
**CURRICULUM
FOR
TRANSITIONAL DOCTOR OF
PHYSICAL THERAPY**



**2011
UNIVERSITY OF HEALTH SCIENCES
LAHORE, PAKISTAN**



GOVERNOR

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

GOVERNOR'S HOUSE

LAHORE

FOREWORD

1. The establishment of University of Health Sciences is a milestone in the efforts of the Government to ensure quality medical education in the province. The Government of Punjab has achieved tremendous progress in providing quality education with the establishment of this University.
2. With a view to bring about further improvement in medical education, the undergraduate programmes are being reviewed on a continuous basis so as to improve their quality and to bring them at par with international standards.
3. The Government has focused on other components relating to health sciences and has particularly been successful in bringing about a significant improvement in the field of Physiotherapy. In addition, the Government of Punjab has undertaken a new initiative by introducing a four years degree Programme in Allied Health Sciences. Considering the rapid technical developments in the health systems around the world, the Allied Health Sciences Programme is a step forward to fill up the gap in the prevailing health systems in the province.
4. I am happy to point out that all medical colleges affiliated with the University of Health Sciences have unanimously been able to put up a comprehensive Programme covering 17 disciplines in the Allied Health Sciences. This indeed is a very positive, appreciative and commendable effort.
4. I wish them success in their endeavors.



UNIVERSITY OF HEALTH SCIENCES LAHORE

VICE

CHANCELLOR

PREFACE

A university is the zenith of knowledge that imparts quality education and awards degrees for extensive educational attainments in various disciplines. Protection of traditional knowledge, making exploration about it and obtaining deep understanding about modern technology and research techniques are some of responsibilities of the university. The mission of University of Health Sciences Lahore (UHS) is chartered to develop an intellectually conducive environment providing excellence and innovation in medical education and research to produce competent and community oriented doctors, dentists, allied health professionals, nurses, bio-medical engineers and paramedics.

Allied Health Sciences is a field in medicine which has been completely neglected up till now so that there is absolute dearth of trained Allied Health personnel who are the actual service providers to the patients. As a matter of fact they form the connecting link between the doctors and the patients which is missing altogether in our health care system.

Realizing all this UHS has led to organize education and training at B.Sc. Honors level in all disciplines of Allied Health Sciences. In 2007, fifteen disciplines were identified and launched in all the UHS affiliated medical institutions in both public and private sectors. These Programme s included: Physiotherapy, Occupational Therapy, Speech & Language Pathology, Optometry and Orthoptics, Orthotic and Prosthetic Sciences, Nutrition, Audiology and Biomedical Engineering, & Intensive Care, Respiratory Therapy, Cardiac Perfusion, Medical Laboratory Technology, Medical Imaging Technology, Emergency Dental Technology, Operation Theater Technology. This has been a remarkable development in the field of medicine in our country and has contributed towards filling up the existing gaps in the health delivery system.

Keeping in lieu with UHS' goal to provide the most advanced education to the students in Punjab, it has achieved another milestone in the healthcare education in the field of Physiotherapy. UHS has recognized the continuing trends in the upgrading of

Physiotherapy curriculum nation/worldwide and has updated the current B.Sc. Curriculum in Physiotherapy to Doctor of Physical Therapy (DPT).

All this has been achieved with constant support and guidance of Honorable Chief Minister of Punjab Mr. Shahbaz Sharif who has actually played a pivotal role in organizing these Programmes and with the untiring efforts and contribution of Professor Amer Aziz, Head of Department of Orthopedic and Spinal Surgery, Lahore Medical and Dental College. Government of the Punjab in the Health Department is fully committed to support this educational Programme and has instructed all the medical institutions under its administrative control to launch these Programmes in their respective institutions.

This document precisely briefs the details of Transitional Doctor of Physiotherapy Programme as prepared by the experts' committee in lieu of internationally acknowledged standards of physical therapy education. I am pleased to acknowledge the efforts made by Dr. Hafiz Muhammad Asim (Doctor of Physical Therapy – DPT (U.S.A) Assistant Professor/Course Supervisor, LM&DC) and member Board of Studies – Allied Health Sciences UHS; Mr. Ahmad Qayyum (Physiotherapy Deptt/ Ghurki Hospital), Dr. Hafiz Sheraz Arshad (Physiotherapy Deptt / LMDC) and Dr. Danyal Ahmad (Physiotherapy Deptt/ Ghurki Hospital) for development of Transitional Doctor of Physiotherapy Curriculum for UHS. The contribution made by them will go a long way in the education and training in the field of AHS.

I hope this Programme will meet the latest trends in Physiotherapy and will certainly produce competent Physiotherapists to fill in the gap in the system which is the main objective of this Programme .

Prof. M. H. Mubbashar

Hilal-e-Imtiaz, Sitara-e-Imtiaz

MB, FRCP, FCPS Psych, FRC Psych, DPM

TRANSITIONAL DOCTOR OF PHYSICAL THERAPY



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INTRODUCTION

TRANSITIONAL DOCTOR OF PHYSICAL THERAPY

The Transitional Doctor of Physical Therapy Programme is designed for practicing physical therapists already holding a bachelorette's or masters degree who wish to enhance their basic skills and professional status. Given the increasingly complex health care environment and the growing body of knowledge in the physical therapy profession, entry-level education in physical therapy has rapidly shifted towards the doctorate degree. Transitional Doctor of Physical Therapy Programme (T-DPT) is designed for working physical therapists who want to enhance their basic knowledge and skills to that of the Doctor of Physical Therapy. This doctorate programme focuses on clinical reasoning, differential diagnosis, evidence-based practice, radiology, prevention/wellness, management/consultation and patient/client management related to optimizing movement, function and health.

The programme is designed to improve the basic skills and enhance their personal growth and career opportunities. The programme will provide frequent, high-quality peer/faculty interaction. All course information is present in the catalogue. A centralized interaction portal is also present for students, instructors, facilitators, and programme administrators which include all assignments, presentations and discussion board. It also contains bulletin boards (forums), and direct e-mailing facility to the faculty and staff. The curriculum includes integrated practice experiences to supplement and enhance the practical knowledge.

In future Physical therapy will be provided by physical therapists who are doctors of physical therapy and who may also be board-certified specialists. Patients will have direct access to physical therapists in all environments for patient/client management, prevention, and wellness services. Physical therapists will be practitioners of choice in patients'/clients' health networks and will hold all privileges of autonomous practice. Physical therapists may be assisted by physical therapist assistants who are educated and licensed to provide physical therapist directed and supervised components of interventions (APTA*, Vision 2020).

Guided by integrity, life-long learning, and a commitment to comprehensive and accessible health programmes for all people, physical therapists will render evidence-based services throughout the continuum of care and improve quality of life for society. They will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences.

While fully availing themselves of new technologies, as well as basic and clinical research, physical therapists will continue to provide direct patient/client care. They will maintain active responsibility for the growth of the physical therapy profession and the health of the people it serves.

APTA*; American Physical therapy Association

PROGRAMME OBJECTIVES

Through completion of this programme, students will:

- **Be able to enhance the personal and professional growth of entry level Physical therapists.**
- **Be prepared, by academic knowledge to practice in an emerging arena of autonomous practice by thinking logically, critically, creatively, and independently.**
- **Be able to apply depth of knowledge and competence in selected areas of theory and clinical techniques as indicated by information from evidence-based practice.**
- **Develop effective communication skills in presenting the clinical patient cases or selected topics in health care.**

HOW TO APPLY FOR ADMISSION

Applicants who are interested in Transitional Doctor of Physical therapy will Contact the admission cell for the upcoming intake. Counselors are present to answer the queries and also assist applicants by telephonic contacts and via e-mail facility at UHS official site.

Applicants can locate an online application at www.uhs.edu.pk

ADMISSION REQUIREMENTS

Applicants accepted for admission must demonstrate the following prior to enrollment:

1. Bachelorette's or Master's degree in Physical Therapy from a regionally accredited college or university.
2. Copies of official transcripts from all colleges and universities attended
3. Minimum of 50% marks are required in Bachelorette/masters.
4. No objection certificate (NOC) will be required from the concerned universities
5. Candidate should be practicing for full working hours at some hospital/clinical setup.

SELECTION OF APPLICANTS

The Admissions Committee for the programme seeks for those individuals who are capable of meeting the academic standards of the programme. Completed applications in compliance with the minimum admission requirements are scrutinized on the basis of some or all of the following areas such as the quality of academic performance, professional exposure, life experiences and relevant recommendations. The Admissions Committee reserves the right to accept, reject, or defer any application. Applicants are notified about the Committee's decision on their status. Selected applicants are allowed a specified time period to inform the Admissions Department about their intentions to enroll. After acceptance, verification of all academic documents and admission requirements is also carried out.

MINIMAL TECHNICAL STANDARDS FOR ADMISSION

UHS is committed to the admission of qualified students. The school complies with laws that prohibit discrimination against anyone on the basis of race, color, national origin, religion, gender, age, disability, or sexual orientation. The school will not discriminate against mentally or physically-challenged individuals who are otherwise qualified, provided the applicants meet certain minimal technical standards. These standards were

adopted to ensure the safety of students and patients and are set forth as the expectations of health sciences students to perform common educational tasks and clinical functions. Technological compensation can be made in some areas, but a candidate must be able to perform in a reasonably independent manner. The holder of a health sciences professional degree must have the knowledge and skills to function in a vast variety of clinical situations and should be able to render a wide spectrum of patient care. In order to carry out the activities in categories described below, candidates must be able to consistently, quickly, and accurately integrate, analyze, and synthesize the data. Categories, include observation; communication; motor and sensory integration; strength, mobility and endurance; intellectual, (conceptual, integrative, and quantitative); and behavioral and social.

TECHNOLOGY REQUIREMENTS

All students are required to have a computer that meets the UHS's specifications. Specifications are determined each year based on technological advances and are published on the University's website.

REGISTRATION AND ORIENTATION

After registration in the transitional doctor of Physical therapy the candidates will be provided with the proper course orientation with the course curriculum details and other requisites.

PROGRAMME FEE

FEE FOR FIRST YEAR:	65,000/- PKR
FEE FOR SECOND YEAR:	55,000/- PKR

ACADEMIC AFFAIRS

ACADEMIC TERM

UHS operates on Annual system.

COURSE CREDITS

Course credits at UHS are awarded in credit units. Every student on completion of 18 campus based study hours will get 1 credit unit whereas on completion of minimum of 36 off campus hours will get 1 credit unit.

POST PROFESSIONAL DEGREE COMPLETION

All students are expected to attend commencement. The degree will be awarded at the regularly scheduled commencement following the completion of requirements. Attendance at graduation is mandatory for students. Those students unable to attend graduation must file a written request to student services, which is then forwarded to the academic committee for consideration of the award of a degree in absentia. Permission for receiving a degree in absentia must be approved by the committee. To facilitate the processing of requests for graduation in absentia, such request should be received no later than one month prior to graduation and include a justification for the request.

TIME LIMIT FOR COMPLETION OF DEGREE

Students are expected to complete their degree within the programme's standard plan of study in 2 years. In circumstances where additional time is needed, with approval of academic committee student will be able to halt after completion of one year for a period of no more than one year. After final examination only three attempts for supplementary examination will be allowed. Failure to complete a degree programme within the specified period/attempts may result in loss of entire student's previously earned course credits.

STUDENT ID's

Students may request to have a student UHS photo ID made. The on-campus students must have a photo ID with them in the University. Students will be allotted individual portal ID and password for off campus web portal based assignments, discussion boards and power point presentations.

INFORMATION TECHNOLOGY AND SERVICES-SUPPORT SERVICES GROUP

The Support Services group is the central point of contact for problems and questions concerning technology at UHS. Support staff will make every effort to resolve their problems or to answer their queries.

ACADEMIC DISMISSAL

Any student who does not meet the department's standards for progression will receive a written notice of dismissal from the department. Decisions regarding dismissal are made on an individual basis consistent with academic norms and in the exercise of professional judgment after considering all pertinent circumstances. The department's decision will be based on a recommendation from the department faculty, the student's academic record, department standards of progression and information from the student and other individuals as appropriate. The department will notify the student, a notice shall describe the significant facts and reasons for dismissal.

DEGREE COMPLETION REQUIREMENTS

The Doctor of Physical Therapy transitional programme is a 2 year degree programme dependent upon the individual plan of study. To earn the Transitional Doctor of Physical Therapy in the transitional option, the student must:

- 1.** To complete all assigned didactic and clinical courses and the terminal project
- 2.** Pass all courses with a minimum of 50% marks
- 3.** Discharge all financial obligations to UHS
- 4.** File all necessary graduation forms with the UHS Office of the Registrar
- 5.** Attend commencement activities.

CURRICULUM OVERVIEW

COURSE DESCRIPTIONS

TDPT 8001 MEDICAL INFORMATICS

This course includes an introduction to the use of distance learning technologies used in course offerings. This course also focuses on professional academic writing including proper citations and writing style. **(2 credit)**

TDPT 8002 EVIDENCE-BASED PRACTICE IN PHYSICAL THERAPY

Evidence-based and clinical decision-making skills are covered in this course including locating and accessing sources of evidence, evaluating levels of evidence, applying evidence to clinical practice and integrating evidence, patient values and preferences and clinical experiences. This course is designed to provide the practicing therapist with knowledge and skills in critical inquiry including review and analysis of articles and writings in professional and medical journals and books. Literature review and data collection methods for professional literature will be included. Introduction to theory and use of evidence-based research in health care is discussed. Basic theories and practices of evidence-based practice will be applied to both acute and rehabilitation settings. Current health care research findings will be applied to diagnoses and interventions common to physical therapists. Participants will incorporate prior experience and knowledge in applying this topic to the delivery of physical therapy services in diverse settings. Students learn skills to locate and organize evidence using research databases. **(4 credits)**

TDPT 8003 PROFESSIONAL PRACTICE

This course begins with the study of the history of the physical therapy profession and the American Physical Therapy Association. The course also includes information on the elements of Vision 2020 including: Doctor of Physical Therapy, Professionalism, Autonomy, Direct Access, Evidence-Based Practice, and Practitioner of Choice. Other topics in this course include: The Five Roles of The Physical Therapist; Ethics; Professional Development, Competence, and Expertise; Patient-Centered Care; and Social Justice Issues. **(4 credits)**

TDPT8004 BIOSTATISTICS

The biostatistics introduced in this course are the common descriptive biostatistics found in the health care literature. This course covers the basic knowledge necessary for understanding and interpreting basic biostatistics. Basic biostatistics including central tendency, probability, percentile ranks, confidence intervals, and interpretation of results are covered in this course. **(4 credits)**

TDPT 8005 MUSCULOSKELETAL PHYSICAL THERAPY

This course includes an updated study of normal and abnormal structures and function of the musculoskeletal system and pathological alterations of structure and function including diagnostic tests and measurements. This course discusses changes in treatment philosophy in recent years as well as relevant tests and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the assessment instrument(s) as related to patients with musculoskeletal disorders. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology in this area including comparing contemporary and traditional rehabilitation interventions with current medical-surgical management of patients. **(4 credits)**

TDPT 8006 EXTREMITY MANUAL THERAPY

This course covers the theory and techniques of manual therapeutics as applied to the upper and lower extremities. This course covers clinical case presentations, theory and use of mobilization techniques, and online lab demonstrations on performing joint mobilization of all the extremity joints. **(4 credits)**

TDPT 8007 SPINAL MANUAL THERAPY

This course covers the theory and application of evaluation and treatment techniques to spinal conditions. Included in this course will be evaluation and treatment of spinal dysfunctions, spinal manual therapeutics, and spinal stabilization exercises. **(4 credits)**

TDPT 8008 CARDIOPULMONARY PHYSICAL THERAPY

This course includes the study of normal and abnormal structures and function of the cardiovascular, pulmonary, and lymphatic systems. Pathological alterations of structure and function including current diagnostic tests and measurements are included. This course discusses relevant tests and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the assessment instrument(s) as related to patients with cardiovascular and pulmonary disorders. The use of evidence-based physical therapy interventions for cardiovascular and pulmonary conditions is emphasized. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology in this area. **(4 credits)**

TDPT 8009 INTEGUMENTARY PHYSICAL THERAPY

This course includes a study of normal and abnormal structures and function of the Integumentary system and pathological alterations of structure and function including diagnostic tests and measurements. This course discusses the updated philosophy of physical therapy interventions for Integumentary conditions. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology. **(3 credits)**

TDPT 8010 QUANTITATIVE RESEARCH METHODS AND DESIGNS

This course includes discussion on basic methods and designs, including concepts of reliability and validity, interpretation of inferential statistics related to research designs, correlation statistics & designs, intraclass correlation coefficients, and critical appraisal of the literature. **(3 credits)**

TDPT 8011 DIFFERENTIAL DIAGNOSIS IN PHYSICAL REHABILITATION

This course reviews information related to differential diagnosis of the major body systems including cardiovascular, pulmonary, hematological, gastrointestinal, renal and urinary, hepatic and biliary, endocrine, and immune systems. In addition, the student will be introduced to the concept of differential screening in physical therapy and an in-depth analysis of the interviewing process. This course is taught with the assumption that physical therapists function in an environment of direct access to physical therapy services. **(4 credits)**

TDPT 8012 PHARMACOLOGY IN PHYSICAL REHABILITATION

This course is the study of basic pharmacological concepts as applied to physical therapy patient management. The major classes of drugs seen in physical therapy practice settings are covered. Application of pharmacology concepts to the practice of physical therapy will also be included. **(3 credits)**

TDPT 8013 NEUROMUSCULAR PHYSICAL THERAPY

This course is designed to update the practicing physical therapist in current theory and issues underlying assessment and treatment of the adult patient with neurological injury/disease. Principles of motor control and motor learning will be studied. Normal postural control will also be covered. Current principles, tools, and strategies for assessment and treatment of impairments and functional limitations for individuals with specific neurological diagnoses will be covered, including pathologies of brain injury/disease, spinal cord injury/disease, and vestibular pathology, Parkinson 's disease, Multiple Sclerosis, Guillain-Barre Syndrome and Post-Polio Syndrome. **(4 credits)**

TDPT 8014 GERIATRICS PHYSICAL THERAPY

This course discusses relevant tests and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the assessment instrument(s) as related to patients with geriatric disorders. The use of evidence-based physical therapy interventions for geriatric conditions will be emphasized. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology in this area. **(4 credits)**

TDPT 8015 PEDIATRIC PHYSICAL THERAPY

This course covers the topics of normal and abnormal motor development; clinical assessment, clinical reasoning, and evidence-based practice in pediatrics; medical management of spasticity in children, pediatric disorders including cerebral palsy, myelodysplasia, Down Syndrome, muscular dystrophy, developmental coordination disorder, brachial plexus injuries, congenital muscular torticollis, various orthopedic disorders, childhood sports injuries; important factors in lower extremity bracing, assistive technology in pediatrics, adults with developmental disabilities, and fitness issues in children with and without special needs. **(4 credits)**

TDPT 8016 GENDER HEALTHCARE IN PHYSICAL THERAPY

The course discusses gender-specific health care issues including care and treatment of pelvic pain, incontinence, female athlete triad, testicular cancer, menopause, osteoporosis, prostate disease, pre and post-partum exercise, breast health and lymphedema. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving knowledge in this area. **(3 credits)**

TDPT 8017 EMERGENCY PROCEDURES AND PATIENT CARE

This course instruction is designed to gain the knowledge, understanding and proficiency to be able to take precautions for the protection and safety of passengers in emergency situations; know the initial action to be taken following a collision or grounding; initial damage assessment and an appreciation of the procedures to be followed for rescuing persons from the sea, assisting a ship in distress, responding to emergencies in port.

Completion of this training will satisfy the emergency procedures training requirements. This training programme places a heavy emphasis on the practical knowledge of topics including: **(3 credits)**

1. Contingency Planning
2. Development and Use of Checklists
3. Grounding and Collisions
4. Safety of Passengers and Crew
5. Fire/Explosion
6. Abandoning Ship
7. Emergency Steering Arrangements
8. Assessing Vessels in Distress
9. Emergency Towing of Vessels in Distress
10. Rescue of Persons
11. Emergencies in Port

TDPT 8018 RADIOLOGY AND IMAGING

This course includes the study of the common diagnostic and therapeutic imaging studies such as radiographs, CAT, MRI, and musculoskeletal imaging. Students will become aware of the indications and implications of commonly used diagnostic imaging tests as they pertain to patient/client management. **(4 credits)**

TDPT 8019 BEHAVIOURAL SCIENCES

(3 credits)

TDPT 8020 TERMINAL PROJECT

The terminal project is an integration of the many course experiences the student has been exposed to during their enrollment as a student. The terminal project provides each student with an opportunity to demonstrate his or her knowledge and skills in an Evidence-in-Practice project or a reliability study. The final product for the course is a manuscript, which is scrutinized in the same fashion as a submission of manuscript to a journal. **(6 credits)**

EXAMINATION CRITERIA

WEIGHTAGE

- **Internal assessment 10%**
- **Annual examination 90%**

1. INTERNAL ASSESSMENT (10%)

Attendance, Assignments, Discussion boards and presentations

2. ANNUAL EXAMINATION

A. Examination pattern

MCQs 50%

SEQs 50%

As per the rules and regulations of University Examination

ATTENDANCE:

75% attendance is mandatory to appear in Annual examination.

ACADEMIC CALENDAR
University of Health Sciences
Transitional Doctor of Physical Therapy

ANNUAL DIVISION

FIRST YEAR

Sr.#	Course code	Course Title	Credit Hours	Class hours per week/ hr
1	TDPT 8001	Medical Informatics	2	1
2	TDPT 8002	Evidence-Based Practice in Physical Therapy	4	1.5
3	TDPT 8003	Professional Practice	4	1.5
4	TDPT 8004	Biostatistics	4	1.5
5	TDPT 8005	Musculoskeletal Physical Therapy	4	1.5
6	TDPT 8006	Extremity Manual Therapy	4	1.5
7	TDPT 8007	Spinal Manual Therapy	4	1.5
8	TDPT 8008	Cardiopulmonary Physical Therapy	4	1.5
9	TDPT 8009	Integumentary Physical Therapy	3	1
10	TDPT 8010	Quantitative Research Methods and Designs	3	1
Total			36	13.5

EXAMINATION

	1 st Year	Marks
1	Medical informatics + Evidence-Based Practice in Physical Therapy + Professional Practice	100
2	Musculoskeletal Physical Therapy + Extremity Manual therapy + Spinal Manual Therapy	100
3	Cardiopulmonary Physical Therapy + Integumentary Physical Therapy	100
4	Biostatistics + Quantitative Research Methods and Designs	100
	Total	400

SECOND YEAR:

Sr #	Course code	Course title	Credit hours.	Class hours per week/ hr
11	TDPT 8011	Differential Diagnosis in Physical Rehabilitation	4	1.5
12	TDPT 8012	Pharmacology in Physical Rehabilitation	3	1
13	TDPT 8013	Neuromuscular Physical Therapy	4	1.5
14	TDPT 8014	Geriatrics Physical Therapy	4	1.5
15	TDPT 8015	Pediatrics Physical Therapy	4	1.5
16	TDPT 8016	Gender Healthcare in Physical Therapy	3	1
17	TDPT 8017	Emergency Procedures and Patient Care	3	1
18	TDPT 8018	Radiology and Imaging	4	1.5
19	TDPT 8019	Behavioural Sciences	3	1
20	TDPT 8020	Terminal Project	6	1
Total			38	12.5

EXAMINATION

	2 nd Year	Marks
1	Pharmacology in Physical Rehabilitation + Differential Diagnosis in Physical Rehabilitation	100
2	Neuromuscular Physical Therapy + Geriatrics Physical Therapy	100
3	Pediatric physical therapy + Gender Health Care in Physical Therapy	100
4	Radiology and Imaging + Emergency Procedures and Patient Care	100
5	Behavioural Sciences	100
6	Terminal Project	100
	Total	600

Total Credit Hours: 74

CREDIT HOUR DIVISION

On Campus

1 Credit Hour = 18 Study Hours

Off Campus

1 Credit Hour = 36 Study Hours

ON CAMPUS

Weekend classes (formal lecturers, case discussions, presentations)

Saturday: 9.00 am-5.00-pm 8 STUDY hours:

Sunday: 9.00 am-5.00-pm 8 STUDY hours:

OFF CAMPUS

1. ASSIGNMENT =2 Hours
2. PRESENTATION =1 Hour
3. BOARD = 1 Hour

4 credit hours course

Study hour per annual – 75 hrs (36 weeks) =3.5 crdt

Off Campus

6 assignments (2) = 12 hrs

6 discussion boards (1) = 6 hrs

2 presentation (1) = 2 hrs

20 hrs = 0.5 crdt

3 credit hours course

Study hour per annual 55 hrs (36 weeks) =2.5 crdt

Off Campus

6 assignments (2) = 12 hrs

6 discussion boards (1) = 6 hrs

2 presentation (1) = 2 hrs

20 hrs = 0.5 crdt

2 credit hours course

Study hour per annual 30hrs (36 weeks) =1.5 crdt

Off Campus

6 assignments (2) = 12 hrs

6 discussion boards (1) = 6 hrs

2 presentation (1) = 2 hrs

20 hrs = 0.5 crdt

Terminal Project

1 Year Comprehensive study after approval of Synopsis by the Research Supervisor

UNIVERSITY OF HEALTH SCIENCES

TRANSITIONAL DOCTOR OF PHYSICAL THERAPY PROGRAMME

POLICY GUIDE

Course Attendance

The students are required to keep attendance above 75 % in each course in order to qualify for appearance in the annual examination. Students having attendance less than 75% have to repeat the course and complete the required attendance. Students have to submit all the off campus tasks before deadlines mentioned in online portal.

Academic Dismissal

Any student who does not meet the standards for progression will receive a written notice of dismissal from the Programme coordinator. Decisions regarding dismissal are made on an individual basis consistent with academic norms and in the exercise of professional judgment after considering all pertinent circumstances. The decision of the Programme coordinator will be based on a recommendation from the department faculty; the student's academic record; department and university standards of progression; and information from the student and other individuals as appropriate. The Programme coordinator will notify the student, Programme Coordinator, Registrar, Controller Examination of the decision, which will describe the significant facts and reasons for dismissal. The decision of Academic Dismissal will require the approval of Vice Chancellor U.H.S.

Plagiarism

University of Health Sciences considers plagiarism a serious offense and will treat it as such. Please pay attention to ensure all quotes are cited appropriately with quotation marks, author, date, and page/paragraph number; and that all paraphrasing recognizes the original author. Written work must reflect your analysis and synthesis of the material.

If it is determined plagiarism has been committed the student will receive written warning with 50% grade reduction for the first incident. The second incident of plagiarism while taking courses in the tDPT programme will result in a grade of zero for that assignment. The third incident will result in fail for that course. The fourth incident of plagiarism will result in the student being dismissed from the programme.

Textbooks

Textbooks are listed in the tDPT Hand book and Online Portal. Please make sure you are using the edition specified by your instructor. Students are expected to have the correct textbook by the first day of class.

Course Material

The course material given during the lectures or online resource must be used by the students for educational activity only and they are not allowed to re publish without acknowledgement or violating the copy rights and intellectual property.



TDPT 8001 Medical Informatics

	Study Hour	Credit Hours
CAMPUS BASED	30	1.5
ASSIGNMENT BASED	20	0.5

Credits:

Two (2) credit hours

Instructor:

XXXXXXXX

Course Description:

This course includes an introduction to the use of technology in health care as well as the use of distance learning technologies used in course offerings.

Minimum Student Preparation

A Bachelor's or Master's Degree in Physical Therapy is required for participation in the Transitional Doctor of Physical Therapy Program. It is expected that students enrolled in the program have experience and are competent in an internet browser, sending an email, creating word processing documents, and attaching documents to e-mail. Prerequisite Courses: None

About this Course:

This course provides an introduction to basic computer terminology and file management and an introduction to business writing. The sole purpose of this course is to help insure your

success. Succeeding in this program requires an ability to effectively negotiate the learning environment and being able to produce clear and professional documents with proper citations and writing style. The time you spend studying this material will more than equal the time and frustration you will be saved in the future. The answers to the most frequently asked questions can be found here.

Required Textbooks and Readings:

This class has no required text. Required readings will be supplied as digital downloads.

Copyright Statement:

The copyrighted materials available in this class are for educational use only. One copy per student is permitted for educational purposes. Redistribution of copyrighted material is not permitted.

Course Objectives:

1. The student will be able to communicate using the Learning Management System (web portal), email and discussion board.
2. The student will be able to participate in activities using Learning Management System (web portal), assessment tools and assignment delivery systems.
3. The student will be able to attach documents to and download documents from Learning Management System (web portal).
4. The student will be conversant in basic computer terminology.
5. The student will be able to manage files within the operating system resident on their own computer (Mac OS or Windows).
6. The student will install all software required to fully participate in the Learning Management System (web portal).
7. The student will demonstrate knowledge in regards to the following: weblinks; grading policies; communication with programme faculty and administration; text book policies; assigned readings; policies on vacations, leaves of absences, and religious accommodations; technical assistance resources; student lounge resources, and portal log in information as these apply to the Transitional DPT programme.
8. The student will be able to access and navigate the Student Lounge.
9. The student will be able to access and submit assignments.
10. The student will successfully access and complete a Discussion Board quiz.
11. The student will reflect on and discuss his/her reasons for choosing online learning and expectations for the learning experience with Learning Management System (web portal).
12. As an introduction to literature review, the student will select and article (from a list of five articles) to review and discuss how the article findings will affect clinical practice.
13. The student will be able to successfully access and utilize the Learning Management System (web portal).

14. The student will identify how evidenced-based practice is incorporated into his/her practice.
16. The student will understand the difference between personal (expressive) and professional (objective) writing and demonstrate proficiency in both writing techniques.
17. The student will be able to define and differentiate the following terms: writing situation, prompt, purpose, audience, tone, language, and conventions.
18. The student will demonstrate an understanding on how to properly use summary, paraphrasing, and direct quotations, in professional writing.
19. The student will demonstrate an understanding of evaluating sources of information and choosing sources appropriate for assignments.
20. The student will be able to define plagiarism and demonstrate an understanding of how to avoid plagiarism in his/her writing.
21. The student will become proficient in APA writing style including in text documentation of sources and use of a reference list.

Course Outline:

Transitional DPT Programme Orientation, Getting Started with Learning Management System (web portal) and the Student Lounge

- How to Access and Submit Your Assignments
- Using the Library Resource Center
- Understanding Your Writing Responsibilities
- Documentation and Incorporation of Outside Resources/Plagiarism
- APA Referencing

Examination

- Terminal exam – at the end of year – 90%
 - Written Exam
- Internal Assessment 10%
- Passing criteria will be 50%
- 75% attendance is mandatory

Rules and Regulations for Assignments

1. 0% tolerance for plagiarism.
2. You can search the internet, books, and articles for material.
3. Spelling and grammatical mistakes will be affecting your grade.
4. Reference should be given for each answer number wise.
5. Assignment should be completed in Microsoft word.

Assignment Due Dates:

The assignment due dates will be posted on the course calendar.

Late Assignments:

You are expected to submit assignments on time. However, if you realize you are not going to be able to submit an assignment on time, you must get prior approval for the assignment to be late. Failure to follow this procedure will result in the student not being allowed to submit the assignment. If you receive prior approval for a late assignment, assignments submitted after the time and due date will be graded by the instructor and the grade earned lowered 5% for each late day, including weekends.

Academic Integrity Statement:

The University of Health & Sciences code of student conduct applies to students in the Physical Therapy programme.

Code of Academic Conduct:

1. Independent completion of all test and examinations, unless otherwise instructed by the responsible faculty member.
2. Submission of assignments representing the student's independent efforts with appropriate citation of other's work.
3. Compliance with the highest standard of academic and clinical honesty and integrity.
4. Compliance with the highest standards of integrity in relationships or activities involving students, faculty and patients.
5. Reporting suspected violations to the Peer Review Council or faculty member.

6. Resource feedback survey will be regulated (Monkey Bar)

The minimum action for violations of academic integrity/code of conduct will be a grade of 0 for the assignment. The student will also be reported to the tDPT Programme Manager and may receive further disciplinary action as outlined in the Student Handbook which is posted in the tDPT lounge.

Plagiarism:

University of Health & Sciences considers plagiarism a serious offense and will treat it as such. Please pay attention to ensure all quotes are cited appropriately with quotation marks, author, date, and page/paragraph number; and that all paraphrasing recognizes the original author. If it is determined plagiarism has been committed the student will receive an email with the opportunity to work with the online writing center with a 20% grade reduction for the first incident. The second incident of plagiarism while taking courses in the tDPT programme will result in a grade of zero for that assignment. The third incident will result in a grade of "F" for that course. The fourth incident will result in a grade of "F" for that course and the student will be placed on academic probation. The fifth incident of plagiarism will result in the student being dismissed from the programme.

Netiquette:

What is Netiquette?

Netiquette is the proper way to communicate with others using online technologies like e-mail, chats and discussion boards.

Netiquette Tips for All Online Communication:

1. Always be courteous and respectful in all your communications. As health care professionals, you should conduct yourselves in a manner consistent with the code of ethics for your discipline and demonstrate respect for everyone.
2. Profanity and slang are not acceptable.
3. You should always use correct grammar and spelling in all your online communications. Communication should be on a professional level. Text messaging is not appropriate for communications
4. Remember to be careful when posting any personal information in discussion boards and/or chats as this information can be read by others within your assigned group and/or class.
5. Be conscious of the "tone" of your communication. Never send communication in all CAPS as this is perceived as shouting in online communication. In online communication, gestures, facial expressions, and tone of voice are not present to help convey the intended meaning of the communication. Proof read your message or

posting before sending to make sure what you have typed conveys your intended meaning. This will help reduce or eliminate misunderstandings in your online communication.

6. In your e-mails, always be as specific as possible in your subject line. This will allow the recipient of your message to better assist you. In the text box, give clear details in your question or issue. Again, this will allow the recipient of your message to better assist you.

Current schedules can be found in the portal. Student can access their current schedule as well as posted grades and payment information. It is the student's responsibility to know the academic schedule, be prepared to start the courses and be knowledgeable about any tuition due.

Instructor Information:

XXXXXXXXXX



UNIVERSITY OF HEALTH SCIENCES LAHORE

For World Class Professionals

TDPT 8002 Evidence-Based Practice in Physical Therapy

	Study Hour	Credit Hours
CAMPUS BASED	75	3.5
ASSIGNMENT BASED	20	0.5

Credits:

Two (4) credit hours

Instructor:

XXXXXXXX

Course Description:

Evidence-based, clinical decision-making skills are covered in this course including locating and accessing sources of evidence, evaluating levels of evidence, applying evidence to clinical practice and integrating evidence, patient values and preferences and clinical experiences. This course is designed to provide the practicing therapist with knowledge and skills in critical inquiry including review and analysis of articles and writings in professional and medical journals and books. Literature review and data collection methods for professional literature will be

included. Introduction to theory and use of evidence-based research in health care is discussed. Basic theories and practices of evidence-based practice will be applied to both acute and rehabilitation settings. Current health care research findings will be applied to diagnoses and interventions common to physical therapists. Participants will incorporate prior experience and knowledge in applying this topic to the delivery of physical therapy services in diverse settings. Students learn skills to locate and organize evidence using research databases.

Minimum Student Preparation:

A Bachelor's or Master's Degree in Physical Therapy is required for participation in the Transitional Doctor of Physical Therapy Programme. It is expected that students enrolled in the programme have experience and are competent in an internet browser, sending an email, creating word processing documents, and attaching documents to e-mail. Prerequisite Courses: none

Required Textbooks and Readings:

Rob Herbert, Gro Jamtvedt, **Practical Evidence Based Physiotherapy**, 2005, Elsevier Limited, ISBN 0 7506 8820 3

Karen Whalley Hammell, **Qualitative Research in Evidence-Based Rehabilitation**, 2004, Elsevier Limited, ISBN 0443072310

Jewell, Dianne. (2010). **Guide to Evidence-Based Physical Therapy Practice**. Jones and Bartlett Publishers Inc. 2nd edition. ISBN-13: 978-0763777654

Straus, S., Richardson, W. S., & Glasziou, P. (2005). **Evidence Based Medicine**. Churchill Livingstone.

Copyright Statement:

The copyrighted materials available in this class are for educational use only. One copy per student is permitted for educational purposes. Redistribution of copyrighted material is not permitted.

Course Objectives:

At the completion of this course the physical therapist will be able to complete the following tasks:

1. Develop an appreciation for evidence-based practice for the physical therapists.
2. Successfully develop evidence-based questions relevant to his or her practice setting.

3. Locate Internet-based resources useful in accessing evidence.
4. Develop skill in using MESH terms and Boolean operators.
5. Use PubMed and other search engines to locate clinical research in physical therapy/ and related topics.
6. Analyze current health care literature on evidence-based practice and apply major concepts to the practice of physical therapy.
7. Appreciate and use the “Evidence in Practice” section of Physical Therapy as a resource.
8. Participate in web-based discussion of major issues and concepts of integrating evidence-based practice into physical therapy settings.

Rationale for EBP

The trend toward evidence-based practice has commanded significant attention in the health care field in the past decade. Physical therapists have joined the list of providers interested in documenting the benefits and outcomes of care provided. This course provides new content for most practicing physical therapists and, as such, is an integral component of the Transitional Doctor of Physical Therapy (TDPT) curriculum. Students completing EBP gain experience in consuming and integrating into practice research findings on evidence-based practice. Participants will be able to quickly and efficiently search for current literatures through accessing library articles via and online library. Participants will also become familiar with the various web-based search engines. Participants benefit from this course by recognizing the need to justify treatment approaches with findings from available, credible research. Students perform in depth analyses of research on the topic of evidence-based practice while building on other didactic TDPT coursework.

Course Outline:

- Introduction to Evidence-Based Research
- Asking Clinical/PICO Questions
- Locating the Evidence – Part 1 (PubMed)
- Locating the Evidence – Part 2 (PeDRO and Cochrane)
- Level of Evidence and Evidence in Practice
- Critically Appraising Articles

Examination

- Terminal exam – at the end of year – 90%
 - Written Exam
- Internal Assessment 10%
- Passing criteria will be 50%
- 75% attendance is mandatory

Rules and Regulations for Assignments

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Assignment Due Dates:

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Late Assignments:

You are expected to submit assignments on time. However, if you realize you are not going to be able to submit an assignment on time, you must get prior approval for the assignment to be late. This is an exception and not the rule. Exceptions will be evaluated individually by the instructor. Failure to follow this procedure will result in the student not being allowed to submit the assignment. If you receive prior approval for a late assignment, assignments submitted after the time and due date will be graded by the instructor and the grade earned lowered 5% for each late day, including weekends.

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professionals, you should conduct yourselves in a manner consistent with the code of ethics for your discipline and demonstrate respect for everyone.

2. Profanity and slang are not acceptable.
3. You should always use correct grammar and spelling in all your online communications. Communication should be on a professional level. Text messaging is not appropriate for communications in the ATSU online programmes.
4. Remember to be careful when posting any personal information in discussion boards and/or chats as this information can be read by others within your assigned group and/or class.
5. Be conscious of the “tone” of your communication. Never send communication in all CAPS as this is perceived as shouting in online communication. In online communication, gestures, facial expressions, and tone of voice are not present to help convey the intended meaning of the communication. Proof read your message or posting before sending to make sure what you have typed conveys your intended meaning. This will help reduce or eliminate misunderstandings in your online communication.
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Instructor Information:

XXXXXXXXXXXXXXXXXXXX



TDPT 8003 Professional Practice

	Study Hour	Credit Hours
CAMPUS BASED	75	3.5
ASSIGNMENT BASED	20	0.5

Credits:

Four (4) credit hours

Instructor:

XXXXXXX

Course Description:

This course begins with a study of the history of the physical therapy profession and the American Physical Therapy Association. The course also includes information on the elements of Vision 2020 including: Doctor of Physical Therapy, Professionalism, Autonomy, Direct Access, Evidence-Based Practice, and Practitioner of Choice. Other topics in this course include: The Five Roles of The Physical Therapist; Ethics; Professional Development, Competence, and Expertise; Patient-Centered Care; and Social Justice Issues.

Minimum Student Preparation

A Bachelor's or Master's Degree in Physical Therapy is required for participation in the Transitional Doctor of Physical Therapy Programme. It is expected that students enrolled in the programme

have experience and are competent in an internet browser, sending an email, creating word processing documents, and attaching documents to e-mail.

Required Textbooks and Readings:

Book 1

Title: Guide to Physical Therapist Practice 2nd Edition Author:
American Physical Therapy Association Publisher: American
Physical Therapy Association Edition/Year: 2003

ISBN: 978-1-887759-85-9

Book 2

Title: Professionalism in Physical Therapy: History, Practice, and Development. Authors:
Laura Lee Swisher and Catherine Page

Publisher: Elsevier, Inc.

Edition/Year: 2005

ISBN-13: 978-1-4160-0314-4

ISBN 10: 4160-0314-2

Required readings will also be posted in the course..

Copyright Statement:

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Course Objectives:

The following course objectives have been established based on the Normative Model of Physical Therapist Professional Education.

1. Identify and discuss important events and people in the history of Physical Therapy.
2. PPE5: Professional Duty: a.) Discuss the structure, roles, function, and member benefits of the American Physical Therapy Association. b). Discuss the importance of involvement in professional organizations and activities through membership and service. c.) Define

- and identify the characteristics of a profession, a professional, and professionalism d.) Identify the seven core values of professionalism as indicated by the APTA e.) Identify methods of assessing professionalism f.) Discuss the generic abilities important to physical therapy practice including definitions and behavioral criteria g.) Perform a self-assessment of individual professionalism using the "Professionalism in Physical Therapy: Core Values-Self-Assessment" from the APTA.
3. Identify and discuss three issues that are impacting current/and or future individual physical therapy practice.
 4. PPE1: Accountability: a.) Identify the elements of Vision 2020 of the APTA b.) Discuss the rationale and new knowledge for the DPT c.) Identify the responsibilities of the PT, PTA, and PT Aide in Physical Therapy including supervision methods/requirements and responsibilities that must be born solely by the physical therapist d.) Identify resources for supervision guidelines in physical therapy. e.) Identify ethical behavior as consistent with the APTA Code of Ethics and Guide for Professional Conduct f.) Practice ethical decision making that is consistent with applicable professional codes of ethics, including the APTA's Code of Ethics by which professional behavior and practice will be measured g.) Identify ethical
 5. dilemmas encountered by health care professionals h.) Recognizes ethical dilemmas and assumes responsibility for the selected course of action i.) Discuss and apply the RIPS model of ethical decision making. j.) Identify your states requirements for
 6. licensure k.) Discuss your state's practice act and the practices allowed under that act.
 7. PPE4: Integrity: a.) Discuss the scope of physical therapy practice including the physical therapist's role in primary care, secondary care, tertiary care, prevention, health promotion, wellness, fitness, consultation, education, critical inquiry, and administration. b.) Identify and discuss the five elements of patient client management. Identify and discuss the test and measures used and procedural interventions provided by physical therapists c) Discuss the Standards of Professional Practice of the APTA d.) Define and discuss basic principles of evidence-based practice e.) Identify important factors and issues in regards to physical therapists as practitioners of choice. f.) Identify the five elements of patient/client management g.) Define and identify the benefits if physical therapy diagnosis h.) Identify the four components of the physical therapy plan of care d.) Distinguish discharge from and discontinuation of physical therapy e.) Identify the factors important to successful physical therapy treatment. i.) Discuss how you use or will use one preferred practice pattern (Musculoskeletal, Neuromuscular, Cardiovascular/Pulmonary, Integumentary) applicable to your practice for patient/client management. j.) Identify the five elements if informed consent. k.) Discuss informed consent in patient care and individual practice. h.) Define Critical Inquiry l.) Discuss critical inquiry as it applies to physical therapy and identify the role of the physical therapist as a critical inquirer m.) Identify and describe the types of education activities the physical therapist may engage in n.) Define administration and identify levels of management and responsibilities in physical therapy o.) Self-assess and describe practice in ONE (1) of the following roles: consultant, critical inquirer, educator, administrator p.) Identify the benefits of board specialization q.) Discuss the

- components of professional specialization r.) Discuss the process by which a PT can become Board certified in a specialty area s.) Identify and discuss the dimensions of clinical expertise in physical therapy.
8. PPE11: Screening: a.) Define autonomy and discuss the evolution of autonomous practice as it relates to physical therapy and PT's collaboration with other healthcare professionals b.) Define role delineation and identify professions with overlapping areas of practice with physical therapy c.) Define direct access and discuss the rationale for direct access and the reasons for opposition from the public and practicing therapists d.) Describe the ability of physical therapist to make patient care decisions in a direct access environment. e.) Define screening and identify where and how the screening process is used f.) Identify the types of determinations made by the PT following screening g.) Identify the methods used to gather information for screens h.) Identify the role of the PTA in the screening process.
 9. PPE22: Consultation: a.) Define consultation b.) Describe the consultation process in physical therapy c.) Give examples of consultation services provided by and client needs met by physical therapy consultants d.) Describe the process for determining consulting fees.
 10. Identify the accrediting body and accreditation requirements for physical therapy programmes
 11. Identify the minimum required skills of the physical therapist graduate at the entry level.
 12. PPE8: Clinical Reasoning: a.) Identify the issues in professional competence b.) Identify methods of addressing continued competence c.) Discuss the importance of continuing professional development as a responsibility of a health professional d.) Discuss how you demonstrate competence in professional accountability; professional behavior; professional development; examination, evaluation, and diagnosis; plan of care; implementation; education; and discharge e.) Identify your state's requirements for continued competence f.) Identify the requirements for continuing education certification g.) Discuss issues in regards to evaluating continuing education programmes.
 13. PPE3: Compassion/Caring: a.) identify and discuss the dimensions of patient centered care b.) Identify and discuss methods of providing patient-centered services that go beyond expected standards of practice.
 14. PPE6: Communication and PPE7: Cultural Competence: a.) Define cultural competence b.) Describe the steps in the development of cultural competence c.) Self-assess your cultural competence.
 15. PPE2: Altruism: a.) Identify methods of advocating for patients in your practice b.) Identify important issues and concerns related to patient advocacy c.) Self-assess your patient advocacy practice d.) Identifies a variety of mechanisms to provide pro bono services e.) Describes the intrinsic rewards for providing pro bono services.
 16. PPE23: Social Responsibility: a.) Identifies mechanisms to impact legislation and regulations b.) Advocates for changes in laws, regulations, standards, and guidelines that affect physical therapist practice c.) understands and participates in legislative and political processes d.) Self-Assess your health policy advocacy practice e.) Identify issues and concerns related to volunteer work f.) Discuss the value of participating in volunteer work g.) Discuss the components of social justice as a component of professional practice h.) Identify mechanisms to fulfill the social justice responsibility of a physical

therapy professional.

Course Outline:

History of Physical Therapy, the APTA, and Current/Future Professional Issues

Vision 2020

- Doctor of Physical Therapy
- Professionalism
The Physical Therapist as a Professional

Scope of Practice

Standards of Practice
Supervision and Delegation

- Autonomy
Role Delineation
- Direct Access
- Evidence Based Practice
- Practitioner of Choice

The Five Roles of the Physical Therapist

- Patient/Client Manager
Screening
Informed Consent
- Consultant
- Critical Inquirer
- Educator
- Administrator

Ethics

Education, Licensure, Continuing Competence, Specialization, and Expertise

- Education
- Licensure
- Continuing Competence
- Specialization

- Expert Practice

Patient Centered Care, Cultural Competence, and Social Justice Issues

- Patient-Centered Care
- Cultural Competence
- Social Justice Issues
 - Patient Advocacy
 - Health Policy/Legislative Advocacy

Volunteer Work

Pro Bono Physical Therapy Services

Examination

- Terminal exam – at the end of year – 90%
 - Written Exam
- Internal Assessment 10%
- Passing criteria will be 50%
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Rules and Regulations for Assignments

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Plagiarism:

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5. Be conscious of the “tone” of your communication. Never send communication in all CAPS as this is perceived as shouting in online communication. In online communication, gestures, facial expressions, and tone of voice are not present to help convey the intended meaning of the communication. Proof read your message or posting before sending to make sure what you have typed conveys your intended meaning. This will help reduce or eliminate misunderstandings in your online communication.
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Instructor Information:

XXXXXXXXXX



TDPT 8004 Biostatistics

	Study Hour	Credit Hours
CAMPUS BASED	75	3.5
ASSIGNMENT BASED	20	0.5

Credits:

Four (4) credit hours

Instructor:

XXXXXXX

Course Description:

Statistics is a course in descriptive statistics for the practicing health care professional. The statistics introduced in this course are the common descriptive statistics found in the health care literature. The main emphasis of the course is not to teach the student how to perform the statistic, although the student will be required to calculate some of the statistics in the class. The chief goal of this course is to provide the student with the basic knowledge necessary for understanding and interpreting basic statistics.

Basic statistics including central tendency, probability, percentile ranks, confidence intervals, and interpretation of results are covered in this course.

Minimum Student Preparation:

A Bachelor's or Master's Degree in Physical Therapy is required for participation in the Transitional Doctor of Physical Therapy Programme. It is expected that students enrolled in the programme have experience and are competent in an internet browser, sending an e-mail, creating word processing documents, and attaching documents to e-mail. Prerequisite Courses: none

Required Textbooks and Readings:

Hulley, Stephen B, Designing Clinical Research, 2007 Lippincott Williams & Wilkins

Kathryn L, Noel S, Epidemiology and Biostatistics, 2009, Springer Dordrecht Heidelberg London New York, ISBN 978-0-387-88432-5

Stephen P. Glasser, Essentials of Clinical Research, 2008, Springer Science + Business Media B.V. ISBN 978-1-4020-8485-0

Portney, Leslie G. & Watkins, Mary P. (2008). Foundations of Clinical Research: Applications to Practice 3rd Edition. Prentice Hall. ISBN-10: 0131716409 or ISBN-13: 978-0131716407

Copyright Statement:

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Course Objectives:

The student is expected to achieve understanding of these statistical topics:

Range	Z- scores
Minimum	The Normal Curve
Maximum	Skewness
Mode	Kurtosis
Median	Percentile Ranks
Mean	Proportions

Variance

Probability

Standard Deviation

Risk Ratios

Standard Error of the Mean

Odd Ratios

Coefficient of Variation

Confidence Intervals

Course Overview:

Over the duration of the session, the student will follow a schedule of directed readings and complete corresponding worksheets designed to reinforce in the student and demonstrate to the instructor the student's familiarity with the topics of the course.

The course content, readings, and assignments are designed to provide the student with instruction to gain understanding of these topics. Several auxiliary pages have been linked to the homepage. The student should read and make use of them.

The instructor is available by email for questions and answers. Students are encouraged to interact in this way and with each other by way of the course discussion boards to assure that they understand the topics of the course. Periodically the instructor will add to the course website clarifying examples and other auxiliary information. It is therefore best not to work too much in advance of the schedule for assignments unless necessary for time-management in the interplay of the student's professional/personal life and academic responsibilities.

Assessment and Grading:

As with any on-line course, certain conventions and restrictions must be made for the management of the course and the efficient exchange of information:

- Assignments must be submitted to the instructor as Microsoft Word documents.
- Written assignment files should be titled using the student's last name, first initial, and the assignment number.
- Only those assignments named in the proper format will be accepted.
- Each written assignment must be submitted as one (1) single Word document file. Spreadsheets and/or graphics may be cut and pasted (embedded) into the Word document from other sources.

- Terminology reflective of the Guide to Physical Therapy Practice should be used.
 - When submitting your assignments, substantiate your answers whenever appropriate. Full credit may not be given if answers are not supported by sufficient demonstration. For example, the question “How old are you?” may be answered with a single number of years without an explanation, but the question “Do you have work experience in physical therapy?” requires a yes/no answer and an explanation.
- Worksheets submitted more than two days after the due date listed on the assignment schedule will be graded by the instructor and the grade may be lowered 5% for each late day, including weekends.
- Two days after the session end date is the absolute deadline for all assignments. No assignments will be accepted after that date.

Examination

- Terminal exam – at the end of year – 90%
 - Written Exam
- Internal Assessment 10%
- Passing criteria will be 50%
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Rules and Regulations for Assignments

- 0% tolerance for plagiarism.
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Plagiarism:

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2. Profanity and slang are not acceptable.
3. You should always use correct grammar and spelling in all your online communications. Communication should be on a professional level. Text messaging is not appropriate for communications
4. Remember to be careful when posting any personal information in discussion boards and/or chats as this information can be read by others within your assigned group and/or class.
5. Be conscious of the "tone" of your communication. Never send communication in all CAPS as this is perceived as shouting in online communication. In online communication, gestures, facial expressions, and tone of voice are not present to help convey the intended meaning of the communication. Proof read your message or posting before sending to make sure what you have typed conveys your intended meaning. This will help reduce or eliminate misunderstandings in your online communication.
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Instructor Information:

XXXXXXXXXX



TDPT 8005 Musculoskeletal Physical Therapy

	Study Hour	Credit Hours
CAMPUS BASED	75	3.5
ASSIGNMENT BASED	20	0.5

Credits:

Four (4) credit hours

Instructor:

XXXXXXXX

Course Description:

This course includes an updated study of normal and abnormal structures and function of the musculoskeletal system and pathological alterations of structure and function including diagnostic tests and measurements. This course discusses changes in treatment philosophy in recent years as well as relevant tests and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the assessment instrument(s) as related to patients with musculoskeletal disorders. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology in this area including comparing contemporary and traditional rehabilitation interventions with current medical-surgical management of patients

Detailed Course Outline:

GAIT AND POSTURE ANALYSIS

- Summarize the various components of the gait cycle.
- Recognize the manifestations of abnormal gait and develop strategies to counteract these abnormalities.
- Describe and demonstrate a number of abnormal gait syndromes.
- Make an accurate judgment when recommending an assistive device to improve gait and function.
- Describe and demonstrate the various gait patterns used with assistive devices.
- Evaluate the effectiveness of an intervention for a gait dysfunction.
- Summarize the components of a postural assessment
- Perform a thorough posture assessment.
- Recognize the most common manifestations of abnormal posture.

PERIPHERAL JOINTS

SHOULDER COMPLEX

A comprehensive examination of the shoulder complex, including history, systems review, palpation of the articular and soft tissue structures, specific passive mobility tests, passive articular mobility tests, and special tests

Summarize the various causes of shoulder dysfunction and intervention strategies and techniques

- Myofascial Pain Patterns
- Rotator cuff Tendonitis
- Rotator cuff rupture & Impingement syndrome
- Bicipital Tendonitis: Rupture of the Long Head of Biceps
- Adhesive Capsulitis
- Subacromial Bursitis
- Shoulder instability (anterior & posterior, subluxation & dislocation)
 - SLAP lesion
- Rheumatoid arthritis & Glenohumeral Arthritis (Brief)
- Thoracic outlet syndrome (shoulder components)
- Scapular Winging Syndrome
- Complex Regional Pain (Shoulder/Hand) Syndrome

Plan an effective home program, and instruct the patient in its use.

Mobilizations with Movement

VERTEBRAL COLUMN

THE INTERVERTEBRAL DISK

Pathologic processes involved with disk degeneration and disk degradation.

Differences between a protrusion, an extrusion, and a sequestration

THE CRANIOVERTEBRAL JUNCTION

Perform a detailed examination of the craniovertebral musculoskeletal system, including, history, palpation of the articular and soft tissue structures, specific passive mobility tests, passive articular mobility tests, and stability tests

- Myofascial Pain Patterns
- Cervical radiculopathy
- Cervical spondylosis
- Cervicogenic Headache
- Benign Paroxysmal Positional Vertigo
- Cervical Vertigo
- Vertebral artery insufficiency

Plan an effective home program and instruct the patient in this program

THE CERVICAL SPINE

Perform a detailed objective examination of the cervical musculoskeletal system, including palpation of the articular and soft tissue structures, specific passive mobility tests, passive articular mobility tests, and stability tests

Describe intervention strategies for various cervical dysfunctions

- Upper (Proximal) Crossed Syndrome
- Cervical Spondylosis
- Zygapophysial Joint Dysfunction
- Acute Torticollis (Acute Wry Neck)
- Whiplash-Associated Disorders
- Thoracic Outlet Syndrome (cervical component)
- Cervical Collars

Plan an effective home program, including spinal care, and instruct the patient in this program

THE TEMPOROMANDIBULAR JOINT

Summarize the various causes of temporomandibular dysfunction

Perform a comprehensive examination of the temporomandibular musculoskeletal system, including palpation of the articular and soft tissue structures, specific passive mobility and passive articular mobility tests, and stability tests

Describe and demonstrate intervention strategies for common Temporomandibular joint dysfunction

- Internal Derangement: Intra-articular Disk Displacement
- Disk Displacements
- Displacement of the Disk–Condyle Complex
- Adhesive Disk Hypomobility
- Arthritis
- Muscle Spasms
- Myofascial Pain and Dysfunction

Plan an effective home program and instruct the patient in this program

THE THORACIC SPINE AND RIB CAGE

Outline the coupled movements of the thoracic spine, the normal and abnormal joint barriers, and the reactions of the various structures to loading.

Perform a detailed objective examination of the thoracic musculoskeletal system, including palpation of the articular and soft tissue structures, combined motion testing, position testing, passive articular mobility tests, and stability tests.

Describe intervention strategies for common pathologies and lesions.

- Zygapophysial Joint Dysfunction
- Rib Dysfunction
- Tietze Syndrome
- Muscle Strains: Intercostal Muscles
- Thoracic Vertebral Fractures
- Rib Fractures
- Scheuermann's Disease

Plan an effective home program, including spinal care and therapeutic exercise, and instruct the patient in this program

THE LUMBAR SPINE

Outline the coupled movements of the lumbar spine, the normal and abnormal joint barriers, and the reactions of the various structures to loading.

Perform a detailed examination of the lumbar musculoskeletal system, including history, observation, palpation of the articular and soft tissue structures, specific passive mobility and passive articular mobility tests for the intervertebral joints, and stability testing.

Describe intervention strategies for common pathologies and lesions

- Dysfunction Syndrome
- Derangement Syndrome
- Piriformis Syndrome
- Spondylolysis
- Spondylolisthesis
- Lumbago
- Postural Syndromes of the Lumbar Region
- Lower Crossed Syndrome
- Degenerative Spinal Stenosis
- Zygapophysial Joint Dysfunction

Plan an effective home program, including spinal care, and instruct the patient in this program.

THE SACROILIAC JOINT

Perform a detailed objective examination of the sacroiliac musculoskeletal system, including palpation of the articular and soft tissue structures, specific passive mobility tests, passive articular mobility tests, and stability tests.

Describe intervention strategies of common pathologies and lesions

- Ankylosing Spondylitis
- Groin Pain
- Coccydynia
- Sacral Stress Fracture
- Sacroilitis

Plan an effective home program and instruct the patient in this program

THE KNEE JOINT

Describe the biomechanics of the tibiofemoral and patellofemoral joint, including the forces involved with closed-chain and open-chain activities, the open- and close-packed positions, normal and abnormal joint barriers, force couples, and joint stabilizers.

- Tibiofemoral Joint
- Patellofemoral Joint
- Quadriceps Angle
- Patella-Femur Contact and Loading
- Angle of Knee Flexion
- Patellar Stability
- Patellar Tracking
- Open and Closed Kinetic Chain Activities

Perform a detailed examination of the knee joint complex, including palpation of the articular and soft tissue structures, specific passive and active mobility tests, stability tests, and special tests.

Describe the common pathologies of the knee joint complex and develop intervention strategies based on clinical findings and established goals.

- Articular Cartilage Defects
- Tibiofemoral Osteoarthritis
- Patellofemoral Osteoarthritis
- Tibiofemoral Instability
- Anterior Cruciate Ligament Tear
- Genu Varus, genu Valgu and Genu Recurvatum (“Saber Legs”)
- Meniscal Tears
- Posterior Cruciate Ligament Tear
- Patellofemoral Instability
- Symptomatic Plica
- Iliotibial Band Friction Syndrome
- Bursitis

- Sindig-Larson-Johansson Syndrome and Osgood-Schlatter Disease
- Quadriceps Contusion
- Turf Knee or Wrestler's Knee
- Baker's Cyst
- Hoffa's (Fat Pad) Syndrome
- Breaststroker's Knee
- Anterior Knee Pain
- Myofascial Pain Dysfunction: Vastus Medialis

Bracing

- Patellofemoral Bracing.
- Tibiofemoral Bracing
- Taping

Plan an effective home program, and instruct the patient in this program.

The Hip Joint

Describe the biomechanics of the hip joint, including open- and close-packed positions, normal and abnormal joint barriers, force couples, and stabilizers of the joint

Perform a comprehensive examination of the hip joint, including palpation of the articular and soft tissue structures, specific passive mobility, passive articular mobility tests, and stability stress tests.

Describe the relationship between muscle imbalance and functional performance of the hip.

Summarize the various causes of hip dysfunction

Describe and demonstrate intervention strategies for Common Pathologies of Hip Joint

Different fractures of hip

- Avulsions
- Stress Fractures of the Femoral Neck/Head
- Acetabular Labral Tear

Surgical procedures of hip

Arthritis of hip

- Osteoporosis of the Hip
- Osteoarthritis
- Rheumatoid Arthritis
- Ankylosing Spondylitis
- Avascular Necrosis of the Femoral Head
- Septic Arthritis

Deformities of hip

- Legg–Calvé–Perthes Disease (Osteochondritis Dissicans)
- Slipped Capital Femoral Epiphysis
- CDH or DDH
- Snapping Hip (Coxa Saltans)

Muscle Strains

- Adductor.
- Iliopsoas.
- Quadriceps.
- Rectus Abdominis
- Hamstrings.

Muscular Disorders

- Flexion Contracture
- Meralgia Paresthetica
- Myofascial Pain Dysfunction

Piriformis Syndrome

Trochanteric /Subtrochanteric Bursitis

Plan an effective home program and instruct the patient in same.

Minimum Student Preparation:

A Bachelor's or Master's Degree in Physical Therapy is required for participation in the Transitional Doctor of Physical Therapy Programme. It is expected that students enrolled in the programme have experience and are competent in an internet browser, sending an e-mail, creating word processing documents, and attaching documents to e-mail.

Prerequisite Courses: none

Required Textbooks and Readings:

Dutton, Mark (2008). Orthopaedic, Examination, and Intervention, 2nd Edition
McGraw Hill publisher. ISBN: 978-0-07-147401-3

Copyright Statement

The copyrighted materials available in this class are for educational use only. One copy per student is permitted for educational purposes. Redistribution of copyrighted material is not permitted.

Course Objectives:

1. Emphasis will be on the sensory and motor systems as they relate to normal human movement and neural dysfunction. Principles of neuroembryology and development of the nervous system across the life span will be high lighted. Students will have the opportunity to relate these principles of neuroscience to clinical case studies and they will be expected to review the literature related to specific neurological movement dysfunction problems.
2. Evaluation and treatment of the musculoskeletal conditions involving the lumbopelvic complex including the hip joint utilizing advanced orthopedic physical therapy skills. Emphasis will be placed upon enhancing clinical decision making and integrating manual therapy skills within the overall plan of care for the patient. Classes will include lecture, laboratory, and clinical experiences.
3. Evaluation and treatment of musculoskeletal conditions involving the foot, ankle, and knee. Emphasis will be placed upon enhancing clinical decision making and integrating manual therapy skills within the overall plan of care for the patient. Classes will include lecture, laboratory, and clinical experiences.
4. Advanced clinical applications of therapeutic technique and rationale for the assessment and treatment of the neuromusculoskeletal system. This course will synthesize clinical application of mobilization and manipulation techniques for the spine and the extremities, the assessment and treatment of muscular and soft tissue imbalances, and the application of medical exercise training. Utilizing a team taught format, this approach will be based upon the expert knowledge of some of the field's foremost clinical instructors.
5. Evaluation and treatment of musculoskeletal conditions involving the cervical spine, the temporomandibular joint, the thoracic spine and rib cage. Emphasis will be placed upon enhancing clinical decision making and integrating manual therapy skills into the plan of care for the patient. Classes will consist of lecture, laboratory, and clinical experiences.

6. Evaluation and treatment of the musculoskeletal conditions involving the shoulder, elbow, wrist and hand. Emphasis will be placed upon enhancing clinical decision making and integrating manual therapy skills within the overall plan of care for the patient. Classes will include lecture, laboratory, and clinical experiences.
7. Require that the student systematically collect clinical information related to outcome and treatment in a series of patients with a common disorder and present the information in written format (case report) and oral format (clinical rounds). Requires that the student be a physical therapist unless other arrangements are made with the course coordinator. Requires that the student participate in Saturday morning rounds (at least 4) throughout the term.
8. Evaluation and treatment of the musculoskeletal conditions involving the shoulder, elbow, wrist and hand. Emphasis will be placed upon enhancing clinical decision making and integrating manual therapy skills within the overall plan of care for the patient. Classes will include lecture, laboratory, and clinical experiences.

Examination

- Terminal exam – at the end of year – 90%
 - Written Exam
 - Viva
- Internal Assessment 10%
- Passing criteria will be 50%
- 75% attendance is mandatory

Rules and Regulations for Assignments

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4. Reference should be given for each answer number wise.
5. Assignment should be completed in Microsoft word.

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3. Compliance with the highest standard of academic and clinical honesty and integrity.
4. Compliance with the highest standards of integrity in relationships or activities involving students, faculty and patients.
5. Reporting suspected violations to the Peer Review Council or faculty member.
6. Resource feedback survey will be regulated

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Instructor Information:

XXXXXXXXXX



TDPT 8006 Extremity Manual Therapy

Credits:

Four (4) credit hours

Instructor:

XXXXXXXX

	Study Hour	Credit Hours
CAMPUS BASED	75	3.5
ASSIGNMENT BASED	20	0.5

Course Description:

This course covers the theory and techniques of manual therapeutics as applied to the upper and lower extremities. This four-credit course is designed for the professional doctorate student who due to the type of practice setting has had minimal exposure to extremity mobilization. The course is not intended to make you proficient in manual therapy but to become familiar with mobilization techniques.

The course will consist of several components including:

1. Clinical case presentations.
2. Lectures on the theory and use of mobilization techniques.
3. Online lab demonstrations on performing joint mobilization of all the extremity joints.

Course outline:

The Maitland Concept - an introduction

- The patient-centred approach to dealing with movement disorders
- Concept thinking, the symbolic permeable brick wall and the primacy of clinical evidence: five requirements
- Examination: Subjective examination (C/O), Physical examination (PIE). Movement diagrams
- Techniques of mobilization/ manipulation
- Assessment: Analytical assessment at the first consultation, Pretreatment assessment, Assessment and reassessment during and immediately after each treatment session, Progressive assessment, Retrospective assessment, Final analytical assessment.

Mobilization and manipulation -definitions. desired effects. role in rehabilitation and evidence base

- DEFINITIONS OF MOBILIZATION AND MANIPULATION
- THE USE OF PASSIVE MOVEMENT IN CLINICAL PRACTICE
- THE CLINICAL 'DESIRED EFFECTS' OF MOBILIZATION AND MANIPULATION
- THE ROLE OF MOBILIZATION AND MANIPULATION IN REHABILITATION
- EVIDENCE-BASED PRACTICE AND MOBILIZATION/MANIPULATION

Communication and the therapeutic relationship??

Contemporary perspectives in physiotherapy practice??

Principles of assessment

- Communication
- Interview style
- Purposes of assessment
- Forms of assessment
 - ASSESSMENT AT INITIAL EXAMINATION
 - REASSESSMENT
 - ASSESSMENT DURING TREATMENT
 - PROGRESSIVE ANALYTICAL ASSESSMENT: RETROSPECTIVE AND PROSPECTIVE ASSESSMENT
 - FINAL ANALYTICAL ASSESSMENT
 - ASSESSMENT AND CLINICAL REASONING
 - PSYCHOSOCIAL ASSESSMENT AS AN INTEGRAL PART OF THE PHYSIOTHERAPY ASSESSMENT

Principles of examination

- WELCOMING AND INFORMATION PHASE
- SUBJECTIVE EXAMINATION
- PLANNING OF THE PHYSICAL EXAMINATION

- PHYSICAL EXAMINATION

Principles and method of mobilization I manipulation techniques

- THE TECHNIQUE AS THE 'BRANCHCHILD OF INGENUITY'
- DIRECTIONS OF MOBILIZATION – POSSIBILITIES
- THE METHOD OF MOBILIZATION! MANIPULATION TECHNIQUES
- Grades of mobilization/ manipulation
- Rhythms of mobilization/ manipulation
- ADAPTATION OF TECHNIQUES TO SUIT THE PATIENT AND THE THERAPIST

Principles of selection and progression of mobilization / manipulation techniques

- THE BASIS FOR SELECTION AND PROGRESSION OF MOBILIZATION/MANIPULATION TREATMENT TECHNIQUES
 - Options for progressing treatment
- CLASSIFICATION OF JOINT SIGNS (CLINICAL GROUPINGS)
- GUIDELINES FOR SELECTION AND PROGRESSION OF TREATMENT
- SELECTION AND PROGRESSION OF TECHNIQUES BASED ON THE ONSET, INJURING MOVEMENT, AND THE STAGE AND STABILITY (LABILITY) IN THE NATURAL HISTORY OF THE DISORDER
- SELECTION AND PROGRESSION OF TECHNIQUES BASED ON PATHOBIOLOGICAL MECHANISMS (DIAGNOSIS, PATHOLOGY, MECHANISMS OF SYMPTOM PRODUCTION, RECOGNIZABLE SYNDROMES)
 - Osteoarthritis
 - Fractures
 - Hypermobility
 - Locked joint loose bodies
- SELECTION AND PROGRESSION OF TECHNIQUES BASED ON DYSFUNCTION , MOVEMENT IMPAIRMENT AND COMPARABLE MOVEMENTS/INJURING MOVEMENTS
- SELECTION AND PROGRESSION OF TECHNIQUES INFLUENCED BY PRECAUTIONS AND CONTRAINDICATIONS TO TREATMENT

Recording

- SOAP notes
- ASTERISKS
- RECORDING OF SUBJECTIVE EXAMINATION FINDINGS
- RECORDING OF PHYSICAL EXAMINATION FINDINGS
- ACTIVE MOVEMENTS
- PASSIVE MOVEMENTS
- RECORDING OF TREATMENT INTERVENTIONS
- INFORMATION, INSTRUCTIONS, EXERCISES, WARNING AT THE END OF A SESSION

- RECORDING OF FOLLOW-UP SESSIONS
- RETROSPECTIVE ASSESSMENT
- WRITTEN RECORDS BY THE PATIENT

Peripheral neuromusculoskeletal disorders??

The shoulder and shoulder girdle complex

- MOVEMENT SYSTEM IMPAIRMENTS OF THE SHOULDER/SHOULDER GIRDLE COMPLEX- STRUCTURES AT FAULT
 - Neural structures
 - Articular structures
 - Neural structures
 - Neuromuscular structures
- PASSIVE MOBILIZATION TREATMENT TECHNIQUES FOR THE SHOULDER/SHOULDER GIRDLE COMPLEX
- TREATMENT TECHNIQUES
 - Locking position
 - Quadrant
 - Flexion and quadrant
 - Flexion
 - Abduction
 - Abduction with compression
 - Lateral rotation
 - Medial rotation
 - Hand-behind- back
 - Horizontal adduction (flexion)
 - Horizontal extension
 - Longitudinal movement caudad
 - Acromioclavicular joint - rotation with compression
 - Acromioclavicular joint - anteroposterior 'squeeze'
 - Acromioclavicular joint - postero anterior movement
 - Acromioclavicular joint - longitudinal movement Caudad
 - Acromioclavicular joint - longitudinal movement cephalad
 - Sternoclavicular joint - longitudinal movement cephalad and caudad
 - Sternoclavicular joint - anteroposterior and posteroanterior movement
 - Scapulothoracic movements - protraction, retraction, elevation, depression and rotation
 - Anteroposterior costal joints and intercostal Movements

The elbow complex

- THE ELBOW AS A PERIPHERAL TRANSITIONAL REGION

- TREATMENT TECHNIQUES: ELBOW COMPLEX
 - Extension / adduction
 - Extension / abduction
 - Flexion / adduction
 - Flexion / abduction
 - Extension
 - Flexion
 - Longitudinal movement caudad (elbow in 90° flexion)
 - Supination
 - Pronation
 - Anteroposterior movement of the head of the Radius
 - Posteroanterior movement of the head of the radius
 - Longitudinal movement caudad (radioulnar)
 - Longitudinal movement cephalad (radioulnar)

The wrist and hand complex

- TREATMENT TECHNIQUES WRIST AND HAND
 - Supination
 - Pronation
 - Inferior radioulnar joint posteroanterior and anteroposterior movements
 - Inferior radioulnar compression
 - Inferior radioulnar joint longitudinal movement caudadl cephalad
 - Wrist flexion (general)
 - Radiocarpal flexion
 - Midcarpal flexion
 - Wrist extension (general)
 - Radiocarpal extension
 - Midcarpal extension
 - Wrist ulnar deviation (general and localized)
 - Wrist radial deviation (general and localized)
 - Radiocarpal posteroanterior movement
 - Radiocarpal anteroposterior movement
 - Radiocarpal supination (lateral rotation)
 - Radiocarpal pronation (medial rotation)
 - Radiocarpal lateral transverse movement
 - Radiocarpal medial transverse movement
 - Intercarpal horizontal extension
 - Intercarpal horizontal flexion
 - Posteroanterior and anteroposterior intercarpal Movements
 - Wrist and hand intercarpal longitudinal movement caudad and cephalad
 - Pisiform movements
 - Carpometacarpal extension and flexion
 - Intermetacarpal movements

- Metacarpophalangeal and interphalangeal joint flexion and extension (described for Mep joints)
- Metacarpophalangeal and interphalangeal joint abduction and adduction (described for Mcp joint)
- Metacarpophalangeal and interphalangeal joint medial and lateral rotation (described for Mcp joints)
- Metacarpophalangeal and interphalangeal joint
- longitudinal movement caudad (distraction) and cephalad (compression) - described for the Mcp joint
- Metacarpophalangeal and interphalangeal joint posteroanterior and anteroposterior movement (described for the Mep joint)
- Metacarpophalangeal and interphalangeal joint general flexion, extension and circumduction
- Thumb movements (first carpometacarpal joint)

The hip region

- Movements and movement disorders of the hip joint
- TREATMENT TECHNIQUES
- ACCESSORY MOVEMENTS
 - Lateral movement
 - Longitudinal movement caudad
 - Posteroanterior and anteroposterior movements
- TREATMENT TECHNIQUES UNDER COMPRESSION
 - Along the femoral line (longitudinal movement cephalad)
 - Compression medially (with transverse medial movements)
 - F/ AD AS A TREATMENT TECHNIQUE
 - Medial rotation
 - Lateral rotation
 - Abduction
 - Extension / abduction
 - Extension

The knee complex

Minimum Student Preparation:

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Prerequisite Courses: none

Required Textbooks and Readings:

Hengeveld, E. & Banks, K. (2005). *Maitland's peripheral manipulation* (4th edition). Boston: Butterworth-Heinemann (Elsevier). ISBN 0-7506-5598-4.

Lab: Manual Therapy Extremities CD in the Maitland Book **Copyright**

Statement:

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only. One copy per student is permitted for educational purposes. Redistribution of copyrighted material is not permitted.

Course Objectives:

1. Utilize basic manual treatment skills to treat musculoskeletal disorders of the upper and lower extremities.
 - a. Integrate the clinical decision making skills in appropriate evaluation techniques, and treatment techniques based on the clinical presentation.
 - b. Be able to communicate with the patient during evaluation and treatment to reassess the clinical presentation and modify examination and treatment as appropriate and save for the clinical presentation.
 - c. Demonstrate the ability to modify a technique through examination and reflect the modification with appropriate changes in manual therapy techniques based on the clinical decision making process.
2. Assess the patient to determine the presence of indicated and contraindicated manual therapy conditions.
3. Demonstrate and explain standard manual therapeutic techniques for all joints of the lower and upper extremities.
4. Develop patient instructions for self-mobilization programmes.

a. Demonstrate ability to verbally communicate instructions to patients
at an appropriate level and to communicate with written
instructions.

5. Review current literature relating to manual therapy techniques.

Examination

- Terminal exam – at the end of year – 90%
 - Written Exam
 - Viva
- Internal Assessment 10%
- Passing criteria will be 50%
- 75% attendance is mandatory

Rules and Regulations for Assignments

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4. Compliance with the highest standards of integrity in relationships or activities involving students, faculty and patients.
5. Reporting suspected violations to the Peer Review Council or faculty member.
6. Resource feedback survey will be regulated

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4. Remember to be careful when posting any personal information in discussion boards and/or chats as this information can be read by others within your assigned group and/or class.
5. Be conscious of the “tone” of your communication. Never send communication in all CAPS as this is perceived as shouting in online communication. In online communication, gestures, facial expressions, and tone of voice are not present to help convey the intended meaning of the communication. Proof read your message or posting before sending to make sure what you have typed conveys your intended meaning. This will help reduce or eliminate misunderstandings in your online communication.
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Instructor Information:

XXXXXXXXXX



TDPT 8007 Spinal Manual Therapy

	Study Hour	Credit Hours
CAMPUS BASED	75	3.5
ASSIGNMENT BASED	20	0.5

Credits:

Four (4) credit hours

Instructor:

XXXXXXX

Course Description:

This course covers the theory and application of evaluation and treatment techniques to spinal conditions. Included in this course will be evaluation and treatment of spinal dysfunctions, spinal manual therapeutics, and spinal stabilization exercises.

Minimum Student Preparation:

A bachelor's or master's degree in physical therapy is required for participation in the Transitional Doctor of Physical Therapy Programme. It is expected that students enrolled in the programme are experienced and competent in a web browser, sending an e-mail, create text documents, and attach documents to an email.

Prerequisite Courses: none

Required Textbooks and Readings:

Dutton, M. (2008). *Orthopedic examination, evaluation, and intervention* (2nd ed.). New York: McGraw Hill.

Lab: Manual Therapy Spinal CD in the Maitland Book

Copyright Statement:

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Course Objectives:

We cannot make you manual therapists of the spine. But we will explore current concepts, theories and practice of spinal care. By the end of this course the student will be able to integrate theories of evaluation, examination and management of common spinal conditions. This will include being able to:

1. Understand of the relevant anatomy of the spinal column
2. Describe the pathophysiology of intervertebral disc degeneration and degradation.
3. Know different classification systems that have been developed that physical therapists use to examine, evaluate, and treat common spinal conditions including: instability, mobilization/manipulation, specific exercise.
4. Understand the evaluation and examination techniques used in this model for common spinal conditions for the cervical, thoracic, lumbar spines and sacroiliac joints.
5. Develop treatment plans for the specific patient presentations for the above classifications.

Examination

- Terminal exam – at the end of year – 90%
 - Written Exam
 - Viva
- Internal Assessment 10%

- Passing criteria will be 50%
- 75% attendance is mandatory

Rules and Regulations for Assignments

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5. Assignment should be completed in Microsoft word.

Assignment Due Dates:

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Late Assignments:

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4. Remember to be careful when posting any personal information in discussion boards

and/or chats as this information can be read by others within your assigned group and/or class.

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Instructor Information:

XXXXXXXXXX



TDPT 8008 Cardiopulmonary Physical Therapy

	Study Hour	Credit Hours
CAMPUS BASED	75	3.5
ASSIGNMENT BASED	20	0.5

Credits:

Four (4) credit hours

Instructor:

XXXXXXXX

Course Description:

This course includes a study of normal and abnormal structures and function of the cardiovascular, pulmonary, and lymphatic systems. Pathological alterations of structure and function, including diagnostic test and measurements are included. The course discusses relevant tests and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the assessment instrument(s) as related to patients with cardiovascular and pulmonary disorders. The use of evidence-based physical therapy interventions for cardiovascular and pulmonary conditions is emphasized. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology in this area.

Cardiac Rehabilitation

Course include following:

- Anatomy of Cardiovascular system (brief): Blood vessels and Heart
- Physiology of Cardiovascular system (brief): Blood vessels and Heart
- Detailed assessment of Cardiovascular system including: medical chart review, arterial blood gases, vital signs, interview, physical examination (inspection, auscultation, palpation, mediate percussion, activity evaluation) & documentation.
- Cardiovascular diagnostic test & procedures (brief): including serum enzymes and markers, blood lipids, CBC and coagulation profile, electrolytes, blood urea creatinine, Echocardiography, electrocardiography, angiography, exercise testing (detailed)
- Pathophysiology of cardiovascular diseases (brief) including: ischemic Cardiac Disease, heart failure, hypertension, peripheral arterial disease.
- Exercise & obesity
- Thoracic surgery: pre & post operative Cardiovascular Physical Therapy
- Cardiac rehabilitation: goals, structure, primary prevention, secondary prevention in outpatient Rehabilitation, management during acute phase, activity program, home based cardiac rehabilitation.
- Intervention in acute cardiac condition: airway clearance technique, weaning from mechanical ventilation, positioning, breathing exercise, patient education, exercise, pediatric consideration
- Outcome of Cardiac Rehabilitation

Pulmonary Rehabilitation

Course include following:

- Anatomy & surface anatomy of respiratory system (brief): thoracic cage, muscles of ventilation, lungs, upper & lower respiratory tract

- Physiology of respiratory system (brief): thoracic cage, muscles of ventilation, lungs, upper & lower respiratory tract
- Detailed assessment of respiratory system including: medical chart review, arterial blood gases, vital signs, interview, physical examination (inspection, auscultation, palpation, mediate percussion, activity evaluation) & documentation.
- Pulmonary diagnostic test & procedures (brief): including chest imaging, bronchoscopy, pulmonary function tests, blood gas analysis, oximetry.
- Pathophysiology of pulmonary diseases (brief) including: restrictive lung dysfunction & COPD.
- Thoracic surgery: pre & post operative Pulmonary Physical Therapy
- Pulmonary rehabilitation: goals, structure, physical therapy management, treatment intervention.
- Intervention in acute pulmonary condition: airway clearance technique, weaning from mechanical ventilation, positioning, breathing exercise, patient education, exercise, pediatric consideration
- Outcome of Pulmonary Rehabilitation

Minimum Student Preparation:

A Bachelor's or Master's Degree in Physical Therapy is required for participation in the Transitional Doctor of Physical Therapy Programme. It is expected that students enrolled in the programme have experience and are competent in an internet browser, sending an e-mail, creating word processing documents, and attaching documents to e-mail. Prerequisite Courses: none

Required Textbooks and Readings:

Jennifer a pryor barbara a webber, **Physiotherapy For Respiratory And Cardiac Problems**, 2nd edition, churchill livingstone, 1998

Donna frownfelter, **Principles And Practice Of Cardiopulmonary Physical Therapy**, 3rd edition, mosby, 1996

Frownfelter d and dean e. *Cardiovascular and pulmonary physical therapy: evidence and practice*. 4th edition. Mosby elsevier, st louis, mo. 2006.

Copyright Statement:

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Course Objectives:

Upon completion of this course the student should be able to:

1. Describe and discuss the normal anatomy and physiology of the cardiovascular and pulmonary systems.
2. Differentiate between normal and abnormal cardiovascular and pulmonary function.
3. Apply current evaluation and treatment techniques to patients and clients having cardiovascular and pulmonary pathology.
4. Differentiate between normal and abnormal response(s) to exercise and activity when applying physical therapy interventions to patients and clients.
5. Utilize evidence-based practice to support rationale behind physical therapy evaluations, interventions and assessments.
6. Utilize current outcome assessments when evaluating and treating individuals with cardiovascular and pulmonary diseases and disorders.
7. Describe and discuss the psychometric properties of various outcome assessments commonly used in cardiovascular and pulmonary physical therapy.
8. Interpret and document the results of various outcome assessments as applied to patients and clients having cardiovascular and pulmonary diseases and disorders.
9. Describe and discuss the common medications prescribed for patients having cardiovascular and pulmonary diseases and disorders.
10. Provide appropriate educational interventions for patients and clients having, or at risk for, cardiovascular and pulmonary diseases and disorders.

Examination

- Terminal exam – at the end of year – 90%
 - Written Exam
 - Viva
- Internal Assessment 10%

- Passing criteria will be 50%
- 75% attendance is mandatory

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Instructor Information:

XXXXXXXXXX



TDPT 8009 Integumentary Physical Therapy

	Study Hour	Credit Hours
CAMPUS BASED	55	2.5
ASSIGNMENT BASED	20	0.5

Credits:

Three (3) credit hours

Instructor:

XXXXXXX

Course Description:

This course includes a study of normal and abnormal structures and function of the integumentary system and pathological alterations of structure and function including diagnostic tests and measurements. This course discusses the updated philosophy of physical therapy interventions for integumentary conditions. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology.

Minimum Student Preparation:

A Bachelor's or Master's Degree in Physical Therapy is required for participation in the Transitional Doctor of Physical Therapy Programme. It is expected that students enrolled in the programme have experience and are competent in an internet browser, sending an e-mail, creating word processing documents, and attaching documents to e-mail.

Prerequisite Courses: none

Required Textbooks and Readings:

Baranoski, S., and Ayello, E.A. 2007. **Wound care essentials: Practice principles.** (2nd ed.). Philadelphia: Lippincott Williams and Wilkins. ISBN: 1582554692

Copyright Statement:

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Course Objectives:

At the completion of the course the student will be able to integrate the theories and techniques taught in this course. Specifically the student should be able to:

Clinical Sciences

1. Incorporate into clinical decision making an understanding of the normal structure and function of skin as an organ system.
2. Identify and discuss the pathophysiology of injury and healing in acute and traumatic wounds and chronic wounds.
 - a. Discuss the inflammatory response to skin injury.
 - b. Discuss the repair phases of wound healing.
 - c. Discuss the function of connective tissue in wound healing.
 - d. Identify the factors which can complicate wound healing.
 - e. Identify assessment criteria necessary for patient evaluation and wound assessment.
 - f. Discuss general nutritional requirements of wound healing.
 - g. Identify the stages of pressure ulcers and the classification of other chronic

wounds and burns.

h. Identify treatment options for both acute and chronic wounds.

3. Incorporate into clinical decision making an understanding of the causes, treatment and prevention of wounds caused by pressure. These causes may include but are not limited to:

- a. immobility;
- b. pressure;
- c. friction and shear;
- d. moisture;
- e. neuropathy;
- f. insensitivity; and,
- g. Malnutrition.

Critical Inquiry

4. Secure and critically evaluate information related to new and established techniques and technology related to patient care of integumentary conditions.

Screening

5. Independently examine a patient presenting with an integumental problem and determine the need for further examination or consultation by a physical therapist or for referral to another health professional.

Evaluation

6. Evaluate a patient presenting with a wound by obtaining a pertinent history from the patient or other relevant sources, by performing relevant systems review, and by selecting appropriate age-related tests and measures. Examinations include, but are not limited to:

a. accurate medical and social history and subjective examination

b. objective examination:

- 1) depth of injury (partial vs full thickness)
- 2) measurements (LxWxD and surface area)
- 3) drainage (exudate vs transudate vs purulence)
- 4) tissue types (viable vs non-viable)
- 5) odor

c. integrity of integument:

- 1) sensation
- 2) vascularization
- 3) neurological function

7. Synthesize examination data to complete the physical therapy evaluation and develop a plan of care for patients with integumental conditions. Plan of care must be fiscally responsible.

Plan of Care

8. Establish goals and functional outcomes that specify expected time duration.

Intervention

9. Provide direct physical therapy intervention, including delegation to support personnel, to achieve patient outcomes based on the examination and on the impairment, functional limitations, and disability caused by integumental conditions. Interventions may include, but are not limited to:

- a. compression;
- b. debridement techniques;
- c. dressings and topical agents;
- d. hydrotherapy;
- e. electrical stimulation; and,
- f. physical agents including ultrasound and vacuum-assisted closure.

10. Practice in a safe manner to minimize risk to the patient, therapist and others. These practices may include but are not limited to:

- a. standard (universal) precautions;
- b. sterile and clean procedures; and,
- c. hydrotherapy decontamination.

11. Complete thorough, accurate, analytically sound, concise, timely and legible documentation that follows guidelines and specific documentation formats.

Examination

- Terminal exam – at the end of year – 90%
 - Written Exam
 - Viva

- Internal Assessment 10%
- Passing criteria will be 50%
- 75% attendance is mandatory

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Instructor Information:

XXXXXXXXXX



UNIVERSITY OF HEALTH SCIENCES LAHORE

For World Class Professionals

TDPT 8010 Quantitative Research Methods and Designs

	Study Hour	Credit Hours
CAMPUS BASED	55	2.5
ASSIGNMENT BASED	20	0.5

Credits:

Three (3) credit hours

Instructor:

Course Description:

This course includes discussion on basic Research methods and designs, including concepts of reliability and validity, interpretation of inferential statistics related to research designs, correlational statistics & designs, correlation coefficients, and critical appraisal of the literature.

Minimum Student Preparation:

A Bachelor's or Master's Degree in Physical Therapy is required for participation in the Transitional Doctor of Physical Therapy Programme. It is expected that students enrolled in the programme have experience and are competent in an internet browser, sending an e-mail, creating word processing documents, and attaching documents to e-mail.

Required Textbooks and Readings:

Hulley, Stephen B, **Designing Clinical Research**, 2007 Lippincott Williams & Wilkins

Kathryn L, Noel S, **Epidemiology and Biostatistics**, 2009, Springer Dordrecht Heidelberg London New York, ISBN 978-0-387-88432-5

Stephen P. Glasser, **Essentials of Clinical Research**, 2008, Springer Science + Business Media B.V. ISBN 978-1-4020-8485-0

Portney, Leslie G. & Watkins, Mary P. (2008). **Foundations of Clinical Research: Applications to Practice** 3rd Edition. Prentice Hall. ISBN-10: 0131716409 or ISBN-13: 978-0131716407

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Course Objectives:

The course content, readings, and assessment methods are designed to provide the student with the basic understanding of the following topics and techniques. The student is expected to develop a basic understanding of research design and many statistical techniques, such as:

Types of Measurement	Post Hoc Tests
Types of Variables	Correlation Coefficients
Dependent/Independent	Coefficient of Determination
Development of Research Questions	Standard Error of the Measurement
Development of Research Hypotheses	Correlation Coefficients
Components of Experimental Design	Mann-Whitney U-Test
Types of Experimental Design	Wilcoxon Signed Rank Test

t Tests

Friedman Analysis of Variance

One-way Analysis of Variance

Kruskal-Wallis Analysis of Variance

Two-way Analysis of Variance

Spearman's Rho

Repeated Measures Analysis of Variance Threats to Validity of Research

Multiple Analysis of Variance Evaluation of Research

It is intended that the student is more familiar with interpreting the results rather actually calculating the results. However, there are some calculations the students will perform.

Research

- Research Basics
 - What research is and is not
 - Where research comes from
 - Research deliverables
 - Research characteristics
 - Research approaches
 - Categories of research
 - Types of Research
 - Research Project
 - Research proposal
 - Elements of Research proposal
 - Data
 - Variables
- Study design
 - Classification of study design
 - Descriptive Vs analytical studies
 - Obs vs exp
 - Prospective Vs retrospective studies
 - Clinical trails
 - Types of blinding
- Hypothesis
 - Null & alternate hypothesis
 - Types of errors
- Epidemiology
- Methodologies
 - Research process
 - Common methodologies

- Quantitative versus qualitative research
 - Focus group
- Research Question
- Research projects and pitfalls
- Sources of research projects
- Elements of research proposals
- Literature reviews
- Sampling
 - Types of sampling
 - Sampling procedure
- Research ethics
- Planning your research
- Bias in Research
- Synopsis writing
- Pilot study

Course Overview:

Research is a course in statistics for the practicing health care professional. It is a follow-up course to Statistics. The methods and topics introduced in this course are the common statistical methods found in the health care literature. The main emphasis of the course is not to teach the student how to perform the statistical calculations, although the student will be required to calculate some of the statistics. The chief goal of this course is to provide the student with the basic knowledge necessary for understanding and interpreting basic statistics and intelligently reading current research papers.

Over the duration of the session, the student will follow a schedule of directed readings and complete corresponding assignments and Discussion Boards designed to reinforce in the student and demonstrate to the instructor the student's familiarity with the topics of the course.

Assessment and Grading:

As with any on-line course, certain conventions and restrictions must be made for the management of the course and the efficient exchange of information:

- Assignments must be submitted to the instructor as Microsoft Word documents.
- All assignments must be submitted to the Web Based Portal. Assignments sent to any other address will not be accepted.

- Worksheet answer files should be titled using the student's last name followed by
the student's first initial, then “_” and the worksheet/assignment number. E.g.,
Worksheet 6 from Johan Gutenberg would be submitted as "GutenbergJ_6".
- Only those assignments named in the proper format will be accepted.
- Only one completed assignment from each lesson should be submitted.
- Each assignment must be submitted as a separate file.
- Terminology reflective of the Guide to Physical Therapy Practice should be used.
- When submitting your assignments, SHOW YOUR WORK. Full credit will not be given if answers are not supported by sufficient demonstration. In other words, mere answers should not be reported without substantiation.
- Worksheets submitted more than two days after the due date listed on the assignment schedule will be graded by the instructor and the grade may be lowered 5% for each late day, including weekends.
- Two days after the session end date is the absolute deadline for all assignments. No assignments will be accepted after that date.

Examination

- Terminal exam – at the end of year – 90%
 - Written Exam
- Internal Assessment 10%
- Passing criteria will be 50%
- 75% attendance is mandatory

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6. Resource feedback survey will be regulated

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Coordinator and may receive further disciplinary action as outlined in the Student Handbook which is posted in the tDPT lounge.

Plagiarism:

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Instructor Information:



TDPT 8011 Differential Diagnoses in Physical Rehabilitation

Credits:

Four (4) credit hours

Instructor:

XXXXXXX

Course Description:

This course reviews information related to differential diagnosis of the major body systems including cardiovascular, pulmonary, hematological, gastrointestinal, renal and urinary, hepatic and biliary, endocrine, and immune systems. In addition, the student will be introduced to the concept of differential screening in physical therapy and an in-depth analysis of the interviewing process. This course is taught with the assumption that physical therapists function in an environment of direct access to physical therapy services.

Minimum Student Preparation:

A Bachelor's or Master's Degree in Physical Therapy is required for participation in the Transitional Doctor of Physical Therapy Programme. It is expected that students enrolled in the programme have experience and are competent in an internet browser, sending an e-mail, creating word processing documents, and attaching documents to e-mail.

Prerequisite Courses: none

	Study Hour	Credit Hours
CAMPUS BASED	75	3.5
ASSIGNMENT BASED	20	0.5

Required Textbook and Readings:

Goodman, C., & Snyder, T. (2007). **Differential diagnosis for physical therapists:** Screening for referral (4th edition). Philadelphia: W.B. Saunders Company. ISBN 0-7216-0619-9

Copyright Statement:

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only. One copy per student is permitted for educational purposes. Redistribution of copyrighted material is not permitted.

Course Objectives:

Overall course objectives: At the completion of this course, the student should be able to:

1. Understand the concept of differential medical screening in physical therapy as it relates to quality of care and direct access.
2. Conduct a complete interview and demonstrate the ability to adapt the sequence for specific patient demographic and cultural factors.
3. Understand the concept and demonstrate competency in completion of a full physical therapy examination to include medical screening and development of a differential diagnosis.
4. Complete a screening examination in a logical sequence and integrate the results into the completed physical therapy patient plan of care.
5. Identify potential problems adversely affecting the physical therapist's clinical reasoning, including but not limited to communication, compliance, documentation, and coordination of care.

Specific course objectives: At the completion of this course, the student should be able to:

1. Demonstrate understanding and competency in the interview process.
 - a. Describe the key steps and clinical-decision making necessary for completion of the patient interview process.
 - b. Discuss the demographic and cultural accommodations commonly found in patient populations.
 - c. Identify resources in physical therapy to assist in the interview process

(e.g., Guide for Physical Therapy Practice, test and measures norms)

2. Complete a screening examination of the major physiological systems.

a. Review the etiology, pathology, pathogenesis, and clinical signs of disease for each of the following body systems:

- i. Cardiovascular
- ii. Pulmonary
- iii. Hematology
- iv. Gastrointestinal
- v. Hepatic
- vi. Renal-Urinary
- vii. Reproductive
- viii. Endocrine
- ix. Immune

- b. Differentiate and assess the patient and develop a course of action that is appropriate within the physical therapy scope of practice for a patient with clinical symptoms of various diseases.
- c. Discuss by differentiating guidelines for referral or immediate medical attention for the patient presenting with various clinical symptoms.
- d. Discuss the responsibility of the Doctor of Physical Therapy in developing the plan of care for an individual with a complex medical history.
- e. Analyze and interpret patient data and formulate a course of action when presented with a case study.

Course Outline:

Introduction to Differential Diagnosis

Screening for Hematologic, Cardiovascular, and Pulmonary Disease
Week 5-7: Screening for Gastrointestinal, Hepatic, and Biliary Disease

Screening for Urogenital Disease

Screening for Endocrine and Metabolic Disease

Practice Implications

Examination

- Terminal exam – at the end of year – 90%
 - Written Exam
 - Viva

- Internal Assessment 10%
- Passing criteria will be 50%
- 75% attendance is mandatory

Rules and Regulations for Assignments

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Instructor Information:

XXXXXXXXXX



UNIVERSITY OF HEALTH SCIENCES LAHORE

For World Class Professionals

TDPT 8012 Pharmacology in Physical Rehabilitation

	Study Hour	Credit Hours
CAMPUS BASED	55	2.5
ASSIGNMENT BASED	20	0.5

Credits:

Three (3) credit hours

Instructor:

XXXXXXX

Course Description:

This class is a study of basic pharmacological concepts as applied to physical therapy patient management. The major classes of drugs seen in physical therapy practice settings are covered. Application of pharmacology concepts to the practice of physical therapy will also be included. This course is designed for the professional doctorate or post-professional student.

Minimum Student Preparation:

A Bachelor's or Master's Degree in Physical Therapy is required for participation in the Transitional Doctor of Physical Therapy Programme. It is expected that students enrolled in the programme have experience and are competent in an internet browser, sending an e-mail, creating word processing documents, and attaching documents to e-mail. Prerequisite Courses: none

Required Textbooks and Readings:

Ciccone, C. (2007). *Pharmacology in rehabilitation* (4th ed.). Philadelphia: F. A. Davis Company. ISBN: 978-0-8036-1377-5.

Copyright Statement:

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Course

Objectives:

A Normative Model of Physical Therapist Professional Education identifies pharmacology as one of the foundational sciences for physical therapy. To address this area, the following objectives have been developed:

1. Discuss the general principles of pharmacology.
2. Discuss the general principles of pharmacodynamics.
3. Discuss the general principles of pharmacokinetics related to routes of drug administration, drug absorption, drug distribution, drug metabolism, and drug elimination.
4. Discuss general drug receptor concepts.
5. Discuss the drug, uses, pharmacokinetics, mechanism of action, side effects, and rehab implications for the drugs in each class/category of drugs for central nervous system pharmacology.
6. Discuss the drug, uses, pharmacokinetics, mechanism of action, side effects, and rehab implications for the drugs in each class/category of skeletal muscle relaxants.
7. Discuss the drug, uses, pharmacokinetics, mechanism of action, side effects, and rehab implications for each the drugs in the opioid analgesics category.
8. Discuss the drug, uses, pharmacokinetics, mechanism of action, side effects, and rehab implications for each the drugs in the NSAIDs category.
9. Identify and discuss issues pertinent to the pharmacological management of

rheumatoid arthritis and osteoarthritis.

10. Identify and discuss issues pertinent to patient controlled analgesia.
11. Discuss the drug, uses, pharmacokinetics, mechanism of action, side effects, and rehab implications for the drugs in each class/category of drugs for autonomic system pharmacology.
12. Discuss the drug, uses, pharmacokinetics, mechanism of action, side effects, and rehab implications for the drugs in each class/category of drugs for cardiovascular system pharmacology.
13. Discuss the drug, uses, pharmacokinetics, mechanism of action, side effects, and rehab implications for the drugs in each class/category of drugs for respiratory system pharmacology.
14. Discuss the drug, uses, pharmacokinetics, mechanism of action, side effects, and rehab implications for the drugs in each class/category of drugs for gastrointestinal system pharmacology.
15. Discuss the drug, uses, pharmacokinetics, mechanism of action, side effects, and rehab implications for the drugs in each class/category of drugs for endocrine system pharmacology.
16. Discuss the drug, uses, pharmacokinetics, mechanism of action, side effects, and rehab implications for the drugs in each class/category of drugs for infectious disease pharmacology.
17. Discuss the drug, uses, pharmacokinetics, mechanism of action, side effects, and rehab implications for the drugs in each class/category of drugs for neoplastic pharmacology.
18. Discuss the drug, uses, pharmacokinetics, mechanism of action, side effects, and rehab implications for the drugs in each class/category of drugs for immunosuppressant pharmacology.

Course Outline:

General Principles of Pharmacology

Central Nervous System and Skeletal Muscle Pharmacology Week 5-7:

Drugs Used to Treat Pain and Inflammation

Autonomic and Cardiovascular Pharmacology

Respiratory, Gastrointestinal, and Endocrine Pharmacology

Infectious Disease, Neoplastic, and Immunosuppressant Pharmacology.

Examination

- Terminal exam – at the end of year – 90%

- Written Exam
- Viva
- Internal Assessment 10%
- Passing criteria will be 50%
- 75% attendance is mandatory

Rules and Regulations for Assignments

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Instructor Information:

XXXXXXXXXX



TDPT 8013 Neuromuscular Physical Therapy

	Study Hour	Credit Hours
CAMPUS BASED	75	3.5
ASSIGNMENT BASED	20	0.5

Credits:

Four (4) credit hours

Instructor:

XXXXXXXX

Course Description:

This course is designed to update the practicing physical therapist in current theory and issues underlying assessment and treatment of the adult patient with neurological injury/disease. Principles of motor control and motor learning will be studied. Normal postural control will also be covered. Current principles, tools, and strategies for assessment and treatment of impairments and functional limitations for individuals with specific neurological diagnoses will be covered, including pathologies of brain injury/disease, spinal cord injury/disease, and vestibular pathology, Parkinsons Disease,

Multiple Sclerosis, Guillain-Barre Syndrome and Post-Polio Syndrome. Students are expected to read chapters in texts, read posted outlines, read supplementary readings, view video clips, complete weekly activities and discussion board questions, and complete final exam. Weekly activities and discussion board questions are aimed at helping the student integrate information from textbook, course outline and supplementary readings.

Minimum Student Preparation:

A Bachelor's or Master's Degree in Physical Therapy is required for participation in the Transitional Doctor of Physical Therapy Programme. It is expected that students enrolled in the programme have experience and are competent in an internet browser, sending an e-mail, creating word processing documents, and attaching documents to e-mail. Prerequisite Courses: none

Required Textbooks and Readings:

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Shumway-Cook, A. and Woollacott, M.H. (2007). Motor Control: Translating Research into Clinical Practice (3rd ed.). Philadelphia, PA: Lippincott Williams and Wilkins.

OSullivan, S.B. and Schmitz T.J. (Eds.). (2007). Physical rehabilitation: 5th edition Philadelphia: F. A. Davis Company.

Copyright Statement

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Course Objectives:

The following objectives apply to the adult patient with neurological injury/disease. At the completion of this course, the student should have the theoretical knowledge to enable them to:

1. Compare and contrast various theories of motor control, including the underlying assumptions and clinical implications of the various theories.

2. Apply a method of task analysis to various movements and functional tasks for an individual with movement dysfunction following a brain injury/disease.
3. Discuss how theories of motor control relate to past and present clinical practices.
4. Discuss important issues related to the nature of motor learning.
5. Explain various theories of motor learning, including the underlying assumptions and clinical implications of the various theories.
6. Discuss the practical applications of motor learning research.
7. Discuss issues related to recovery of function following a neurological injury/disease, including the many factors that affect an individual's ability to recover from brain injury/disease.
8. Review the neurological processes underlying the production of human movement, including:
 - a. the major components of the central nervous system and the structure and function of the neuron; and,
 - b. neural anatomy and physiology of the systems involved in production and control of movement.
9. Discuss similarities and differences between the physiologic basis of motor learning and recovery of function following brain injury/disease, including the relationship of plasticity with these two functions.
10. Describe elements that contribute to a comprehensive framework for clinical practice and for retraining the patient with movement disorders, using a task-oriented approach.
11. Discuss the current understanding of normal posture and balance control related to sitting and standing.
12. Discuss current understanding of various impairments and functional limitations that may result from a brain injury/disease.
13. Describe several contemporary treatment techniques used with individuals with brain injury/disease, including constraint-induced movement therapy and partial weight bearing gait therapy.
14. Given a case study of a patient with a brain injury/disease, formulate an assessment and treatment plan for the patient's impairments (including cognitive and language impairments) and functional limitations, incorporating currently accepted assessment and treatment tools and techniques.
15. Discuss research findings of various impairments that contribute to movement difficulties for persons with Parkinson's Disease.

16. Discuss current principles of assessment, goal setting and treatment for persons with Parkinson's Disease.
17. Given results of examination of a person with Parkinson's Disease, suggest treatment techniques for various impairments and functional limitations.
18. Design a treatment programme for individuals with Multiple Sclerosis, Guillain-Barré Syndrome, or Post-Polio Syndrome, applying current understanding of fatigue and overuse in these patient populations.
19. Describe various ways to classify spinal cord injury, particularly how the American Spinal Cord Injury Association determines neurological level of injury in persons with spinal cord injury/disease.
20. Describe early management of the patient with spinal cord injury and body weight support treadmill walking (BWS) for patients with incomplete spinal cord injury.
21. Review the anatomy and physiology of the vestibular system and relate the roles of the vestibular system to major areas of impairment that result from vestibular pathology.
22. Devise an assessment and treatment plan for a patient with a particular vestibular pathology.

Examination

- Terminal exam – at the end of year – 90%
 - Written Exam
 - Viva
- Internal Assessment 10%
- Passing criteria will be 50%
- 75% attendance is mandatory

Rules and Regulations for Assignments

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Assignment Due Dates:

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Instructor Information:

XXXXXXXXXX



TDPT 8014 Geriatrics Physical Therapy

	Study Hour	Credit Hours
CAMPUS BASED	75	3.5
ASSIGNMENT BASED	20	0.5

Credits:

Four (4) credit hours

Instructor:

XXXXXXXX

Course Description:

This course discusses relevant tests and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the assessment instrument(s) as related to patients with geriatric disorders. The use of evidence-based physical therapy interventions for geriatric conditions will be emphasized. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology in this area.

Minimum Student Preparation:

A bachelor's or master's degree in physical therapy is required for participation in the Transitional Doctor of Physical Therapy Programme. It is expected that students enrolled in the

programme are experienced and competent in a web browser, sending an e-mail, create text documents, and attach documents to an email.

Prerequisite Courses: none

Required Textbooks and Readings:

??????????

Bottomley, J, and Lewis, C. (2007). *Geriatric Rehabilitation: A Clinical Approach* (3rd ed.). New Jersey: Prentice Hall Publishing.

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Course Objectives:

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

1. Describe the role of physical therapists as professionals for successful aging.
2. Discuss health screening and fitness programmes that incorporate knowledge on aging theories and age-related changes.
3. Understand the physiological changes associated with aging.
4. Relate factors of co-morbidity to treatment outcomes.
5. Discuss some of the non-physiological factors affecting health and well-being in older adults including elderly abuse, restraints, pharmacology and nutrition.
6. Differentiate dementia, delirium and depression.
7. Discuss end-of-life care including advanced directives.
8. Determine evidence-based tests and measures for examination of older adults.
9. Develop an evidence-based physical therapy intervention utilizing the ICF model

and knowledge on older adults learning, memory and intelligence.

10. Apply teaching strategies in educating older adults
11. Consider the impact of the residential environment, presence of physical assistance, resources for adaptive equipment and assistive devices.
12. Describe caregiver support.
13. Discuss Healthcare Systems and Benefits

Course Outline

Health Promotion and Safety

Evaluation and Assessment of the Musculoskeletal System

Evaluation and Assessment of the Neuromuscular System

Evaluation and Assessment of the Cardiopulmonary System

Care Planning and Coordination across the Care Spectrum

Healthcare Systems and Benefits

Examination

- Terminal exam – at the end of year – 90%
 - Written Exam
 - Viva
- Internal Assessment 10%
- Passing criteria will be 50%
- 75% attendance is mandatory

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The minimum action for violations of academic integrity/code of conduct will be a grade of 0 for the assignment. The student will also be reported to the tDPT Programme Manager and may receive further disciplinary action as outlined in the Student Handbook which is posted in the tDPT lounge.

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Instructor Information:

XXXXXXXXXX



TDPT 8015 Pediatric Physical Therapy

	Study Hour	Credit Hours
CAMPUS BASED	75	3.5
ASSIGNMENT BASED	20	0.5

Credits:

Four (4) credit hours

Instructor:

XXXXXXX

Course Description:

This course covers the topics of normal and abnormal motor development; clinical assessment, clinical reasoning, and evidence-based practice in pediatrics; medical management of spasticity in children, pediatric disorders including cerebral palsy, myelodysplasia, Down Syndrome, muscular dystrophy, developmental coordination disorder, brachial plexus injuries, congenital muscular torticollis, various orthopedic disorders, childhood sports injuries; important factors in lower extremity bracing, assistive technology in pediatrics, adults with developmental disabilities, and fitness issues in children with and without special needs. Study questions are given as a guide to the readings which

focus on different pediatric topics each week. Case studies and discussion questions are used to reinforce the clinical application of these concepts.

Minimum Student Preparation:

A bachelor's or master's degree in physical therapy is required for participation in the Transitional Doctor of Physical Therapy Programme. It is expected that students enrolled in the programme are experienced and competent in a web browser, sending an e-mail, create text documents, and attach documents to an email.

Prerequisite Courses: none

Required Textbooks and Readings:

????????????????

Campbell, S.K., Vander Linden, D.W., & Palisano, R.J. (Eds.). (2011). *Physical therapy for children* (4th edition). Elsevier:978-1-4160-6626-2.

Reserve Readings will be provided (posted as “pdf” files or linked websites)

Assignments may also include independent search and access of websites, journal articles, and other professional educational resources.

Copyright Statement:

The copyrighted materials available in this class are for educational purposes. One copy per student is permitted for educational purposes. Redistribution of copyrighted material is not allowed

Course Objectives:

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

1. Expressively and receptively communicate with all other individuals regarding pediatric physical therapy.
2. Determine the need for further examination or consultation by a physical therapist or for referral to another health care professional based on developmental presentation.
 - a. Analyze human development from normal and abnormal perspectives.
 - b. Recognize deviations from normal development in the areas of sensory and motor development.

- c. Demonstrate an understanding of normal and abnormal orthopedic changes in the child.
3. Differentiate between available developmental assessment tools, selecting an appropriate tool based on type of test and content included.
4. Demonstrate clinical decision-making skills, including clinical reasoning, clinical judgment, and reflective practice, in the context of various pediatric settings.
 - a. Identify appropriate impairments and functional limitations based on a clinical description of a child with physical therapy needs.
 - b. Establish goals and functional outcomes that are appropriate to the setting of home, school, daycare, hospital, outpatient clinic or group home, and specify expected time duration for each goal.
 - c. Describe appropriate treatment interventions for the pediatric client.
5. Describe the impairments and disability associated with each of the following disorders during prenatal, infancy, childhood and adolescence:
 - a. Cerebral Palsy
 - b. Prematurity/ Infants at Risk
 - c. Myelomeningocele/ Spina Bifida
 - d. Muscular Dystrophy
 - e. Down Syndrome
 - f. Arthrogryposis Multiplex Congenita
 - g. Brachial Plexus Injuries
 - h. Congenital Muscular Torticollis
 - i. Developmental Coordination Disorders
 - j. Orthopedic Conditions
 - k. Sports Injuries
6. Plan and assess interventions for the child with a movement disorder throughout his or her lifespan.
 - a. Recognize the impact of abnormal movement and force production on a developing, immature musculoskeletal system.
 - b. Recognize the impairments of abnormal muscle tone, weakness, and muscular imbalance, as well as the impact of these impairments on function.
7. Demonstrate the ability to use a logical, functional, and sequential problem-solving approach when prescribing lower-leg casts and orthoses.
8. Demonstrate an understanding of the changes in physical fitness that occur across the lifespan and the implications these have on physical therapy interventions.

9. Discuss the importance of functional training throughout the life span for persons with developmental disabilities.

Examination

- Terminal exam – at the end of year – 90%
 - Written Exam
 - Viva
- Internal Assessment 10%
- Passing criteria will be 50%
- 75% attendance is mandatory

Rules and Regulations for Assignments

1. 0% tolerance for plagiarism.
2. You can search the internet, books, and articles for material.
3. Spelling and grammatical mistakes will be affecting your grade.
4. Reference should be given for each answer number wise.
5. Assignment should be completed in Microsoft word.

Assignment Due Dates:

The assignment due dates will be posted on the course calendar.

Late Assignments:

You are expected to submit assignments on time. However, if you realize you are not going to be able to submit an assignment on time, you must get prior approval for the assignment to be late. Failure to follow this procedure will result in the student not being allowed to submit the assignment. If you receive prior approval for a late assignment, assignments submitted after the time and due date will be graded by the instructor and the grade earned lowered 5% for each late day, including weekends.

Academic Integrity Statement:

The University of Health & Sciences code of student conduct applies to students in the Physical Therapy programme.

CODE OF ACADEMIC CONDUCT:

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4. Compliance with the highest standards of integrity in relationships or activities involving students, faculty and patients.
5. Reporting suspected violations to the Peer Review Council or faculty member.
6. Resource feedback survey will be regulated

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Instructor Information:

XXXXXXXXXX



TDPT 8016 Gender Healthcare in Physical Therapy

	Study Hour	Credit Hours
CAMPUS BASED	55	2.5
ASSIGNMENT BASED	20	0.5

Credits:

Three (3) credit hours

Instructor:

XXXXXXXX

Course Description:

This course covers gender specific health care, including care and treatment of pelvic floor, incontinence, sexual dysfunction, exercise pre-and post-natal and reproductive health.

Minimum Student Preparation:

A bachelor's or master's degree in physical therapy is required for participation in the Transitional Doctor of Physical Therapy Programme. It is expected that students enrolled in the programme are experienced and competent in a web browser, sending an e-mail, create text documents, and attach documents to an email.

Prerequisite Courses: none

Required Textbooks and Readings:

This class has not required text. Required readings will be supplied as digital downloads or web address link.

Copyright Statement:

The copyrighted materials available in this class are for educational purposes. One copy per student is permitted for educational purposes. Redistribution of copyrighted material is not allowed

Course Objectives:

At the completion of this course, the student will:

1. Demonstrate understanding of the functional anatomy of the pelvic floor.
2. Demonstrate understanding of the physiology of micturition.
3. Identify the types of incontinence.
4. Demonstrate understanding of urinary incontinence.
5. Understand and demonstrate the assessment and treatment of urinary incontinence, including but not limited to exercises to strengthen pelvic floor, biofeedback, and behavior modification.
6. Demonstrate understanding of the types of pelvic floor pain.
7. Understanding the basic assessment and treatment for pain in the pelvic floor physical therapy.
8. Discuss the role of hormones in the development of osteoporosis.
9. Demonstrate understanding of the physiological changes that occur with menopause.
10. Demonstrate understanding of the relationship of eating disorders, amenorrhea and osteoporosis in the female athlete.
11. Demonstrate understanding of common problems associated with prostate disease, such as incontinence and sexual dysfunction.

12. Demonstrate understanding of the prevention and treatment of testicular cancer.
13. Demonstrate understanding of reproductive anatomy and physiology of the year.
14. Identify the stages and discuss the function of each stage of pregnancy, childbirth and postpartum.
15. Discuss common musculoskeletal complications seen in pregnant women.
16. Demonstrate knowledge and clinical skills necessary to evaluate, develop a treatment plan and participate in clinical decision making for the client obstetric

Course Outline:

Anatomy of the Pelvis

Adolescence, Testicular Cancer, Female Athlete Triad

Obstetrics

Pelvic Pain, Incontinence

Menopause, Osteoporosis, Prostate Disease

Breast Cancer, Lymphedema

Examination

- Terminal exam – at the end of year – 90%
 - Written Exam
 - Viva
- Internal Assessment 10%
- Passing criteria will be 50%
- 75% attendance is mandatory

Rules and Regulations for Assignments

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5. Assignment should be completed in Microsoft word.

Assignment Due Dates:

The assignment due dates will be posted on the course calendar.

Late Assignments:

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6. Resource feedback survey will be regulated

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Instructor Information:

XXXXXXXXXX



TDPT 8017 Emergency Procedures and Patient Care

	Study Hour	Credit Hours
CAMPUS BASED	55	2.5
ASSIGNMENT BASED	20	0.5

Credits:

Three (3) credit hours

Instructors:

XXXXXXXX

Course Description:

This course of instruction is designed to gain the knowledge, understanding and proficiency to be able to take precautions for the protection and safety of passengers in emergency situations; know the initial action to be taken following a collision or grounding; initial damage assessment; and an appreciation of the procedures to be followed for rescuing persons from the sea, assisting a ship in distress, responding to emergencies in port.

Minimum Student Preparation:

A Bachelor's or Master's Degree in Physical Therapy is required for participation in the Transitional Doctor of Physical Therapy Programme. It is expected that students enrolled in the programme have experience and are competent in an internet

browser, sending an email, creating word processing documents, and attaching documents to e-mail.

Prerequisite Courses: Statistics in Physical Therapy, Quantitative Research Methods and Designs and Evidence Based Practice in Physical Therapy

Required Textbooks and Readings:

????????????????

Copyright Statement:

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Course Objectives:

Completion of this training will satisfy the emergency procedures training requirements. This training programme places a heavy emphasis on the practical knowledge of topics including:

- Contingency Planning
- Development and Use of Checklists
- Grounding and Collisions
- Safety of Passengers and Crew
- Fire/Explosion
- Abandoning Ship
- Emergency Steering Arrangements
- Assisting Vessels in Distress
- Emergency Towing of Vessels in Distress
- Rescue of Persons
- Emergencies in Port

Assignment Due Dates:

The assignment due dates will be posted on the course calendar.

Late Assignments:

The student is expected to contact the instructor before scheduled due dates if an unavoidable late submission is necessary. Points will not be deducted if prior arrangements have been made. An assignment submitted after the due date without

making prior arrangements will be graded by the instructor and the instructor has the option of lowering the grade 5% for each late day, including weekends.

Academic Integrity Statement:

The University of Health & Sciences code of student conduct applies to students in the Physical Therapy programme.

Examination

- Terminal exam – at the end of year – 90%
 - Written Exam
- Internal Assessment 10%
- Passing criteria will be 50%
- 75% attendance is mandatory

CODE OF ACADEMIC CONDUCT:

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9. Compliance with the highest standard of academic and clinical honesty and integrity.

10. Compliance with the highest standards of integrity in relationships or activities involving students, faculty and patients.

11. Reporting suspected violations to the Peer Review Council or faculty member.

12. Resource feedback survey will be regulated

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Instructor _____ Information:

XXXXXXXXXX



UNIVERSITY OF HEALTH SCIENCES LAHORE

For World Class Professionals

TDPT 8018 Radiology and Imaging

	Study Hour	Credit Hours
CAMPUS BASED	75	3.5
ASSIGNMENT BASED	20	0.5

Credits:

Four (4) credit hours

Instructor:

XXXXXXX

Course Description:

This course is designed to present the basic concepts of diagnostic imaging as related to physical therapy practice. This course includes an overview of physical principles, diagnostic capabilities, and key points for patient education. Application to physical therapy and treatment strategies will be covered. Major diagnostic imaging procedures commonly experienced by patients with physical therapy-related diagnoses will be addressed; including radiographs, ultrasound, magnetic resonance imaging, computerized tomography, positron emission tomography, single photon emission computerized tomography, fluoroscopy, and myelogram.

The purpose of this course is to introduce students to the concepts and principles necessary to understand the capabilities and applications of various diagnostic imaging and the impact on

physical therapy practice. We do not expect you to be proficient in reading all imaging studies, but to have a basic knowledge of their use and purpose.

You should come to respect the role that the diagnostic imaging studies play in the practice of physical therapy and how these studies can augment your clinical evaluation and treatment skills.

Minimum Student Preparation:

A Bachelor's or Master's Degree in Physical Therapy is required for participation in the Transitional Doctor of Physical Therapy Programme. It is expected that students enrolled in the programme have experience and are competent in an internet browser, sending an e-mail, creating word processing documents, and attaching documents to e-mail.

Required Textbooks and Readings:

???????????

McKinnis, Lynn N. (2010). *Fundamentals of musculoskeletal imaging*, 3rd edition. Philadelphia: F.A. Davis Company.

You will have multiple reading assignments each week from the text and supplemental resources including power points prepared by your instructor.

Copyright Statement:

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only. One copy per student is permitted for educational purposes. Redistribution of copyrighted material is not permitted.

Course Objectives:

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

1. Describe the physical principles involved in the functioning of selected imaging studies.
2. Describe the indications for identified diagnostic tests.
3. Identify the capabilities of identified imaging studies.
4. Compare the capabilities of various imaging procedures.
5. Describe the implication of various imaging studies to physical therapy practice.
6. Modify physical therapy examination and interventions as necessary to accommodate various imaging studies.
7. Demonstrate the ability to educate patients concerning medical imaging studies.

Examination

- Terminal exam – at the end of year – 90%
 - Written Exam
 - Viva
- Internal Assessment 10%
- Passing criteria will be 50%
- 75% attendance is mandatory

Rules and Regulations for Assignments

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Instructor _____ Information:

XXXXXXXXXX



TDPT 8019 Behavioural Sciences

	Credit Hours
PROJECT	3.0
TOTAL CREDIT	3.0

Credits:

Three (3) credit hours

Instructors:

XXXXXXX

Course Description:

1. Bio-psycho-social model of Health care
2. Use of Non-Pharmacological interventions in clinical practice:
 - a) Communication Skills
 - b) Counseling
 - c) Informational Care

3. Crisis Intervention
4. Breaking bad news
5. Medical Ethics, Professionalism and physiotherapist-patient relationship, confidentiality, Informed consent, relationship with media and pharmaceutical industry
6. Sociology and anthropology in health and disease
7. Psychological aspect of health and disease

Books for reading:

- A handbook of Behavioural Sciences for Medical & Dental students by Prof. Mowadat Hussain Rana



TDPT 8020 Terminal Project

	Credit Hours
PROJECT	6.0
TOTAL CREDIT	6.0

Credits:

Six (6) credit hours

Instructors:

XXXXXXX

Course Description:

The Terminal Project provides each student an opportunity to demonstrate his/her knowledge and skills in an applied projects. Upon the completion of the course, the student will have had the opportunity to conduct either an evidence-in-practice project or a reliability study.

Minimum Student Preparation:

A Bachelor's or Master's Degree in Physical Therapy is required for participation in the Transitional Doctor of Physical Therapy Programme. It is expected that students enrolled in the programme

have experience and are competent in an internet browser, sending an email, creating word processing documents, and attaching documents to e-mail.

Prerequisite Courses: Statistics in Physical Therapy, Quantitative Research Methods and Designs and Evidence Based Practice in Physical Therapy

Required Textbooks and Readings:

American Psychological Association. *Publication Manual*. 6th ed. 2009

Copyright Statement:

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Course Objectives:

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

1. Formulate a written proposal to conduct an applied or research project relevant to the physical therapy profession that:
 - a. addresses a specific area of interest or need within the profession;
 - b. is based upon a critical evaluation of pertinent literature;
 - c. is grounded in evidence-based practice or addresses a gap in the evidence within the profession; and,
 - d. is properly referenced, grammatically correct, and uses language sensitive to ethnic and cultural diversity.
2. Successfully implement and carry out the proposed project of interest.
3. Write a clear and concise final report explaining and justifying the results of the proposed project.

Course Outline:

There are three options for completing the terminal project. You only need to choose one option.

Option A – Completion of Evidence-Based (Evidence in Practice) Project

Option B – Completion of a Case Study.

Option B – Completion of a Research Paper.

Assignment Due Dates:

The assignment due dates will be posted on the course calendar.

Late Assignments:

The student is expected to contact the instructor before scheduled due dates if an unavoidable late submission is necessary. Points will not be deducted if prior arrangements have been made. An assignment submitted after the due date without making prior arrangements will be graded by the instructor and the instructor has the option of lowering the grade 5% for each late day, including weekends.

Academic Integrity Statement:

The University of Health & Sciences code of student conduct applies to students in the Physical Therapy programme.

CODE OF ACADEMIC CONDUCT:

1. Independent completion of all test and examinations, unless otherwise instructed by the responsible faculty member.
2. Submission of assignments representing the student's independent efforts with appropriate citation of other's work.
3. Compliance with the highest standard of academic and clinical honesty and integrity.
4. Compliance with the highest standards of integrity in relationships or activities involving students, faculty and patients.
5. Reporting suspected violations to the Peer Review Council or faculty member.
6. Resource feedback survey will be regulated

The minimum action for violations of academic integrity/code of conduct will be a grade of 0 for the assignment. The student will also be reported to the tDPT Programme Manager and may receive further disciplinary action as outlined in the Student Handbook which is posted in the tDPT lounge.

Plagiarism:

University of Health & Sciences considers plagiarism a serious offense and will treat it as such. Please pay attention to ensure all quotes are cited appropriately with quotation marks, author, date, and page/paragraph number; and that all paraphrasing recognizes the original author. If it is determined plagiarism has been committed the student will receive an email with the opportunity to work with the online writing center with a 20% grade reduction for the first incident. The second incident of plagiarism while taking courses in the tDPT programme will result in a grade of zero for that assignment. The third incident will result in a grade of "F"

for that course. The fourth incident will result in a grade of “F” for that course and the student will be placed on academic probation. The fifth incident of plagiarism will result in the student being dismissed from the programme.

Netiquette:

What is Netiquette?

Netiquette is the proper way to communicate with others using online technologies like e-mail, chats and discussion boards.

Netiquette Tips for All Online Communication:

1. Always be courteous and respectful in all your communications. As health care professionals, you should conduct yourselves in a manner consistent with the code of ethics for your discipline and demonstrate respect for everyone.
2. Profanity and slang are not acceptable.
3. You should always use correct grammar and spelling in all your online communications. Communication should be on a professional level. Text messaging is not appropriate for communications
4. Remember to be careful when posting any personal information in discussion boards and/or chats as this information can be read by others within your assigned group and/or class.
5. Be conscious of the “tone” of your communication. Never send communication in all CAPS as this is perceived as shouting in online communication. In online communication, gestures, facial expressions, and tone of voice are not present to help convey the intended meaning of the communication. Proof read your message or posting before sending to make sure what you have typed conveys your intended meaning. This will help reduce or eliminate misunderstandings in your online communication.
6. In your e-mails, always be as specific as possible in your subject line. This will allow the recipient of your message to better assist you. In the text box, give clear details in your question or issue. Again, this will allow the recipient of your message to better assist you.

Current schedules can be found in the portal. Student can access their current schedule as well as posted grades and payment information. **It is the student’s responsibility to know the academic schedule, be prepared to start the courses and be knowledgeable about any tuition due.**

Instructor Information:

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