

9-2014

## PT 523.01: Clinical Medicine I - Introduction to Clinical Medicine

Anthony E. Kinney

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**University of Montana**  
**School of Physical Therapy & Rehabilitation Science**  
**PT 523 Introduction to Clinical Medicine**  
**Autumn 2014, Professional Year I**  
**1 Credit**

***Instructor:***

*Toby Kinney, PT, DPT, OCS, FAAOMPT, MBA*  
*SB 104*

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*Office Hours: By appointment; please arrange appointments by email.*

**Course Meeting Times & Location:**

Professional Year 1, Autumn Semester, Block II: beginning 10/17/2014  
Fridays, 1:10pm to 3pm

**Course Meeting Location:** Unless otherwise specified Skaggs Building Room 114

**Laboratory Meeting Location:** Skaggs Building 020

**Clock Hours:**

- In class lecture/discussion/group assignment: 12 hours
- Online lecture: 2 hours
- Laboratory: 2.0 hours

**Course Description:**

Introduction to the International Classification of Function (ICF) model, tissue healing, pathology of the musculoskeletal, chart review, medical interviewing and screening, and vital signs.

**Course Prerequisites:** None.

**Required Reading:**

Jette AM (2006). Toward a Common Language for Function, Disability, and Health. Phys Ther. 86:726-734. <http://ptjournal.apta.org/content/86/5/726.full.pdf>

Mueller MJ & Maluf KS. Tissue Adaptation to Physical Stress: A Proposed "Physical Stress Theory" to Guide Physical Therapist Practice, Education and Research. Phys Ther. 82(4):383-403.  
<http://ptjournal.apta.org/content/82/4/383.full>

**Required Textbooks**

Goodman CC and Snyder TEK. Differential Diagnosis for Physical Therapists, Screening for Referral 5<sup>th</sup> edition, Saunders, 2007.

**Purpose:** To provide students with an understanding of the interrelationship of a patient's health condition and limitations in activities and participation in society. In addition, obtaining a clear medical history and background through chart review and medical interview will be explored and reinforced. An understanding of tissue healing; with a focus on tissues of the musculoskeletal system will be discussed.

**Teaching Methods and Learning Experiences:**

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This course will utilize a combination of delivery methods including on-line and in person lectures, in-class discussions, and laboratory. Lecture notes and links to required reading will be posted in Moodle. Please check Moodle on a daily basis for updates in course materials and announcements.

**All Course Slides and Course Notes are the property of the instructor and shall not be shared or disseminated without permission.**

### **Services for Students with Disability**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. The course instructor will work with you and DSS to provide an appropriate accommodation.

### **Methods of Student Evaluation:**

The course grade will be composed of the following:

*(For detailed description see Appendices)*

(1) Course Examination	60%
(2) Group Project	30%
(3) Professionalism	10%
<b>Total</b>	<b>100%</b>

### **GRADING SCALE:**

The grading criteria will follow the policy of the School of Physical Therapy and Rehabilitation Science (see student handbook) with a passing grade being a “C” and a 73 percent.

<b>Percentage</b>	<b>Letter Grade</b>	<b>Grade Point</b>
90-100	A	4
87-89	B+	3.3
83-86	B	3
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1
60-62	D-	0.7
<60	F	0

### **Academic Conduct:**

Please be familiar with The University of Montana Student Conduct Code Section IV, “Academic Conduct” (<http://life.umt.edu/VPSA/documents/Student%20Conduct%20Code%20FULL%20-%20UPDATED%20AUG%2028%202012.pdf>) in practicing academic honesty. It is expected that all students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and /or disciplinary sanction by the University. Any evidence of cheating or plagiarism will result in failure of the course.

### **Professional Behaviors:**

**University of Montana**  
**School of Physical Therapy & Rehabilitation Science**  
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Please become familiar with the University of Montana Doctor of Physical Therapy Program Student Handbook 2014-2015, specifically page 14 that lists Generic Abilities/Professional Behaviors. Professional behaviors are expected in the course. These include (but are not limited to): responsibility for one's own learning; completion of group and individual assignments in a timely manner; on time attendance; coming to class prepared; treating fellow students, staff, and faculty with respect; receiving and giving constructive criticism if appropriate. Course attendance and viewing of on-line lectures is required. Excused absences are for illness, injury or emergencies. For unexcused absences students will be subject to the following grade deductions from final grade.

1 absence – 2 %

2 absences – 5%

3 absences – 10%

>3 absences. Students will be subject to disciplinary and/or remedial consequences that may include dismissal from the course.

Unprofessional conduct by a student when involved with schoolwork, in and out of the School, may also be considered grounds for unsatisfactory progress in the Program and is subject to review by the Professionalism & Academic Requirements Committee (PARC), and potentially the Dean of the College of Health Professions & Biomedical Sciences.

**Cell Phone/Electronics Policy**

Cell phones should be turned off and put away. No text messaging during class. Lap top computers may be used to take notes and when appropriate, search the web for information pertaining to the topic being discussed in class. Other uses of personal computing devices in class are prohibited.

**COURSE OBJECTIVES**

**I. Disablement Models and the International Classification of Function (ICF)**

- a. Describe the Nagi disablement model.
- b. Describe the ICF model.
- c. Demonstrate application of the ICF model in the context of patient/client management.
- d. Describe the process of hypothesis-oriented algorithms within the context of the ICF model of disability as it is used to guide physical therapy diagnosis, evaluation, and treatment.
- e. Differentiate between disease and illness, signs and symptoms, acute and chronic illness.

**II. Orthopedic and Musculoskeletal Pathology**

- a. Describe common orthopedic and musculoskeletal pathology seen in physical therapy practice.
  - (1) Fractures
  - (2) Sprains
  - (3) Strains
  - (4) Contusions
  - (5) Lacerations
  - (6) Ruptures
  - (7) Delayed Onset Muscle Soreness (DOMS)

**Objectives cont.**

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- b. Describe the common signs/symptoms of persons with these disorders.
  - (1) Fractures
  - (2) Sprains
  - (3) Strains
  - (4) Contusions
  - (5) Lacerations
  - (6) Ruptures
  - (7) Delayed Onset Muscle Soreness (DOMS)
  
- c. Describe the common forms of medical intervention for these disorders.
  - (1) Fractures
  - (2) Sprains
  - (3) Strains
  - (4) Contusions
  - (5) Lacerations
  - (6) Ruptures
  - (7) Delayed Onset Muscle Soreness (DOMS)
  
- d. Introduction to physical therapy management of patients with these disorders.
  - (1) Fractures
  - (2) Sprains
  - (3) Strains
  - (4) Contusions
  - (5) Lacerations
  - (6) Ruptures
  - (7) Delayed Onset Muscle Soreness (DOMS)

**III. Patient/Client Interviewing**

- a. Describe the appropriate interview process for patients receiving physical therapy.
- b. Using case studies and examination, determine appropriate interview questions and analyze the information received for further examination.
- c. Using case studies and written examination, determine from interview data when referral to other health care professionals is appropriate.
- d. Differentiate between disease and illness, signs and symptoms, acute and chronic illness.

**IV. Medical Screening**

- a. Define differential diagnosis and state the role it plays in physical therapy practice.
- b. Recognize constitutional symptoms of systemic disease and utilize them in the completion of differential diagnosis of examination results and medical and psychological information.
- c. Determine the need for further examination or consultation by a physical therapist or for referral to another health care professional.
- d. Demonstrate the ability to perform heart rate, blood pressure, temperature, and respiratory rate during the medical screening process.

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**Course Schedule and Content**

	<b>Date</b>	<b>Topic</b>	<b>Notes</b>
Class I	<b>10/17/14</b>	Intro to Course, Principles of Tissue Healing	
Class II	<b>10/24/14</b>	No Class On-line lecture and exercise about Physical Stress Theory	On-line Moodle Lecture
Class III	<b>10/31/14</b>	Pathology & Mgmt of Bone and Cartilage	
Class IV	<b>11/7/14</b>	Pathology & Mgmt of Ligament	
Class V	<b>11/14/14</b>	Pathology & Mgmt of Muscle	
Class VI	<b>11/21/14</b>	Case Discussions: MSK Pathology	
Class VII	<b>11/28/14</b>	Medical Screening	Group Assignments due in class
Class VIII	<b>12/5/14</b>	Lab: Medical Interviewing & Vital Signs Course Evaluations	On-line Moodle Supplement to be completed before clas
Class IX	<b>12/9/14</b>	<b>Final Examination</b>	<b>10am to Noon in SB114</b>

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**Appendix A: Description of Course Evaluation Activities**

- 1) **Group Writing Assignment (Due November 28, 2014 by 1:10pm)**-30% of Course Grade  
Working in assigned groups of 4-5 students will be assigned a specific musculoskeletal pathology to analyze relative to the tissue healing/physical stress theory model.
- 2) **Professionalism (ongoing)**-10% of Course Grade  
Students will be evaluated on an ongoing basis on their ability to adhere to the Generic Abilities designated in the Student Handbook.
- 3) **Course Examination (September 10, 2013)**-60% of Course Grade  
The course examination will be a 90-minute in-class, independent exercise consisting of multiple choice, fill-in-the blank and short answer questions.