College of Health Sciences
Doctor of Physical Therapy Program
PTH: 635 Pediatric Care

Syllabus

**Course Number/Title:** PTH 635: Pediatric Care  
**Number of Credits:** 2 credits  
**Day/Time/Location:** Wednesdays, September 13-December 13th, 2017, CGS: 107  
- Cohort B 1:00-2:50  
- Cohort A 3:00-4:50  
**Final Project:** Friday, December 15th Time: Cohort A 9-12, Cohort B 1-4. CGS: Movement Sciences Lab

**Course Grading Scale:** A-F  
**Prerequisites:** Physical Therapy Program Good Standing

**Faculty**  
Ashley Knuth, PT, DPT, C/NDT  
**Office:** Physical Therapy Building: 114  
**Phone:** 262-951-3096  
**Email:** aknuth@carrollu.edu (preferred method)  
**Office hours:**  
- Wednesdays: CGS, Room: TBD, 12:00-1:00 pm; available some Monday’s & Wednesdays 12-1:00 at CGS as well-email for availability.  
- Thursdays: PT 114, 1:00-3:00 pm

*Dr. Knuth will be off campus, October 25th-29th if you have any questions or concerns during that time please see Dr. Deprey.

**Physical Therapy Program Goals**  
1. Students will demonstrate the skills and behaviors as defined by the CAPTE Standards and Elements required for entry-level physical therapy practice in a dynamic healthcare environment.  
2. Students will demonstrate evidence-based practice and utilize sound clinical reasoning strategies within the patient/client management and International Classification of Functioning Disability and Health (ICF) models.  
3. Students will demonstrate physical therapy professional ethics, values and responsibilities in accordance with APTA *Code of Ethics for the Physical Therapist, Core Values and Core Professional Behaviors*.  
4. The Program will demonstrate commitment to service to Carroll University, professional organizations, and local and global communities.  
5. The Program faculty members will demonstrate contemporary expertise in their assigned teaching areas and have ongoing productive scholarly agendas.
Neurological Track Mission Statement
The aim of the neurological track is to produce an entry-level generalist clinician who is competent in 1) neuroanatomic detail and relationship to behavior and motor function, 2) application of motor control and motor learning principles and 3) proficient in evaluation, examination and management of persons with impairment, functional limitation or disabilities due to neurological pathology or injury.

Course Description
Pediatric Diagnosis, conditions, and syndromes impacting typical development will be presented in this class. Physical Therapy examination, evaluation, interventions, outcomes, while utilizing patient client management and ICF models, to identify and apply to atypical development to various environmental/social contexts, cultures, and lifespan.

Required Texts:

Reference Texts:
- Campbell, SK; Palisano, RJ; Orlin, MN ; Physical Therapy for Children. St.Louis: Elsevier-Saunders; 4th ed. 2012
- Tecklin, Jan; Pediatric Physical Therapy. Baltimore: Lippincott Williams & Wilkins; 5th ed. 2015

Course Objectives
Upon successful completion of the course, the student will be able to

1. Summarize the pathophysiology as well as signs and symptoms of developmental and system disorders
2. Identify and apply age appropriate and culturally applicable, outcome measures to determine a prognosis and plan of care
3. Determine, select, and apply appropriate interventional strategies for children ages newborn to 21; presenting with variety of impairments, activity limitations, and participation restrictions
4. Prioritize impairments and activity limitations for children with multiple system involvement using the ICF model.
5. Recognize unique social, cultural, financial and environmental considerations for families and children with developmental delay or system pathologies; then apply to the patient/client management model.
6. Understand requirements related to legislation, policy, and systems with the overall impact on the child and their family.
Linkages between these course student learning outcomes/objectives and the Entry-level of Physical Therapy program goals can be reviewed within the document entitled “Curriculum Matrix” found on the LMS DPT program web page.

**Grading Scale:**
A: 100-89.95%
B: 89.94-79.95%
C: 79.94-69.95%
D: 69.94-60%
F: 59% and below

**Examination & Quiz policy:**
NO books, papers, notebooks, cellphones, smartphones, I-pods, I-watch, I–touch, etc or backpacks/book bags will be allowed on/near (within 5 feet) your desk/computer during an examination. An attempt will be to have all the exams online. In the event of technical difficulties, exams may be written or scantron. Recommend keeping personal belongings in the back of the room or in lockers. Hats are prohibited during an exam. Cellphones, smartphones, I-pods, I–touch, blackberry, etc must be TURNED OFF and not in view during an examination. EXAMs are 60+ minutes long (with the exception of the final). You will not be allowed to leave the exam room except under extreme circumstances.

Makeup exams will be determined on case by case basis with the consultation of all Physical Therapy faculty. If an exam is going to be missed and makeup date requested. Please give at least 1 week notice to the course instructor. If an exam or class is missed due to illness, a physician's note is required for an excused absence. If this is not provided for the date of a missed assignment, grade may be negatively impacted.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Weight</th>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>Quizzes/In class assignments (Sprint Review)</td>
<td>20%</td>
<td>1-6</td>
</tr>
<tr>
<td>Retrospective (self and team)</td>
<td>5%</td>
<td>1-6</td>
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<tr>
<td>Webinar</td>
<td>10%</td>
<td>1-5</td>
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<tr>
<td>Observation and Clinical Decision Making Paper</td>
<td>15%</td>
<td>1-6</td>
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<tr>
<td>Mid-Term Exam</td>
<td>15%</td>
<td>1-6</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
<td>1-6</td>
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<tr>
<td>Final Project</td>
<td>15%</td>
<td>1-5</td>
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Policy Statements

Statement on Academic Integrity: – The Carroll University Academic Integrity Policy is located in your student handbook (pages 17-21). We (faculty) encourage you to familiarize yourself with it. If a student violates this policy in any way, we reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course or other sanction that is deemed appropriate. If you have questions about appropriate citations, please ask.

Accommodation for Disabilities: – Any requests for accommodation must be made through Walter Young Center Disability Services Coordinator at Carroll University. We will make appropriate accommodations once we receive notification from Walter Young Center.

Modifications to the syllabus: The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s)

Class Policies:

1. Class policies regarding attendance, assignments, academic standards, and general conduct are in accord with those outlined in the “Entry-Level Physical Therapy Program Student Handbook.”
2. If the course instructors cannot read or understand any written assignments, exams or projects, points will be graded as wrong. Please write clearly, concisely and legibly.
3. Failure to attend, be prepared for class, failure to participate in class and online activities, and labs, missing classes, and tardiness may adversely affect your grade.
4. All course information, documents, assignments, additional readings, announcements are in the PTH635 course folder on eLearning.

Late Assignments
Failure to turn an assignment in on time may adversely affect your grade each day it is late. A penalty of 10% each day will accrue until the time it is turned in. Please talk with course instructor prior to due date, if you feel you will need more time for an assignment.

Professional behavior and preparation is expected at all times.
Appropriate professional behavior as a member of the class is expected during all in person and online interactions.

Assigned Readings:
Readings should be reviewed in preparation for discussion and questions in class. Readings not in the required texts may be found posted on eLearning, in the library’s electronic database, on indicated web pages, or in recent issues of Physical Therapy or Journal of Neurologic PT.

Additional readings may be assigned as appropriate throughout the semester.

Instructor pre-recorded lectures as well as non-voiced over lectures can be found on PTH635 Canvas page.
In addition, review of applicable material from previous classes such as but not limited to Systems Development, Anatomy & Physiology, Neuroanatomy, Neurological Disorders I, General Medicine I, Musculoskeletal Disorders I, Neuroscience, Learning and Behavior, Applied Physiology I and II, Basic Patient Management Skills, Practice and Teaching, etc will be expected.

University Resources:
Learning Commons:
Offer graduate students Academic Success Workshops, writing assistance through the Writing Center, equipment checkout, and collaborative spaces for students to complete group work. http://www.carrollu.edu/learningcommons/graduatesupport.asp?nav=6824

Office of Student Success:
Staff offers to help students in any way possible – educational, personal or otherwise https://my.carrollu.edu/ICS/Student/Student%20Success
**Fall 2017 Course Overview**

Course structure is using a process called EduScrum©. This process is to assist in student-driven learning instead of teacher-driven. The main theory in this process is using knowledge that comes from experience and making decisions based on what is known. You will be working in Teams to learn the material and to attain the knowledge at a competent level. The instructor along with resources have deemed the necessary level of competence for the content (Sprint) of the day. This will leave the schedule fairly fluid for the semester. Readings done outside of class time will be rarely given by me, but ultimately by your team if you all decide it is necessary for your learning of the content.

-Please *NOTE* the due date of the shared assignment-Webinars in RED on the schedule below. These are to be uploaded to the PTH606 page for grading AND to a separate page for viewing.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics (Sprints)</th>
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<tbody>
<tr>
<td>1</td>
<td>September 13\textsuperscript{th}</td>
<td>Go over syllabus, overview of class, expectations, pick Teams&lt;br&gt;Topic: Overview of Examination in Peds</td>
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<td>2</td>
<td>September 20\textsuperscript{th}</td>
<td>Topic: Service Delivery, Legislation, Policy&lt;br&gt;-mandated reporter training, submit on canvas your “Certificate of Completion” that you completed the training. Make sure you save this for your records as well.&lt;br&gt;<a href="http://wcwpds.wisc.edu/mandatedreporter/index.html">http://wcwpds.wisc.edu/mandatedreporter/index.html</a>&lt;br&gt;Webinar: Marfan’s</td>
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<td>3</td>
<td>September 27\textsuperscript{th}</td>
<td>Topic: Myelodysplasia&lt;br&gt;Webinar: Cornelia Delange</td>
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<td>4</td>
<td>October 4\textsuperscript{rd}</td>
<td>Topic: Developmental Coordination Disorder&lt;br&gt;Webinar: Fetal Alcohol Syndrome&lt;br&gt;Webinar: Achondroplasia</td>
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<td>5</td>
<td>October 11\textsuperscript{th}</td>
<td>Topic: Down Syndrome and Idiopathic Hypotonia&lt;br&gt;Webinar: Prader-Willi Syndrome</td>
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<td></td>
<td>October 13\textsuperscript{th}</td>
<td>Assistive Devices/Equipment Lab&lt;br&gt;-Quiz-after lab. Done through PTH608, will get same score in PTH635</td>
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<td>6</td>
<td>October 18\textsuperscript{th}</td>
<td>Topic: Autism,PDD, PDD-NOS&lt;br&gt;Webinar: Rett Syndrome</td>
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<td>7</td>
<td>October 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Mid-Term Exam</td>
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<td>8</td>
<td>November 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Topic: Cerebral Palsy Examination</td>
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<td>Webinar: Idiopathic Toe Walking</td>
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<td>9</td>
<td>November 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Topic: Cerebral Palsy Intervention</td>
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<td>AMPUTEE LAB FOR GEN MED-CHANGE IN CLASS TIMES</td>
<td>Treatment DEMO?</td>
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<td>Webinar: Angelman Syndrome</td>
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<td></td>
<td><strong>Musculoskeletal</strong></td>
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<td>10</td>
<td>November 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Topic: Torticollis</td>
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<td>Webinar: Arthrogryposis</td>
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<tr>
<td>11</td>
<td>November 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Topic: Osteogenesis Imperfecta Development</td>
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<td>Hip Dysplasia</td>
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<td>Brachial Plexus</td>
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<td>Webinar: Ehlers Danlos</td>
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<td>Webinar: POTS</td>
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<tr>
<td>12</td>
<td>November 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Topic: Congenital Limb Deficiencies</td>
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<td>Webinar: Congenital Heart Defects</td>
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<tr>
<td>13</td>
<td>December 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Topic: Health, Wellness, and Participation</td>
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<td>Webinar: Obesity in Children</td>
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<td>14</td>
<td>December 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Final Written Exam</strong></td>
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<td>15</td>
<td>December 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Final Project with Neuro: Dec. 15&lt;sup&gt;th&lt;/sup&gt; Cohort A 9-12, Cohort B 1-4</strong></td>
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</tbody>
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**Please Note:** While every attempt will be made to follow the syllabus schedule and course outline as stated, it may be likely to deviate from the published schedule to meet class needs, accommodate unforeseen circumstances, etc.
Assignments

1) Webinar
You are to select a 1) neurologic, pediatric pathology, or, gen med from the list found on the the PTH 606 Canvas page. You must sign up for your topic and intervention no later than September 13th, 2017. Two students per topic. See PTH 606 Canvas page for more detailed information.

“Webinar” Instructions
You will create a 5-15 minute “webinar” that students will watch and answer questions that may be used on the unit or final exams. You can use any type of professional technology to relay information to your classmates. Post your presentation on LMS Canvas PTH 606, on Modules tab you will find a site to upload for grading and a different page to upload for all to view.

The length of your presentation is “5-15 minutes (the main goal should be to relay information that will be useful for your peer’s future practice)

- Keep your presentation focused but comprehensive
- Use person first language, disease second e.g. person with spinal cord injury
- Use the American Medical Association style of referencing.
- Keep in mind this is a professional presentation and should reference authors as appropriate so we know what is theorized by you or suggested by others.
- The majority of your references should be primary, peer reviewed references (review articles are secondary references).

Webinars are due and to be posted 24 hours prior to scheduled viewing on the syllabus.

If you need access to a video recorder

- Most tablets and even some phones will provide adequate video quality.
- If you need to borrow a camcorder, the PT program has 8-10 cameras that can be checked out from the graduate center front desk. Please see the Carroll University DPT Program LMS page (under MyGroups) for more information. It is located under the Equipment and Check out procedure tab in the upper right of the screen. There is information on how to use the cameras as well as details on check out procedures.

Please see list of topics in PTH606 syllabus. We will do a sign up through Canvas
2) Observation in Clinic and PEDIATRIC CLINICAL DECISION Paper

PLEASE SEE ASSIGNMENT-PEDIATRIC CLINICAL DECISION MAKING IN CANVAS, FOR A LOT MORE DETAIL on criteria and grading.

You will be required to do a minimum of 2-hour observation at a local pediatric clinic. You will follow a PT or OT. Hopefully you will see at least two children in that time. You will pick one of them to write a reflection paper including the criteria in the below rubric. If you and another classmate go together you need to write about different children, you observed (contact Dr. Knuth immediately after your observation if you were unable to see different children). You will also need to talk with a parent/caregiver or teacher, depending on the setting you are observing in, about their experience with therapy and how it is helping the child, along with asking about goals and HEP. During your observation you will come up with child’s impairment of body structure/functions, activity strengths/limitations participation abilities/limitations in prioritized order-you are to put this into the PT-CRT format. Don’t be afraid to talk with the therapist you are with; they all understand you may have questions. If you miss or are late to your scheduled date/time, your grade may be negatively impacted.

*Due: 1 week following in clinic experience*

3) Quizzes

Will occur for most of the topics, your team will need to complete the “assignment or case questions” in order to be allowed to take the quiz for that day. Dr. Knuth will be available during class to answer any questions and to check off the case/assignment questions. Once deemed “ready” each member of the team will take the quiz individually. If each group member passes on the first try, you will all receive a 100%. If even one person doesn’t pass, it will not be stated who didn’t pass, you can then reconvene as a team to discuss the quiz and options for best learning of the whole team. When ready you will be given another attempt to take the quiz individually. If all members pass the 2nd time you all will receive a 90%. This process will continue if you need to take it a third time you will all receive at 80% if all passed. If a 4th attempt is needed, Dr. Knuth will then sit with the group (in class if time, if not scheduled a time outside of class) and discuss the topic and go through verbal discussion of the topic for competency. A 4th attempt at a quiz will be required after the small group discussion with Dr. Knuth. If there is no quiz for that day, there will be another way indicated for your team to “review” the material for the day; this may include, but not limited to: demonstration of intervention strategy, oral review of a specific topic, written presentation.
4) **Retrospective (self and peer)**
As a process of being in a team, after each Sprint (most every class period) you need to answer these questions individually and collectively as a team:
   1. What went well?
   2. What can or should be done better?
   3. What should we not do anymore?
   4. What action will we take into the next Sprint?

Answering these will be able to assist in how the last Sprint went, with respect to the people, relations, processes, and tools. Identify what went well and potential improvements; and to then create a plan to implement improvements to the work of the team.

5) **Final Project:**
In conjunction with PTH 606. You will be put into groups of 4. You will be given a case scenario, then have 30 mins to prepare and then 15 minutes to present the following information to the class.

- Each group of 3-4 members will be given a patient scenario, and will have 30 minutes to develop 15 minutes of treatment.
- One person will role play the specific patient by displaying body, structure and functional movement patterns that is typical for the particular diagnosis.
- One person will be narrating the clinical reasoning behind the treatment
- One to two SPTs will provide the intervention that focuses on handling techniques