

Professional Curriculum Committee Requests January 25, 2023

Program Requests

- 3. Curriculum modification for the Doctor of Physical Therapy** [CA]
- **Presenting College Representative: Dr. Mark Bishop**
 - <https://secure.aa.ufl.edu/Approval/reports/17834>

 - **Summary:** Major curriculum modification that includes inclusion of new courses, retitling of existing courses, credit hour changes to existing courses. Approval of this request is contingent of approval of all course requests on this agenda.

 - **Comments:**
 - Please present an overview of this program change at the beginning of our January 25, 2023, meeting.
 - Approval of these program requests is contingent on approval of the course requests on this agenda.
- 4. Combination Degree program for a Master of Public Health and a Doctor of Pharmacy** [CA]
- **Presenting College Representative: Dr. Hack**
 - <https://secure.aa.ufl.edu/Approval/reports/17236>

 - **Summary:** Reaffirmation of an existing combination degree program. Students pursue the PharmD coursework in Years 1 and 2, the MPH coursework in Year 3, and complete the PharmD coursework in Years 5 and 6. Twelve credit hours of PharmD coursework overlaps with MPH requirements.

 - **Comments:**
 - How will students who must drop one program be affected in the other? Specifically, if a student were not able to continue the PharmD program, would they be permitted to continue and complete the MPH degree requirements?
 - Can more detail be provided as to the specific 12 credit hours of coursework in the PharmD program that will satisfy the APE and ILE requirements in the MPH program? If this varies for each student, could you show examples of overlapping coursework of actual students who have completed the combination MPH/PharmD program?
[The PharmD students need to complete the APE and ILE experiences to obtain their MPH. The following is what I have listed as double counted credits for the MPH/PharmD:

MPH Coursework counting for PharmD Credit
MPH Elective or Core courses (in lieu of PharmD electives) 6 cr.
Dual counted credits 6 cr.

PharmD Coursework counting for MPH credit
Pharmacy & Population Health
2 cr.
Principles of Patient-Centered Care
2 cr.
Principles of Evidence-Based Practice
3 cr.
Principles of Pharmacy Law & Ethics
1 cr.
Pharmacoepidemiology & Drug Safety
2 cr.
Pharmaceutical Law & Ethics
2 cr.
Dual counted credits
12 cr. }

5. Combination Degree program for a Master of Public Health and a Doctor of Medicine [CA]

- **Presenting College Representative: Dr. Hack**
- <https://secure.aa.ufl.edu/Approval/reports/17234>
- **Summary:** Reaffirmation of an existing combination degree program between MPH and the MD program. Students pursue Medical School coursework in Years 1-3, MPH coursework in Year 4, and complete Medical School coursework requirements in Year 5. Twelve credit hours of overlapping coursework consisting of selected BMS courses.
- **Comments:**
 - How will students who must drop one program be affected in the other? Specifically, if a student were not to complete the MD program, would they be allowed to complete the MPH program?
 - Under ‘Coherent Courses of Study’ – ‘However, other models may be implemented ...’: It is assumed that some students may wish to pursue the MPH and MD requirements concurrently in these “other models.” To clarify, could you please provide some background information of these other models. What factors will determine which model will be followed for a particular student?

6. New Course Requests

Approve	Conditionally Approve	Recycle
PHT 6XXXC Integrated Case Studies for PT/Competency I		
PHT 6XXXC Complex Case Studies/Competency 2		
PHT 6XXX Emerging Practice		
PHT 6XXX Pathophysiology for Physical Therapy		

Public Health and Health Professions

A. PHT 6XXXC Integrated Case Studies for PT/Competency I

[R][A]

- <https://secure.aa.ufl.edu/Approval/reports/17825>
- Comments:
 - ~~Will this course require any real-time patient contact? Will patient contact be through videos, pictures, etc?~~
[There is no patient contact. These are “paper” cases. Email and updates, 1/19/23]
 - ~~Would recommend a more robust course description.~~
[Course description: This course consists of clinician presentation and discussion of authentic current case studies that integrate foundational material and clinical coursework from semester 1, 2, and 1st 6 weeks semester 3. Student expectations include review of written case materials, participation in break-out groups, and case write up. Competency I assesses cognitive, psychomotor, and affective skills using a Standardized Patient in a case study format.]
 - ~~The “Other Assigned Reading” section on approval form states “readings” will be cases developed by clinical faculty. The weekly topic list on the approval form describes students being divided into 3 groups, after which they identify readings from prior semesters, with some relation to competency. What readings, and what is the competency connection? Please clarify.~~
[Students will review a paper copy of the clinical case prior to the presentation by the clinical faculty member. Based on the case, students will review materials (from semesters 1, 2, and 1st 6 weeks of semester 3) that are related to this case study which can include specific pathologies/comorbidities, common presentations, meaning of tests to include imaging/lab work, pharmacology, etc. After the case presentation and clinical discussion, students will practice specifically integrated skills

in lab (e.g. conduct physical exam, discuss findings with patient, perform intervention and modify based on patient response). This will prepare patient for Competency I which will be a standardized patient.]

- ~~Weekly topic list in the approval form shows 7 cases, but the grade is based on 9 cases. The grading scheme also reflects 12 weeks, and the weekly topics list reflects 8 weeks.~~

~~○ Please clarify.~~

~~○ How many weeks is the class intended to be?~~

[The weekly topic list in the UCC form is incorrect. The correct weekly topic is in the attached syllabus and outlined below. It has 9 cases.]

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings/Pre-class review
1	Tuesday XXX 7-8:30 2-4 pm	Course introduction. Explanation of format, potential pathologies (Clin Ed I, II, III), integration of examination, evaluation, and intervention skills. Sample case. Explanation of competency I.	None
2	Tuesday xxx 7 -8:30 2- 4 pm	Case study 1. Integrates physiology, pathology, exam/eval of the acute patient, intervention skills for an acute patient.	Vital signs, blood gases and lab values Observation, passive and active range of motion and motor performance
3	Tuesday xxx 7 -8:30 2- 4 pm	Case study 2. Integrates anatomy, pathology, exam/eval of the ortho patient, intervention using skills for orthopedic patients.	Vital signs, cardiopulmonary systems Examination of posture, range of motion, muscle tests, sensory integrity, joint stability, movement observation
4	Tuesday xxx 7 -8:30 2- 4 pm	Case study 3. Integrates physiology, pathology, exam/eval of the acute rehab patient (stroke); intervention skills for rehab patients.	Vital signs, blood gases and lab values Neurological examination Transfers, motor performance, gait

Week	Date(s)	Topic(s)	Readings/Pre-class review
5	Tuesday xxx 7 -8:30 2- 4 pm	Case study 4. Integrates physiology, pathology, exam/eval of the acute patient; intervention skills for an acute patient.	Vital signs, blood gases and lab values Observation, passive and active range of motion and motor performance Integumentary review Transfers, bed mobility, gait Patient education
6	Tuesday xxx All day	Competency I. Harrell testing center.	
7	Tuesday XXX 7 -8:30 2- 4 pm	Case studies start to include information from semester 3 curriculum. (Pharmacology, Musculoskeletal I, Ther Ex I, Modalities/Pain) Case study 5. Integrates anatomy, pathology, exam/eval of the ortho patient, pharmacology, intervention using skills for orthopedic patients. Remediation starts if required. Retest can occur at any time during the next 5 weeks, prior to next semester/Clin Ed II.	Vital signs, cardiopulmonary systems Examination of posture, range of motion, muscle tests, sensory integrity, joint stability, movement observation Exercise testing Manual therapy and exercise (flexibility, strength, endurance) Education (eg pain, health and wellness)
8	Tuesday XXX 7 -8:30 2- 4 pm	Case study 6 Integrates physiology, pathology, exam/eval of the acute rehab patient (SCI) including pain assessment; intervention skills for rehab patients, interventions using neuroscience, exercise science. Includes information from Pharmacology, Ther Ex I, Modalities.	Vital signs, blood gases and lab values Neurological examination Transfers, motor performance, gait\ Integumentary review Wheelchair assessment/assistive device review and training Simple conditioning program
9	Tuesday xxx 7 -8:30 2- 4 pm	Case study 7. Integrates physiology, pathology, pharmacology, exam/eval of the geriatric patient; intervention skills for rehab patients Includes information from Pharmacology, Ther Ex I, Modalities.	Vital signs, cardiopulmonary systems Examination of posture, range of motion, muscle tests, sensory integrity, joint stability, movement observation Exercise testing Polypharmacy and medication impact on rehab Exercise (flexibility, strength, endurance) Education (eg pain, health and wellness)

Week	Date(s)	Topic(s)	Readings/Pre-class review
10	Tuesday xxx 7 -8:30 2- 4 pm	Case study 8. Integrates anatomy, pathology, exam/eval of the ortho patient, pharmacology, intervention using skills for orthopedic patients. Includes information from Pharmacology, Ther Ex I, Modalities.	Vital signs, cardiopulmonary systems Examination of posture, range of motion, muscle tests, sensory integrity, joint stability, movement observation Exercise testing Manual therapy and exercise (flexibility, strength, endurance) Education (eg pain, health and wellness)
11	Tuesday xxx 2-4 pm	Case study 9. Integrates physiology, pathology, exam/eval of the acute patient; intervention skills for an acute patient. Includes information from Pharmacology, Ther Ex I, Modalities.	Vital signs, blood gases and lab values Observation, passive and active range of motion and motor performance Integumentary review Medication impact on rehabilitation, side effects etc Transfers, bed mobility, gait Patient education
12		Final written exam. Includes selected topics from Semesters I, 2, and 3. All multiple choice.	Study Guide for written exam.

- ~~What is the grading scale for this course (e.g. 93-100 is an A)?~~
[This material has been added]
- ~~Attendance is mandatory, what is the penalty for missed sessions?~~
 - ~~What would the attendance make-up be like?~~
[See section “Policy Related to Required Class Attendance” – the penalty is a loss of one professional behavior point.] [Please note that excused absences related to our UF Religious Holiday Policy do not require documentation.]
- ~~This is an on-campus class, but the syllabus talks about Zoom/online etiquette. What aspects of this course are on campus vs. online?~~
[Course is planned to be in person. However, sometimes unforeseen circumstances may mean that the course would need to have an element (either student related or instructor related that would need to rely on Zoom rather than reschedule.)]
- ~~Cell phone policy in syllabus needs to allow for emergencies during class. Students may not be required to turn off cell phones.~~

- ~~Recommend adding phrase such as “In the case of emergency students may...” or “Please notify instructor if there is a possible need for emergency phone use during class time”.~~

[Thank you. This change has been made.]

- ~~The “guest” policy mentioned in the syllabus seems to allude to bringing children to class.~~
 - ~~Does PHHP have a formal policy about this, and is it consistent/compliant with university policy?~~
 - ~~Please provide more detail regarding this course policy and the need for this policy in the syllabus.~~

[This is language included in the syllabus template from our PHHP curriculum committee.]

B. PHT 6XXXC Complex Case Studies/Competency 2

[R][A]

- <https://secure.aa.ufl.edu/Approval/reports/17780>
- Comments:
 - ~~Will this require completion of PHT 6XXX Integrated Case Studies for PT/Competency I in addition to the completion of PHT 6805 Clinical Education 3 (prereq)?~~
 [Yes - the UFDPT program is a lock step sequential program. Students would not be able to enroll in PHT 6805 without successfully completing Integrated Case Studies. Email and updates, 1/19/23]
 - ~~Weekly topic list on UCC form includes 11 weeks, not 12 (is that because Final Exam is in Week 12?).~~
 [Yes, final week has the exam. See attached schedule below.]

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Suggested review
1	Wed. May 15	Course introduction. Preparing for Competency II Clinical mentor: Mike Hodges, DPT, OSCS Case study I: 37 yr F s/p fall with proximal tibial plateau Fracture L (NWB), R forearm radial/ulnar Fracture w/fixation, diabetes mellitus, substance use disorder (alcohol), smoker, DOE. Single parent with 3 children 8-15. Low social economic status	Selected powerpoints will be posted on Canvas. They will include material from PHT 6770 Musculoskeletal I PHT 6771 Musculoskeletal II, PHT 6070C Radiology/Imaging, PHT 6502 Health Promotion Wellness I PHT 6186 C Ther Ex I PHT 6352 Pharmacology

Week	Date(s)	Topic(s)	Suggested review
2	Wed May 22	Clinical mentor: Lara Jacobson, DPT Case study 2. 50 yr F 3 rd degree burns, of both lower extremities, grafting, severe contractures with bilateral lower extremity fixators for positioning. Exacerbation of CHF. Poor family support.	Selected powerpoints will be posted on Canvas. They will include material from PHT 6302C Principles of Disease PHT 6502 Health Promotion Wellness I PHT 6186 C Ther Ex I
3	Wed May 29	Clinical mentor: Ali Krause, DPT, NCS 50 yr M diagnosed with advanced Parkinson Disease, rigidity, smoker, depression.	Selected powerpoints will be posted on Canvas. They will include material from PHT 6762C Neuro II PHT 6502 Health Promotion Wellness I PHT 6186 C Ther Ex I PHT 6190C Ther Ex II PHT 6352 Pharmacology
4	Wed. June 5	Faculty mentor: Dorian Rose, PT, PhD 60 yr active female post stroke with severe expressive aphasia, spasticity of the RLE and flaccidity of the RUE (dominant). Desires to go to New Zealand to visit daughter and hike with family	Selected powerpoints will be posted on Canvas. They will include material from PHT 6761C Neuro I PHT 6502 Health Promotion Wellness I PHT 6186 C Ther Ex I PHT 6190C Ther Ex II PHT 6352 Pharmacology
5	Wed. June 12	Competency II Pass/Fall 90% No safety issues Harrell Center	Domains for assessment are listed on Canvas
6	Wed. June 19	NPTE preparation presentation. Study week. Preparation for PEAT. Multiple faculty/clinicians present concurrent review sessions. Q & S	Outside presenter: TherapyEd
7	Wed June 26	Faculty mentor: Shakeel Ahmed, PT, PhD 84 M admitted through ED with chest tightness. Cardiac enzymes + for MI. HTN. Hyperlipidemia. Smokes 1 PPD. Lives alone, uses single point cane, has fallen 3x past month.	Selected powerpoints will be posted on Canvas. They will include material from PHT 6381C PHT 6503 Health Promotion Wellness II PHT 6186 C Ther Ex I PHT 6190C Ther Ex II PHT 6302C Principles of Disease PHT 6352 Pharmacology
8	Wed. July 3	Faculty mentor: Barb Smith, PT, PhD 33 yr F. Hospitalized for 2 months with + COVID. Ventilator dependent x 1 month. Patient is post COVID with obesity, long term weakness, SOB, depression.	Selected powerpoints will be posted on Canvas. They will include material from PHT 6381C PHT 6503 Health Promotion Wellness II PHT 6186 C Ther Ex I PHT 6190C Ther Ex II PHT 6302C Principles of Disease PHT 6352 Pharmacology

Week	Date(s)	Topic(s)	Suggested review
9	Wed July 10	Mentor: Lara Jacobson, DPT 17 yr M s/p fall off suspension bridge with pelvic fractures, olecranon fractures. Electrical burn from head to feet. Amputation of RLE BKA. Concussion. Depression. Drug dependency.	Selected powerpoints will be posted on Canvas. They will include material from PHT 6302C Principles of Disease PHT 6502 Health Promotion Wellness I PHT 6186 C Ther Ex I
10	Wed July 17	Mentor: Catherine Boissoneault, DPT, NCS 55 yr F with ataxic gait, three falls, burning pain bilateral hands, feet. HTN, diabetes, obesity (> 36 BMI) Lumbar and bilateral OA.	Selected powerpoints will be posted on Canvas. They will include material from PHT 6761C Neuro I PHT 6502 Health Promotion Wellness I PHT 6186 C Ther Ex I PHT 6190C Ther Ex II PHT 6352 Pharmacology
11	Wed July 24	Clinical mentor: Jen Fogel, DPT, NCS 30 yr M s/p closed head injury due to MVA. Pt. with Fracture R femur with ORIF, LLE spasticity, pain, combative.	Selected powerpoints will be posted on Canvas. They will include material from PHT 6761C Neuro I PHT 6502 Health Promotion Wellness I PHT 6186 C Ther Ex I PHT 6190C Ther Ex II PHT 6352 Pharmacology
12	Wed July 31	Final Examination. Questioned formatted in style similar to NPTE.	

- ~~Please provide grading scale.~~

[Added]

- ~~Attendance is mandatory, what is the penalty for missed sessions?~~

[See section “Policy Related to Required Class Attendance” – the penalty is a loss of one professional behavior point.] [Please note that excused absences related to our UF Religious Holiday Policy do not require documentation.]

- ~~Cell phone policy in syllabus needs to allow for emergencies during class. Students may not be required to turn off cell phones.~~

- ~~Recommend adding phrase such as “In the case of emergency students may...” or “Please notify instructor if there is a possible need for emergency phone use during class time”.~~

[This has been added]

- ~~This is an on-campus class, but the syllabus talks about Zoom/online etiquette.~~

- ~~What aspects of this course are on campus vs. online?~~

[Problem solving and skills labs are planned to be in person. However, sometimes unforeseen circumstances may mean that the course would need an element (either student related or instructor related) that would need to rely on Zoom rather than reschedule.]

- ~~Please update COVID section of syllabus to be in line with current UF guidelines.~~

[Updated for consistency with HSC policies for patient facing areas.]

- ~~The “guest” policy mentioned in the syllabus seems to allude to bringing children to class.~~

- ~~Does PHHP have a formal policy about this, and is it consistent/compliant with university policy?~~

- ~~Please provide more detail regarding this course policy and the need for this policy in the syllabus.~~

[This is language included in the syllabus template from our PHHP curriculum committee.]

C. PHT 6XXX Emerging Practice

[R][A]

- <https://secure.aa.ufl.edu/Approval/reports/17781>

- Comments:

- ~~No reading materials recommended. Could reading materials on rigors of practice methods and guidelines be helpful? Are there more current materials that could be included as recommended readings.~~

- ~~Could the instructor guide students to online resources for recommended (but not essential) reading?~~

- ~~The approval form says no reading (which doesn't seem to fit with a course of this nature), but the syllabus clearly states there are readings. Please reconcile.~~

[Readings will be provided to the instructor by the speaker for distribution to students prior to presentations. These can't be listed until the speakers provide them. Email & Updates, 1/19/23]

- ~~The course title is on ‘Emerging Practice’—please update course title to be more content specific.~~

[The title has been updated to “Emerging Practice in Physical Therapy”]

- ~~The NMP Symposium is mentioned as part of the course. What will be the role of students in this symposium—attend, present, run sessions, etc.?~~

[Only attendance is required. This text is in the syllabus:

“Each year, internationally renowned experts in the field of neuromuscular plasticity and rehabilitation are invited to present a platform presentation in morning. In the afternoon, trainees from across the University present current research related to rehabilitation. For this assignment attendance is required at the morning seminars. You will not be expected to attend the

poster session but are strongly encouraged to do so. Look for information from your instructors in Neuroscience and Functional Anatomy regarding “guided tours” of the research poster presentations”]

- ~~The table is missing Topics (2/8/2022 and 4/5/2022) and missing instructor names. Please provide completed or expected information.~~
[The table has been updated with presentations that occurred in the last seminar cycle.]
- ~~Course objective 1—what is ICF model? Please write out full name.~~
 - ~~Will students know what this is?~~
[International Classification of Function - this model underpins most rehabilitation theory. ICF has been spelled out in the syllabus. Students have used this model in the first semester to describe where an individual’s primary limitation is occurring; e.g. a limitation of activity or a limitation to social role participation]
- ~~No grading scale for course is included on the approval form. Please update the form to include the grading scale for this course.~~
[This has been added to the form]
- ~~The syllabus refers to the DPT program as “entry level” in the Relation to Program Outcomes section on p.1. Why is this an “entry level” program?~~
[This is the preferred terminology of our accrediting body. The DPT is the only degree offered for a person to be eligible to sit for licensure in the USA. As such, it is required to “enter” the profession and labeled the “entry-level” degree.]
- ~~Delivery method is listed on the approval form as “on-campus,” but it’s clear from syllabus there are online components.~~
 - ~~Please provide more information.~~
[Most guest instructors will present “face-to-face” or “in person” but some guest speakers will present via Zoom as their primary location is remote; e.g., Chicago.]
- ~~This looks like a 16-week course based on the syllabus. If this is a full semester course, the exam week policy should be observed.~~
[This is a full semester course but there is no final exam. Graded activities include reflections, 1 paper, and the discussion board.]
- ~~The syllabus does not list topics during some weeks (e.g., week 6). Please provide more detail.~~
[These are seminar weeks. The schedule has been amended]
- ~~Please provide more information regarding reflections (i.e., what is the numeric value of each reflection for grade and what prompts are used?).~~

[These details are included in the “Assignments” section under “Reflections”]

- ~~Per syllabus, no discussion post makeups even for excused absences are allowed. Please bring this in line with UF policy. Students must be afforded the opportunity to makeup missed assignments for excused absences.~~

[This has been amended]

- ~~Attendance is mandatory; how are students penalized for unexcused absences?~~

[This is listed in the section “Policy related to Required class attendance” – students will lose one point from “Professional behaviors”]

- ~~The cell phone policy in syllabus needs to allow for emergencies during class. Students may not be required to turn off cell phones.~~

- ~~Recommend adding phrase such as “In the case of emergency students may...” or “Please notify instructor if there is a possible need for emergency phone use during class time”.~~

[Thank you for this suggestion. The change has been made.]

- ~~Please update COVID section of syllabus to be in line with current UF guidelines.~~

[The policy has been amended to indicate yellow surgical masks are required in patient facing areas.]

- ~~The “guest” policy mentioned in the syllabus seems to allude to bringing children to class.~~

- ~~Does PHHP have a formal policy about this, and is it consistent/compliant with university policy?~~
- ~~Please provide more detail regarding this course policy and the need for this policy in the syllabus.~~

[This is language included in the syllabus template from our PHHP curriculum committee.]

D. PHT 6XXX Pathophysiology for Physical Therapy

[R][A]

- <https://secure.aa.ufl.edu/Approval/reports/17791>
- Comments:
 - ~~Please upload “clean” syllabus copy and final version with updates and no comments.~~ [Submitted January 20, 2023.]
- Comments for currently uploaded syllabus:
 - ~~Are there any minimum grade requirements for the prereqs in this course (or in any of the other submissions for the month)?~~

- ~~Rationale and Placement in the Curriculum indicates students take a course at least similar to this already, but later in the curriculum. Is that course/material being eliminated?~~

- ~~How does the addition of this course impact the curriculum/credit total overall?~~

[Content presented in this course, Pathophysiology, was previously part of a 4-credit course, Principles of Disease, that occurs later in the program sequence. This Pathophysiology content will no longer be part of Principles of Disease.

Per our curriculum plan submission, courses later in the curriculum will be reduced in assigned credit hours, some will increase in credit hours, and some new courses created. We have submitted an overall plan that shows how these changes will maintain our curriculum at 113 credits.]

- ~~This looks like a 16-week course based on the syllabus. If this is a full semester course exam week policy should be observed.~~

[The final exam will occur during the exam week for the Spring semester]

- ~~Please clarify course meeting time in syllabus.~~

- ~~Are these Zoom sessions what makes the course on-campus and online, as noted in UCC form?~~

[Yes they are]

- ~~Link for Canvas in syllabus is working but recommend changing to the elearning URL that's now used.~~

[This has been changed]

- ~~Attendance is mandatory; how are students penalized for unexcused absences?~~

[Unexcused absences will result in the loss 5% of total percentage points. Late arrival to class or early departure will result in the loss of 5 points with each occurrence.] [Please note that documentation is not required for excused absences related to religious holiday observance.]

- ~~Is a 70 passing, or a 72?~~

[70 is a C and considered a passing grade. This has been modified in the text.]

- ~~Cell phone policy in syllabus needs to allow for emergencies during class. Students may not be required to turn off cell phones.~~

- ~~Recommend adding phrase such as “In the case of emergency students may...” or “Please notify instructor if there is a possible need for emergency phone use during class time”.~~

[This has been added.]

- ~~COVID-19 section of syllabus needs updating.~~

[This section now aligns with HSC policy.]

- ~~The “guest” policy mentioned in the syllabus seems to allude to bringing children to class.~~
 - ~~Does PHHP have a formal policy about this, and is it consistent/compliant with university policy?~~
 - ~~Please provide more detail regarding this course policy and the need for this policy in the syllabus.~~

[This is language included in the syllabus template from our PHHP curriculum committee.]

- ~~Please update recording part of syllabus in line with UF and state policy (says instructor permission needed).~~

[The text indicates that students need permission to publish the recording, not to make the record.]

7. Modify Course Requests

Approve	Conditionally Approve	Recycle
PHT 6730C Differential Diagnosis in Physical Therapy Modification	PHT 6207C Basic Skills II	
PHT 6302C Principles of Disease		
PHT 6322C Pediatric Physical Therapy		
PHT 6070C Radiology and Diagnostic Imaging in Physical Therapy Practice		

A. PHT 6730C Differential Diagnosis in Physical Therapy **[R][A]**

- <https://secure.aa.ufl.edu/Approval/reports/17796>
- Comments:
 - ~~Is this course changing enough to warrant the creation of a new course rather than a modify request?~~
[This should be a modification of the course title. Update, 1/20/23]
 - ~~Syllabus has date of 2015. All required policy links and information are outdated please update.~~
 - ~~Is this the syllabus that will be used for the course?~~
[Yes, we would use this syllabus for the course in the coming Summer 2023]
 - ~~Please update all UF policy related links and information as required by the UF syllabus policy;~~
https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_09_09_2022.pdf
 - ~~Attendance link is outdated and links to the 2001-2002 catalog.~~
[Links updated]
[Please remember that excused absences for reason of observance of religious holidays do not require documentation.]
 - ~~Recommend including grading policy link~~
(<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>)
[The DPT grading system is modified (with requisite permissions from that of the main campus. The syllabus s updated to show this.)]
 - ~~Please update the syllabus and the approval form to have the same prerequisites.~~
[Done]

- The course description in the syllabus and the approval form do not match. Please update.
[This is updated.]
- ~~Under ‘Rationale’: Does the syllabus need to have the pertinent parts of the State Practice Acts explicitly mentioned here? Is this Florida State Practice Acts?~~
[This refers to Florida Statute 486: Physical Therapy Practice. By this point in the curriculum Doctor of Physical Therapy students are very familiar with the practice act having completed much “clinically oriented” course work and completed a first full-time clinical affiliation.]
- ~~The Review Subcommittee recommends combining the Course Table and Topical Outline Table~~
[We are unsure if the review is referring to the “Instructional methods” table when suggesting the combination with the “Course table”. We have not combined these tables as “Instructional methods” is specific to course objectives and not specific to content scheduled each week.] Thank you. Not combining these tables makes sense.
- ~~Under ‘Homework’: ‘This is not busy work’: Recommend replacing this phrase with another synonymous phrase.~~
[That phrase has been eliminated.]
- ~~Under ‘Instructional methods look for the word “roll”’: please explain~~
[This was an error and has been removed.]
- ~~Please indicate times for class breaks~~
[Text has been added under “Class schedule”]
- ~~The topical outline/course schedule seems to be missing?~~
[See under heading “Description of Course Content”]
- ~~Under ‘Summary of grading’, explain ‘% peer grade’~~
[Each of the role play activity is worth 5% out of the total 20% based on peer role play. The text has been amended.]
- ~~Will this course only be offered in summer sessions? Please be sure that weekly schedule does not overlap with final exam period and guidelines for reading days.~~
[This course is only offered in the Summer semester of the second year of the program. See the overall curriculum layout figure.]
- ~~The “guest” policy mentioned in the syllabus seems to allude to bringing children to class.~~

- ~~○ Does PHHP have a formal policy about this, and is it consistent/compliant with university policy?~~
- ~~○ Please provide more detail regarding this course policy and the need for this policy in the syllabus.~~

[This is language included in the syllabus template from our PHHP curriculum committee.]

B. PHT 6207C Basic Skills II

[CA]

- <https://secure.aa.ufl.edu/Approval/reports/17782>
 - Summary: Request to modify the title (PHT 6207C Introduction to Exercise Science for Physical Therapists), prerequisites, and course overview.
- Comments:
 - The change to this course is more substantive than simply changing its title and course description. A substantive course change would alter the course to the extent that its does not reflect an accurate representation of the original course’s intentions, content, nature, and scope. The following changes typically warrant a new course request as they are considered substantive:
 - A change in course level
 - A change in its programmatic intended purpose
 - A significant change in program/departmental SLOs assigned to the course
 - Special/rotating topics courses that have been offered three times and now need a permanent prefix/number.

The proposed changes appear to fall into the second bullet above. Can you explain more why the program does not consider this request a substantive course change that warrants a request for a new course (new prefix and number), given the objectives of the current and proposed courses?

Current Objectives	Proposed Objectives
Upon completion of this course the student will be able to: <ol style="list-style-type: none"> 1. Describe, apply, and analyze the exercise principles of overload/intensity, specificity, progression, recuperation/recovery, and use/disuse. 2. Interpret physiological and subjective responses (BP, RR, HE, RPE, oxygen saturation) before, during, and after prescribed exercise to develop safe and effective exercise programs. 	Upon completion of this course the student will be able to: <ol style="list-style-type: none"> 1. Describe, apply, and analyze core exercise principles used for exercise testing and prescription. 2. Understand and assess what are safe and normal physiological and subjective responses (BP, RR, HR, RPE, oxygen saturation) before, during, and after prescribed exercise for safe and effective exercise programs. 3. Understand and describe the differences between submaximal and maximal exercise

<ol style="list-style-type: none"> 3. Understand the differences between submaximal and maximal exercise assessment. 4. Describe aerobic function in terms of METs, VO₂ in L/min, and kcal/min. 5. Describe, apply, analyze, and have skill in aerobic capacity/endurance exercise prescription and training. 6. Describe progressive, acute responses and steady-state responses to energy metabolism, heart rate, blood pressure, oxygen saturation, stroke volume, cardiac output, ejection fraction, respiratory rate, tidal volume, minute ventilation, and lactate levels during exercise testing. 7. Know the absolute contraindications for aerobic capacity/endurance testing. 8. Describe, administer, and interpret aerobic capacity/endurance tests and measures. 9. Describe, analyze, and apply key elements involved in the process of strength/resistance exercise (warm up, stretching, isometric/concentric/eccentric/isokinetic/plyometric exercise, power, speed, and endurance) for prescription and training. 10. Describe, analyze, and apply guidelines for frequency, intensity, time, and type (FITT) for strength/resistance exercise prescription for healthy individuals and various patient populations. 	<ol style="list-style-type: none"> assessment. 4. Describe and evaluate aerobic function in terms such as METs, VO₂ in L/min, etc. 5. Describe, apply, analyze, and have skill in aerobic capacity/endurance exercise prescription and the creation of a training program. 6. Describe and judge progressive, acute responses and steady-state responses to energy metabolism, heart rate, blood pressure, oxygen saturation, stroke volume, cardiac output, and respiratory rate during exercise testing. 7. Describe and discuss the application of contraindications for aerobic capacity/endurance testing. 8. Describe, administer, and interpret aerobic capacity/endurance tests and measures. 9. Describe, analyze, and apply key elements involved in the process of strength/resistance exercise for prescription and the creation of a training program. 10. Describe, analyze, and apply guidelines for frequency, intensity, time, and type (FITT) to design strength/resistance exercise prescriptions for healthy individuals and various patient populations. 11. Describe and demonstrate safety awareness (including equipment safety and emergent situations) during exercise training for exercise testing, prescription, and intervention. 12. Describe and interpret various physical activity measures. 13. Describe and discuss the benefits and application of blood flow restriction used with therapeutic
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<ol style="list-style-type: none"> 11. Understand the absolute contraindications for strength/resistance training and integrate safety awareness in the use of strength/resistance exercise equipment and procedures. 12. Administer and interpret various physical activity measures. 13. Describe and discuss the benefits of blood flow restriction exercise. 14. Describe and discuss estimated energy balance, recommended energy and macronutrient intakes, proper rehydration techniques, and nutritional ergogenic aids. 15. Describe, administer, and interpret functional anthropometric tests and measures. 16. Describe the benefits versus risks of exercise for individuals with specific diseases/disorders (diabetes and stroke) and across the lifespan (pediatrics versus geriatrics). 17. Complete screening/safety measures across the lifespan. 18. Describe, administer, and interpret muscle performance tests, multiple battery tests, and measures. 	<p>exercise.</p> <ol style="list-style-type: none"> 14. Describe and discuss estimated energy balance, recommended energy and macronutrient intakes, proper rehydration techniques, and nutritional ergogenic aids and their application to exercise. 15. Describe, administer, and interpret functional anthropometric tests and measures for the evaluation of patients. 16. Describe and evaluate the benefits versus risks of exercise for individuals with specific diseases/disorders (diabetes and stroke) and across the lifespan (pediatrics versus geriatrics). 17. Describe, administer, and interpret muscle performance tests, multiple battery tests, and measures to evaluate patients across the lifespan and create appropriate exercise programs for them. 18. Describe and teach a patient in proper exercise prescription for both aerobic and resistance exercise.
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▪ **Should Basic Clinical Skills I be a co-requisite or pre-requisite of this course?**

▪ ~~Syllabus is dated 2021, please update or remove.~~
[Removed]

▪ ~~Please update required prerequisites in syllabus (missing course number).~~

[Added]

- ~~The “guest” policy mentioned in the syllabus seems to allude to bringing children to class.~~
 - ~~Does PHHP have a formal policy about this, and is it consistent/compliant with university policy?~~
 - ~~Please provide more detail regarding this course policy and the need for this policy in the syllabus.~~

[This is language included in the syllabus template from our PHHP curriculum committee.]

C. PHT 6302C Principles of Disease

[CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/17840>
- Summary: Requesting update to course overview, objectives and to reduce the course credits from 4 to 3 credit hours. (1 credit being removed and separated to a one credit hour course.
- Comments:
 - ~~Please provide course number or request number for this course?~~
[The course number for the course under review is PHT6302C. Update, 1/20/23]
 - ~~Please provide more information regarding the following:~~
 - ~~Meeting: Synchronous didactic – Friday, 8:00-9:30 am (C1-04) On-campus labs – Friday, 9:45-11:15 (1/2 class) and 11:30-1:00 (1/2 class) (1104/9)*~~
It has been rewritten as:
Friday, 8:00-9:30 am: Synchronous didactic – C1-04
Friday, 9:45-11:15: Lab 1 (1/2 class) and 11:30-1:00: Lab 2 (other half of the class) in 1104/9*
 - ~~Please update prerequisites within syllabus to be the same as form.~~
[The prerequisite for this course is correct.]
 - ~~It might be useful to include a description in the topical outline table denoting required readings, hands on or in person lessons.~~
[There is a lecture hour followed by lab every week, indicated at the beginning of the syllabus. Readings are posted on Canvas and updated annually based on new literature about best practices for physical therapists in acute care settings.]
 - ~~Please provide more information regarding what ‘italicized safety item’ under ‘Evaluation of Simulation Lab Performance’~~

[The text has been amended to: If any italicized safety item listed on the grading rubric posted on CANVAS is rated “not acceptable”, one retake will be offered with maximum score of 3%.]

- ~~Recommend spelling out abbreviations.~~
[We have left the abbreviations in place as these are standard abbreviations used in PT practice]
- ~~Can a link or the 10-pt rubric itself be included in the syllabus/request~~
[The rubric is submitted as part of the overall submission]
- ~~Under ‘Medical-Surgical Post-Lab Writing Assignment’: ‘One point will be deducted for each day the lab is turned in late.’~~
 - ~~Please include how many points for the assignment or please provide this number in % (as provided in the grading table below).~~
[The syllabus indicates that the assignment is worth 6% of the grade.]
- ~~Under ‘Expectations Regarding Course Behavior’: ‘You cheat’: Recommend including plagiarism.~~
[Added]
- ~~Recommend including break times in Syllabus Table~~
[A line has been added to “Meeting”]
- ~~Has VME been consulted on the removal of its course as a prerequisite?~~
[Yes.]
- ~~The “guest” policy mentioned in the syllabus seems to allude to bringing children to class.~~
 - ~~Does PHHP have a formal policy about this, and is it consistent/compliant with university policy?~~
 - ~~Please provide more detail regarding this course policy and the need for this policy in the syllabus.~~
[This is language from the PHHP curriculum committee syllabus template.]

D. PHT 6322C Pediatric Physical Therapy

[CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/17795>
- Comments:
 - ~~Will this course only be offered in summer sessions? Please be sure that weekly schedule does not overlap with final exam period and guidelines for reading days.~~

[This course is only offered in the Summer. Updates & Responses
1/20/23]

- ~~‘Certain parts for the course are presented online as preparatory work...’~~
 - ~~Recommend including how many hours approximately are required for preparatory work.~~
[A statement has been added.]

- ~~Under ‘Formative Learning Component’: ‘The goal of formative assessment is to monitor and mentor student learning to provide ongoing feedback...’~~
 - ~~Is this the blueera feedback? Will this feedback be discussed with students?~~
[The feedback comes from instructors during handling skills labs and after assessments. Yes, the feedback is given directly to students]

- ~~As this course will follow Blended Learning methods, under the ‘Schedules and topics’ table, Recommend including a separate column be included to indicate whether the course content is video, hands-on, simulation, purely lecture or group discussions or a mix.~~
[Currently there is text to indicate that lab activities always include discussion. A column has been added to indicate when in person lecture content is expected to be delivered.]

- ~~Recommend including an indication on whether and when breaks are allowed.~~
[This has been added under the class times section.]

- ~~Please provide the rubric or provide a link to the rubric under the [‘Grading’ table, as part of the rubric mentioned under Lab Competency. The rubric will be available on CANVAS. Text has been added to the syllabus to indicate this.]~~

- ~~Under ‘Group Work’, it is mentioned that ‘Group work will be assessed weekly by your team members and mentor for your group’~~
 - ~~Please indicate whether these are faculty mentors and please indicate the pool of faculty mentors~~
[The text has been changed to “assessed weekly by your team members and an course instructor for your group (listed above)”]

- ~~Under ‘Student Expectations, Roles, and Opportunities for Input’, 14th point: please indicate whether the zoom contents uploaded on canvas has any restrictions for sharing.~~
[Text has been added.]

- ~~Please check and update links and policies. UF Grading policy link/Grad Attendance link, etc are broken.~~
[Links have been updated.]
- ~~The “guest” policy mentioned in the syllabus seems to allude to bringing children to class.~~
 - ~~Does PHHP have a formal policy about this, and is it consistent/compliant with university policy?~~
 - ~~Please provide more detail regarding this course policy and the need for this policy in the syllabus.~~
[This is language included in the syllabus template from our PHHP curriculum committee.]

E. PHT 6070C Radiology and Diagnostic Imaging in Physical Therapy Practice [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/17838>
- Comments:
 - ~~Please update syllabus to have the same prerequisites as the submitted form.~~
[This is updated. Updates & Email, 1/20/23]
 - ~~Please update syllabus course description to reflect same information as submitted form.~~
[This is updated]
 - ~~The “guest” policy mentioned in the syllabus seems to allude to bringing children to class.~~
 - ~~Does PHHP have a formal policy about this, and is it consistent/compliant with university policy?~~
 - ~~Please provide more detail regarding this course policy and the need for this policy in the syllabus.~~
[This is language provided in the PHHP curriculum committee syllabus template.]
 - ~~Please check and update links and policies. UF Grading policy link/Grad Attendance link, Grad Honor code, etc are broken.~~
[I have checked the links and they seem to work now.]
 - ~~What types of blending learning will be utilized?~~
[Readings (articles and case descriptions) needed to prepare for the discussion of each topic during class are posted under each week’s schedule on CANVAS.]
 - ~~How will online quizzes be proctored?~~
[There is text that indicates the respondus browser will be used.]