Presentations – students work in groups to develop a presentation utilizing teaching and learning principles to plan; students work in groups to develop a presentation on an advocacy/legislative topic.

Discussion – large and small group discussion for legislative/advocacy and conflict resolution

## Grade Components:

- 40%** Complete the presentation and writing assignments of the T&L Unit (learning styles, draft of presentation, final copies associated the T&L Unit)
- 30%** Produce a Professional Portfolio
- 25%** Present a(n) Legislative/Advocacy Issue and write a letter in support or non-support of a current legislative or advocacy issue.
- 5%** Participate in active learning, class discussions, provide peer feedback

<b>Grading:</b>	A	90% - 100%
	B	80% - 89%
	C	76% - 79%

## 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:

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

## Department of Physical Therapy Honor Code Pledge:

***"Upon my honor as a professional student in the physical therapy program at the University of North Dakota, I pledge that I will not give nor receive unauthorized aid on written examinations, laboratory practical examinations, written assignments, take home assignments or clinical assignments"***

***Examination disclaimer: "I affirm that I have adhered to the Honor Code in this assignment"***

A. Forms of Academic Dishonesty. Academic dishonesty includes, but is not limited to:

1. Copying or distributing examination items
2. During testing, using crib notes or various forms of technology not authorized by faculty
3. Copying another student's written paper or examination, with or without their knowledge
4. Helping someone else cheat on a test
5. Communicating or collaborating during a test by electronic means such as instant messaging, telephone, texting, smart watches, or social media.
6. Discussing test items or answers (written or laboratory) with students who have not yet taken the examination
7. Cutting and pasting text from any source without giving proper citation to that source
8. Plagiarism of any materials
9. Fabricating or falsifying written materials
10. Falsely reporting information or actions in clinical or classroom laboratories
11. Submitting the same paper, or a substantially similar paper, for the requirements of more than one course without the approval of the instructor(s) concerned
12. Submitting term papers or assignments written by another person
13. Consenting to having one's work used by another student as his or her own
14. Collaborating on a project (in person or via electronic means) when the instructor asked for individual work
15. Using a false excuse to obtain an extension on a due date or delay an examination
16. Depriving other students of necessary course materials by stealing books, periodicals, or other materials from libraries, AV centers, etc.

***If problems occur, students are required to work through channels of communication to resolve the problem before going to the chair or dean. The channel is student, instructor, chair, associate dean health sciences, and dean.*** rev 2/06, 5/06, 5/07, 4/08, 5/09, 5/10, 5/11, 8/13, 8/14, 8/15, 8/16, 8/19

### **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](mailto: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.

### **Disability Access Statement**

Contact me to request disability accommodations, discuss medical information, or plan for an [emergency evacuation](#). To get confidential guidance and support for disability accommodation requests, students are expected to register with DSS, [www.UND.edu/disability-services](http://www.UND.edu/disability-services) 180 McCannel Hall, or 701.777.3425.

### **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](mailto:donna.smith@UND.edu) or go to [UND.edu/affirmative-action/title-ix](http://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](http://UND.edu/affirmative-action/title-ix).

### ***Send an***

#### **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 University Police Department 701.777.3491 after hours.